



# Program Review

Summary and Reflections with Unit Goals, Action Plans, and Updates

Instructional Program - Accelerated College Programs (ACP)

### Executive Summary

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**Describe the successes and challenges your unit has faced since the last comprehensive review.**

Clearly the COVID epidemic has affected our program like everyone else. Interestingly enough, moving towards online instruction turned out to be a success for ACP. It has been increasingly difficult for our program to completely fill classes at individual sites. It is much more likely to get some students from multiple sites wanting to take a single class. Now that we have experience in an online format, we can offer classes both online and in a hybrid format to accommodate more 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.**

There have been no major curriculum changes and the service changes are outlined above.

**If applicable, describe the impact of any new resources (human, fiscal, etc) on the unit and/or action plan implementation.**

Not applicable.

**If you assess OUTCOMES, please confirm that the outcomes have been reviewed for accuracy. If you do not assess Outcomes, skip this question.**

Reviewed & Accurate

**Related Documents for Charts and Graphs**

**Executive Summary Complete**

Yes

### Data Reflection

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**Trends observed in program/service area's data.**

Enrollment trends for ACP have increased for the last year. 2022 enrollment was 491 students and 2023 was 662 students. Our course retention and success rates have been very steady and very high.

**Describe any equity gaps in the data. Are there differences and/or patterns observed by demographics (e.g.race/ethnicity, gender, age, etc.)**

This is discussed and dealt with in much more detail in the unit goal and action plan section below.

**Related Documents for Charts and Graphs**

[Mesa Principals Rountable 2023-102723.pdf](#)

**Describe the discussion(s) that took place about the unit's learning outcomes assessment data.**

Our department reviewed and revised the courses offered. We confirmed the CLO's for each of our courses. We are in year one of the new process and will assess next year.

**Data Reflection Complete**

Yes

### Practice Reflection

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**Describe current practices your program/service area has engaged in that you believe impact the above data trends and equity gaps.**

ACP has been engaging in many more hybrid options for classes in order to target and provide opportunities for more students. By increasing hybrid and online options, we are able to target small populations of students at various sites. In the past, we would need full enrollment at one specific site to run a class. If a site only had 5 to 10 students that were interested, we were unable to provide classes for them. I believe this has and will continue to increase enrollment as well as equity because we can now service smaller groups of students at sites that previously were unable to host a full class.

## Summary and Reflection

### **What other factors (internal or external) might also impact the above data trends and equity gaps?**

Other factors to consider are San Diego Unified being flexible to allow these hybrid and online classes as well as the Mesa College administration allowing these modalities. So far, both parties have been very flexible and accommodating.

### **Related Documents for Charts and Graphs**

### **Practice Reflection Complete**

Yes

## Mid-Cycle Updates

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### **YEAR 2 Updates (2023 - 2024)**

**Provide any edits or updates to the prompts originally documented in the Executive Summary section for Year 2.** (2023-2024 update) The initial success of moving to online instruction has also created some challenges. While successful in reaching pockets of students at multiple sites, it is now difficult, if not impossible, to handle in person exams. Our program has been experimenting with individual sites giving proctored exams but currently the hybrid modality has worked best. We will see how things shake out over the next year or two but there has been a trend of decreased enrollment in math courses and increased enrollment in political science courses.

**Provide any edits or updates to the prompts originally documented in the Data Reflection section for Year 2.** (2023-2024 update) The only update here would be to begin to examine enrollment trends of the math courses and political science courses individually. Political science sections have increased but math sections have decreased.

**Review Outcomes Report. Review the unit's outcomes assessment process for 2022 - 2023. Discuss connections to unit goals/action plans/resource requests.**

There are no resource requests at this time and our unit goals and actions plans have dealt with equity gaps and San Diego Unified discussions which are still taking place.

**Provide any edits or updates to the prompts originally documented in the Practice Reflection section for Year 2.** There are no updates or edits for this section.

### **YEAR 3 Updates (2024 - 2025)**

**Provide any edits or updates to the prompts originally documented in the Executive Summary section for Year 3.**

**Provide any edits or updates to the prompts originally documented in the Data Reflection section for Year 3.**

**Review Outcomes Report. Review the unit's outcomes assessment process for 2023 - 2024. Discuss connections to unit goals/action plans/resource requests.**

**Provide any edits or updates to the prompts originally documented in the Practice Reflection section for Year 3.**

### **YEAR 4 Updates (2025 - 2026)**

**Provide any edits or updates to the prompts originally documented in the Executive Summary section for Year 4.**

**Provide any edits or updates to the prompts originally documented in the Data Reflection section for Year 4.**

**Review Outcomes Report. Review the unit's outcomes assessment process for 2024 - 2025. Discuss connections to unit goals/action plans/resource requests.**

**Provide any edits or updates to the prompts originally documented in the Practice Reflection section for Year 4.**

**Goal 1: The current data for our courses includes all CCAP classes so our first goal is to work with district to separate this out into ACP specific data so that we may properly assess equity and access gaps.**

**Unit Goal:** Goal 1: The current data for our courses includes all CCAP classes so our first goal is to work with district to separate this out into ACP specific data so that we may properly assess equity and access gaps.

**Goal Status:** Active

**Beginning Year:** 2022 - 2023

**Projected Completion Year:** 2023 - 2024

#### Mapping

Mesa College Strategic Plan: Roadmap to Mesa2030: (X - Highlight the X to Align)

- **Pathways and Partnerships - Objective 2:** Expand partnerships with K-12 institutions to enhance program offerings and increase access for minoritized students. (X)
- **Scholarship - Objective 2:** Evaluate and improve Diversity, Equity, and Inclusion practice in classroom environments, campus activities, departments, schools, and administrative units (X)

Action Plans	Action Plan Update
<b>Action Plan Status:</b> Active <b>Action Plan:</b> Discussions with Dean Perman of Career Education and Workforce Development and her team to begin separating out the data to exclusively represent ACP. <b>Action Plan Cycle:</b> 2023 - 2024	

**Goal 2: After goal 1 is achieved, ACP will begin discussions with Unified to address these equity and access gaps.**

**Unit Goal:** Goal 2: After goal 1 is achieved, ACP will begin discussions with Unified to address these equity and access gaps.

**Goal Status:** Active

**Beginning Year:** 2023 - 2024

**Projected Completion Year:** 2025 - 2026

#### Mapping

Mesa College Strategic Plan: Roadmap to Mesa2030: (X - Highlight the X to Align)

- **Pathways and Partnerships - Objective 2:** Expand partnerships with K-12 institutions to enhance program offerings and increase access for minoritized students. (X)
- **Scholarship - Objective 2:** Evaluate and improve Diversity, Equity, and Inclusion practice in classroom environments, campus activities, departments, schools, and administrative units (X)

Action Plans	Action Plan Update
<p><b>Action Plan Status:</b> Active</p> <p><b>Action Plan:</b> 1. Discussions with Unified liaisons on how to approach these gaps.</p> <p><b>Action Plan Cycle:</b> 2023 - 2024, 2024 - 2025, 2025 - 2026</p>	
<p><b>Action Plan Status:</b> Active</p> <p><b>Action Plan:</b> 2. Possible discussions with individual sites where the gaps are significant.</p> <p><b>Action Plan Cycle:</b> 2022 - 2023, 2023 - 2024, 2024 - 2025, 2025 - 2026</p>	



# **Program Review**

Summary and Reflections with Unit Goals, Action Plans,  
and Updates

Instructional Program - Accounting (ACCT)

## Executive Summary

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**Describe the successes and challenges your unit has faced since the last comprehensive review.**

Accounting has seen steady enrollment throughout and post pandemic with the return to campus. Enrollment in both online and face to face classes remains consistent, although online courses do appear to be favored by students.

Fall 2023 Overall Accounting enrollment was 945 students at Mesa, with a capacity of 1,040. We had 26 sections, 22 of which were our core transfer courses (Financial & Managerial Accounting). The adjusted fill rate for our program overall was 91% with 0 in low demand and 50% in high demand. For Fall 2023, enrollment is at 812 students (capacity is 880) in our core transfer courses (116A/116B) with adjusted fill rates of 92% (college average adjusted fill rate is 87%, 30% high demand). We have 22 sections for these 2 core courses, 50% of which are high demand. Accounting has a waitlist of 35 (13% of WL capacity) with 50% of our sections with waitlists. Fall 2023 FTES was 120 (136.7 max), with 18.41 productivity.

Spring 2023, enrolled students: 962 students; 776 in Fully online courses, 114 in on campus, and 72 in partially online courses. The adjusted overall fill rate was 96%, online was 97%, on campus 95%, and partially online was 90%. We had a total of 25 sections (20 online, 3 on campus, 2 partially on campus). Fill rates in Fall 2022, were 91%, 98% for online courses and 72% for on campus classes. There were 19 online and 6 on campus in Fall 2022. Fall 2022 we had 914 students enrolled, with 25 sections. 741 students were online students and 173 were on campus students. Spring 2020, fully online we had 89% fill rate, 97% for fully online courses, 85% for on campus, and 79% for partially online courses. Overall, our online courses have higher fill rates that our overall program and the college/district as a whole.

In terms of enrollment productivity, our core transfer classes showed an average class size of 37 with a productivity of 18.60. Overall, our program had an average class size of 36 students and a current productivity of 18.41. Core transfer classes had 109 FTES (123.4 max) for 18.60 productivity.

We have found students continue to prefer and enjoy the flexibility afforded by asynchronous courses. Our students continue to perform at the same level or above our students who take face to face courses. Many of our faculty have continued to improve their online courses through course redesign by way of professional development classes, workshops, and events. Our faculty also continue to participate in professional development within the discipline, as two faculty members participated in the Strong Workforce Faculty Institute 2.0 and one faculty member attended TACTYC (Teachers of Accounting at Two Year Colleges) in Spring 2023 and plans to attend in Spring of 2024.

We face challenges with the diversity of students enrolled in our courses, specifically African American students. We will continue to strategize and develop ideas to encourage and increase not only enrollment of African American students, but also their success and retention rates. In terms of success, retention, and enrollment, online courses (overall & transfer level only) outperform both on campus and hybrid courses in our discipline. It's also important to note that productivity of our online classes also outperforms the other two.

**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.**

**If applicable, describe the impact of any new resources (human, fiscal, etc) on the unit and/or action plan implementation.**

**If you assess OUTCOMES, please confirm that the outcomes have been reviewed for accuracy. If you do not assess Outcomes, skip this question.**

Reviewed & Accurate

## Summary and Reflection

### Related Documents for Charts and Graphs

#### Executive Summary Complete

Yes

## Data Reflection

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#### Trends observed in program/service area's data.

Overall, course success rates for the entire academic program have been steadily on the rise since the 2016/2017 academic year. In 2016/2017, the program success rate was at a low of 75%, however the program has enjoyed a steady and consistent increase thru all courses since then, climbing to high of 82% in 2020/2021, and then a small decline to 79% in 2021/2022.

Course Success Rates across the board for our program during and post-pandemic are slightly higher in online asynchronous (80%) and online synchronous (87%) as compared to hybrid (75%) and face to face (76%) modalities. The same trend holds true for course retention rates within the program (OA – 89%, OS – 97%, F2F – 81%, Hybrid – 89%). We had 56 awards for the program across the two-year span of 2020 – 2022, with the majority of the awards to women (67.9%) in the 30-39 age group (37.5%) and the 40-49 age group (25%). The demographics for these awards was to LatinX (33.9%) and White (28.6%), followed by Asian/Pacific Islander (25%). We continue to have low data for awards to African Americans and Filipino, both only at 1.8%.

Our fill rate is high for our program (91% for Fall 2022 and 99% for Spring 2023). Our fill rate was highest for the online modality across these two semesters respectively (98% and 101%) versus face to face (72% and 95%).

As can be seen from our data, our course success and retention rates continue to improve. Success and retention rates for online courses surpass those of face to face, and our students prefer an online format, although face to face modality demand remains strong.

#### Describe any equity gaps in the data. Are there differences and/or patterns observed by demographics (e.g.race/ethnicity, gender, age, etc.)

Our largest equity gap per enrollment by demographic as a program continues to remain with African American students. For our overall program, the equity gap for African American students is 14.4%, followed by LatinX at 9.7%. Examining the equity gap at a more granular level, for Financial Accounting 116A the equity gap was 17% for African American students and 11% for LatinX. For Managerial Accounting 116B, the equity gap was 7.5% and 7.6%, respectively. Both groups have had a consistently disproportionate impact in our programs for some time. When disaggregating further by gender, African American males have an overall course program success rate of 68%, and African American females have an overall course program success rate of 65%. For LatinX, males have a course program success rate of 73%, and females have an overall course program success rate of 75%. Females in our program have an overall course success rate of 78.7% and a course retention rate of 88.3%, whereas males have a course success rate of 77.7% and a course retention rate of 88.5%.

### Related Documents for Charts and Graphs

#### Describe the discussion(s) that took place about the unit's learning outcomes assessment data.

Students in our program are exceeding targets year after year in our courses. No action is necessary, we will continue with current course content and teaching style, addressing any program or course changes as needed.

#### Data Reflection Complete

Yes

## Practice Reflection

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#### Describe current practices your program/service area has engaged in that you believe impact the above data trends and equity gaps.

We remain committed to addressing the equity gaps identified in our program above. We believe outreach to these groups via Work Based Learning events or student clubs could result in a positive impact to our program. We also believe our consistently high success rates are attributable to continuing education and professional development



## Summary and Reflection

courses and programs our faculty are involved in, as well as course redesigns and equity analysis thru events like the Strong Workforce Faculty Institute.

### **What other factors (internal or external) might also impact the above data trends and equity gaps?**

There may be lack of student engagement and participation which can skew data, specifically course success and retention rates.

### **Related Documents for Charts and Graphs**

### **Practice Reflection Complete**

Yes

## Mid-Cycle Updates

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### **YEAR 2 Updates (2023 - 2024)**

**Provide any edits or updates to the prompts originally documented in the Executive Summary section for Year 2.**

**Provide any edits or updates to the prompts originally documented in the Data Reflection section for Year 2.**

**Review Outcomes Report. Review the unit's outcomes assessment process for 2022 - 2023. Discuss connections to unit goals/action plans/resource requests.**

**Provide any edits or updates to the prompts originally documented in the Practice Reflection section for Year 2.**

### **YEAR 3 Updates (2024 - 2025)**

**Provide any edits or updates to the prompts originally documented in the Executive Summary section for Year 3.**

From the perspective of our students, everything remains consistent, and our data supports previous findings. Accounting has maintained steady enrollment throughout and post-pandemic with the return to campus. Enrollment in both online and face-to-face classes remains consistent, though online courses are still favored by students. Students continue to prefer and enjoy the flexibility of asynchronous courses, performing at the same level or above those in face-to-face courses. Many faculty members continue to improve their online courses through professional development, workshops, and events. Additionally, faculty continue to engage in professional development within the discipline, with participation in the Strong Workforce Faculty Institute 2.0, TACTYC and professional development events to improve the pipeline of students interested in accounting and pursuing a CPA degree.

**Provide any edits or updates to the prompts originally documented in the Data Reflection section for Year 3.**

Our fill rate is high for our program, which is a continuing trend. Fill Rates for accounting were 100% (high demand 21%), 95%, and 87% for Fall 2024, Spring 2024, and Fall 2023 respectively. Our fill rate was highest for the online modality across these three semesters respectively (100%, 93%, and 90%) versus face to face (103%, 100%, and 82%). It's important to note that we offer a much larger number of online classes per semester than on campus. And still have consistently strong fill rates.

Current productivity for all accounting courses at Mesa are 17.94 (as of November 2024). Fully online courses have a productivity of 18.25 versus 17.36 for on campus courses.

Overall, our course success rates are holding steady at around 79% for the past two academic years (2022/2023 & 2023/2024). Overall given our lower success rates in 2016-2019, we have an overall success rate of 78%. Course Success Rates for online asynchronous courses was 79% overall (81% and 80% for 2022/2023 and 2023/2024, respectively). Course Success Rates for face-to-face courses was also 79% (76% and 78% for 2022/2023 and 2023/2024, respectively). The same trend holds true for course retention rates within the program was 89%, which was representative in all modalities.

As can be seen from our data, our course success and retention rates continue to remain high. Success and retention rates for both online asynchronous classes and face-to-face courses are consistent. This is due to the continued enrollment of students who are primary parents/caregivers and employed. By offering online modalities

## Summary and Reflection

that allow them to work on their coursework around their own schedules, we have not only opened access to education but also improved retention and success rates.

Females in our program have an overall course success rate of 78.7% and a course retention rate of 88.3%, whereas males have a course success rate of 78.3% and a course retention rate of 88.8%. Student Athletes in our program have an overall course success rate of 76.3% and a course retention rate of 90.3%, whereas non-athletes have a course success rate of 78.5% and a course retention rate of 88.5%. Two age groups have lower retention and success rates than other ages. 25-29 aged students have a 76.5% success rate and 87.4% retention rate. Students aged over 50 had a success rate of 72.9% and an 81.4% retention rate versus an overall success rate of 78.4% and 88.6% retention rate.

Our largest equity gap per enrollment by demographic as a program continues to remain with African American students. For our overall program, the equity gap for African American students is 13.9%, followed by LatinX at 10.0%. Examining the equity gap at a more granular level, for Financial Accounting 116A the equity gap was 15.4% for African American students and 11.5% for LatinX. For Managerial Accounting 116B, the equity gap was 9% and 7.4%, respectively. Both groups have had a consistently disproportionate impact in our programs for some time.

When disaggregating further by gender, African American males have an overall course program success rate of 66%, and African American females have an overall course program success rate of 65%. For LatinX, males have a course program success rate of 73%, and females have an overall course program success rate of 71%. 81% retention rates for African American Females, 82% retention rates for African American Males. 84% retention rates for LatinX females; 86% retention rates for LatinX males.

Accounting as a discipline has an equity gap. Per the AICPA 2021 Trends report, professional accounting staff at firms comprise 62 percent white, 5 percent Black, 24 percent Asian or Pacific Islander, and 7% Hispanic/Latino. Compared with the general US population, which is 75 percent white, 13.6 percent Black, 6.4 percent Asian/Pacific Islander, and 18 percent Hispanic/Latino.

### **Review Outcomes Report. Review the unit's outcomes assessment process for 2023 - 2024. Discuss connections to unit goals/action plans/resource requests.**

In previous years, we have successfully completed assessments for courses 116A and 116B. This approach has consistently yielded positive results. Upon completing this year's assessments, there will be a meeting for the full-time accounting faculty to review the outcomes and determine the necessary next steps.

Following our initial discussion, we plan to convene a comprehensive meeting with all instructors of 116A and 116B to present our findings and assessments. During this session, we will invite feedback from both contract and adjunct faculty. It is important to note that adjunct participation in the assessment process is not mandatory, and the results from one or two sections typically do not significantly impact the overall assessment outcomes for 116A/B.

Proposed scheduling assessments for 201A in the fall and 201B in the spring.

Regarding the assessments for courses 120, 121, and 125. the necessary information will be input it within the next couple of weeks.

Contact for the faculty who teach courses 150 and 135 is in process.

We aim to complete the assessment of all our course offerings by the end of the 2024/2025 academic year. This will allow us to focus on developing plans for the next assessment cycle during the 2025/2026 academic year.

Currently, all Program Learning Outcomes (PLOs) are mapped to the Institutional Learning Outcomes (ILOs). However, the mapping of Course Learning Outcomes (CLOs) to PLOs did not transfer correctly. Our plan is to first map courses 120, 121, and 125. These courses will then be archived as they are not scheduled for instruction. Should we resume teaching course 125, we will need to address the extensive number of CLOs associated with it.

### **Provide any edits or updates to the prompts originally documented in the Practice Reflection section for Year 3.**

We are dedicated to closing equity gaps in our program. We believe that engaging with these groups through Work Based Learning events or student clubs can positively impact our program. Our high success rates are due to our

## **Summary and Reflection**

faculty's involvement in continuing education, professional development, course redesigns, and equity analysis through events like the Strong Workforce Faculty Institute. We have hosted CPA events for students in conjunction with sister colleges. One of our faculty members has been in discussions with accounting faculty at SDSU and attended their advisory board meetings to discuss opportunities for students and desired skillsets as students enter a 4-year university as an accounting major.

### **YEAR 4 Updates (2025 - 2026)**

**Provide any edits or updates to the prompts originally documented in the Executive Summary section for Year 4.**

**Provide any edits or updates to the prompts originally documented in the Data Reflection section for Year 4.**

**Review Outcomes Report. Review the unit's outcomes assessment process for 2024 - 2025. Discuss connections to unit goals/action plans/resource requests.**

**Provide any edits or updates to the prompts originally documented in the Practice Reflection section for Year 4.**

## Goal 1: Professional Development

**Unit Goal:** Encourage faculty to attend and participate in professional development activities, and to attend local and national level conferences to keep current with best practices, and to develop current accounting skills.

**Goal Status:** Active

**Beginning Year:** 2022 - 2023

**Projected Completion Year:** 2025 - 2026

### Mapping

Mesa College Strategic Plan: Roadmap to Mesa2030: (X - Highlight the X to Align)

- **Scholarship - Objective 1:** Expand and prioritize professional learning experiences for all employees that create parity in outcomes across racial/ethnic groups and all disproportionately impacted groups (X)
- **Scholarship - Objective 2:** Evaluate and improve Diversity, Equity, and Inclusion practice in classroom environments, campus activities, departments, schools, and administrative units (X)
- **Scholarship - Objective 4:** Expand the use of innovative and high-quality teaching, learning, and support practices that achieve equitable outcomes and increase student success (X)

Action Plans	Action Plan Update
<b>Action Plan Status:</b> Active <b>Action Plan:</b> Attend and participate in further professional development activities and course redesign workshops. <b>Action Plan Cycle:</b> 2022 - 2023, 2023 - 2024, 2024 - 2025, 2025 - 2026	<b>Submission Date:</b> 11/18/2024 <b>Action Plan Update:</b> Faculty has continued to attend professional development opportunities as planned, such as TACTYC in Spring 2024. One faculty member has been in attendance to the advisory board meetings at SDSU as well as in discussion with their faculty to identify areas of opportunity for accounting students. <b>Update Year:</b> 2024 - 2025 <b>Action Plan Progress:</b> On Track
	<b>Submission Date:</b> 01/29/2024 <b>Action Plan Update:</b> Faculty attended TACTYC (Teachers of Accounting at Two Year Colleges) in 2023 and will attend in 2024. Also hosted CalCPA event at Mesa College in conjunction with Miramar College to promote accounting as a major and pathways to obtain CPA certification. <b>Update Year:</b> 2023 - 2024 <b>Action Plan Progress:</b> On Track

## Goal 2: Reduce Program Equity Gaps

**Unit Goal:** Reduce the program equity gaps for all disproportionately impacted student groups by 5% each year over the next five years.

**Goal Status:** Active

**Beginning Year:** 2023 - 2024

4/14/2025

**Projected Completion Year:** 2029 - 2030

### Mapping

Mesa College Strategic Plan: Roadmap to Mesa2030: (X - Highlight the X to Align)

- **Community - Objective 2:** Develop activities, spaces, and programs that support a sense of belonging with a focus on antiracism, historically minoritized groups, and inclusion. (X)
- **Community - Objective 3:** Build a culture of communication that is evidence based, race conscious, institutionally focused, systemically aware, and equity advancing (X)
- **Completion - Objective 3:** Design and promote programs and services that intentionally target a reduction in equity gaps in completion outcomes (X)
- **Completion - Objective 4:** Support students' access to resources to mitigate the impact caused by technological and basic needs insecurity (X)

Action Plans	Action Plan Update
<b>Action Plan Status:</b> Active <b>Action Plan:</b> Promote more contact with counseling and student support services. <b>Action Plan Cycle:</b> 2025 - 2026	<b>Submission Date:</b> 11/18/2024 <b>Action Plan Update:</b> One faculty member is currently networking with faculty at SDSU to identify opportunities for accounting students and to enhance the visibility of the major for all students. This discussion can serve as an avenue for faculty to secure discussions with student support services and counseling for our students. <b>Update Year:</b> 2024 - 2025 <b>Action Plan Progress:</b> On Track
	<b>Submission Date:</b> 01/29/2024 <b>Action Plan Update:</b> Faculty promotes student support in syllabi and through announcements in classes. <b>Update Year:</b> 2023 - 2024 <b>Action Plan Progress:</b> On Track
<b>Action Plan Status:</b> Active <b>Action Plan:</b> Cultivation of Embedded Tutor Pipeline. <b>Action Plan Cycle:</b> 2025 - 2026	<b>Submission Date:</b> 11/18/2024 <b>Action Plan Update:</b> Faculty member continues to serve in role as accounting tutoring liaison in LRC. This presence has helped to serve our students in their achievements within the accounting major. <b>Update Year:</b> 2024 - 2025 <b>Action Plan Progress:</b> On Track
	<b>Submission Date:</b> 01/29/2024 <b>Action Plan Update:</b> Faculty member currently serves as liaison between the tutoring center and accounting/business department. <b>Update Year:</b> 2023 - 2024 <b>Action Plan Progress:</b> On Track





# **Program Review**

Summary and Reflections with Unit Goals, Action Plans,  
and Updates

Instructional Program - American Sign  
Language/Interpreting (AMSL)

## Executive Summary

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**Describe the successes and challenges your unit has faced since the last comprehensive review.**

The AMSL unit had faced some successes and challenges during the pandemic event. The obstacles we confronted were to transform from face-to-face to online classes. The transitions were not smooth for the AMSL colleagues due to the lack of emergency preparation, but they adapted their online teachings. Now the pandemic is over, one of the AMSL colleagues still uses online approach, and the rest are hybrid. Most of these classes met once or twice a week to practice ASL in class.

The challenges are the enrollment and online courses for the AMSL program. We are working on expand networking to recruit more students to enroll the Interpreting program in the San Diego community. The continuum is challenging for developing well-prepared ASL Studies students as a means of supporting the pipeline into the Mesa ASL-English interpreting program. In the past, there were four full-time professors, the networking was effective among colleagues and their students, but now there is the only one full-time professor; it means the networking is small. The successes will be to hire two new professors to join the AMSL programs to expand enrollment and networking.

**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.**

Distance education emerged in the AMSL curriculum.

**If applicable, describe the impact of any new resources (human, fiscal, etc) on the unit and/or action plan implementation.**

An ASL Space would be ideal for the Mesa community. The ASL space is a hangout place where students could practice ASL with Deaf students. It fosters language skills and cultural awareness.

**If you assess OUTCOMES, please confirm that the outcomes have been reviewed for accuracy. If you do not assess Outcomes, skip this question.**

Reviewed & Accurate

**Related Documents for Charts and Graphs****Executive Summary Complete**

Yes

## Data Reflection

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**Trends observed in program/service area's data.**

Need for a faculty member in the ASL-English interpreting program

Before 2017, the AMSL Department had four full-time contract faculty and enrollment was healthy. By 2017, two contract faculty had retired and have yet to be replaced. The last full-time faculty member retired in 2020, and since that time, the program has increasingly had to rely on adjunct faculty. Relying on adjunct faculty does not create consistency in student learning or allow the program to meet its unit goals. The change in faculty and resulting decrease in enrollment is illustrated by the dashboard data below.

**Faculty FTEF:**

- o Fall 2019: 1.77 FTEF Contract and 1.77 Adjunct
- o Spring 2020: 1.60 FTEF Contract and 1.07 FTEF Adjunct
- o Fall 2020: 1.00 FTEF Contract and 1.60 FTEF Adjunct
- o Spring 2021: .47 FTEF Contract and 2.27 FTEF Adjunct
- o Fall 2021: 1.00 FTEF Contract and 1.80 FTEF Adjunct
- o Spring 2022: 1.00 FTEF Contract and 1.07 FTEF Adjunct
- o Fall 2022: 1.00 FTEF Contract and 1.80 FTEF Adjunct
- o Spring 2023: 1.20 FTEF Contract and 1.27 FTEF Adjunct



## Summary and Reflection

Enrollment: The reduction in contract faculty has affected enrollment. Since 2020, after the most recent ASL Studies program contract faculty retired, enrollment has gone from 494 to 318, a 64% decrease in numbers. The number of sections for ASL 1 has been reduced from five to three per year. The number of sections for ASL 2 has been reduced from three to two. The number of sections for ASL 3 has been reduced from four to only one per year.

**Describe any equity gaps in the data. Are there differences and/or patterns observed by demographics (e.g. race/ethnicity, gender, age, etc.)**

Campus Success Rate: 73.2%

School Success Rate: 73.2%

Program Success Rate: 71.5%

Course Success Rate: 71.5%

The disproportionate impact is yes.

The equity gap between Black/African Americans and Latinx needs to improve, and the rest looks OK.

## Related Documents for Charts and Graphs

**Describe the discussion(s) that took place about the unit's learning outcomes assessment data.**

The Deaf community is encountering a shortage of professional interpreters, and it is difficult to find ones who are available or willing to be on campus.

In the past, I asked for feedback on how to improve the AMSL program review but received none. It is frustrating to invest my time in enhancing the AMSL program. "Outcomes Across Campus" lacks something information regarding the AMSL programs because they are ignorant of the ASL Studies and ASL-English Interpreting programs that can enrich the Mesa students to broaden their perspective and talents.

It is common for students not to be aware of the AMSL programs because they assume it is just for a transfer or a language credit, nothing more like employment opportunities.

**Data Reflection Complete**

Yes

## Practice Reflection

**Describe current practices your program/service area has engaged in that you believe impact the above data trends and equity gaps.**

The ASL Studies program is ready for curriculum enhancement and innovation. However, the excessive amount of work required of the single faculty member in the program limits the opportunity for innovation or partnerships with other campus programs. (Goal #2)

**What other factors (internal or external) might also impact the above data trends and equity gaps?**

An additional ASL faculty member is needed to sustain and expand the ASL Studies program. Currently, a co-chair from another department is working with the current ASL Studies faculty member to share the load of managing the program. One faculty member is not sufficient to teach the AMSL courses and function as department chair. (Goal #2, #3)

Without an additional ASL faculty member, the ASL Studies program is in danger of closing due to low enrollment, as recent data has demonstrated. This will endanger the enrollment of the ASL-English interpreting program, which is critical to meet the projected need for interpreters through 2031. (Goal #4)

ASL is the second most popular language in the district with a current enrollment of 565 students. In order to meet this demand, an additional ASL Studies faculty member is needed. (Goal #1)

The Mesa ASL Studies program is in a unique position to support the direct pipeline into the ASL-English Interpretation program. This program provides students with the language base that is required prior to beginning

## Summary and Reflection

the interpreting program. An additional ASL Studies faculty member would support the growth of both the ASL Studies program and the ASL-English Interpretation program. (Goal #4)

### Related Documents for Charts and Graphs

#### Practice Reflection Complete

Yes

## Mid-Cycle Updates

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### YEAR 2 Updates (2023 - 2024)

**Provide any edits or updates to the prompts originally documented in the Executive Summary section for Year 2.**  
2023-2024 Update:

Summary: Successes

There is an 80% Fill Rate. The enrollment is 337.

Challenges

In the past, there were at least two sections of AMSL 121. The Fill Rate looked good. After the COVID-19 pandemic, the enrollment was getting smaller. After the pandemic it seems that it shifts the interests among the students. The students' interests has shift into technology like social media.

The result is there is one section in the spring. The need is to have two sections every semester: one in the daytime and one in the nighttime.

The administers decided that the section of AMSL 121 reduced to one because the enrollment does not look appealing. However it will impact the ripple effect for AMSL 220 (ASL 3) and 221 (ASL 4). There was 18 students when they took AMSL 220 in fall 2022 because there were two sections of AMSL 121.

The need is to improve marketing in the AMSL program. It is customary that students do not know about the ASL job opportunities. It will help their resume that they have some skills in sign language.

It is essential for expanding full-time faculty in the AMSL programs because there are two: American Sign Language Studies and ASL-English Interpretation. It will create more diversity and networking in the AMSL community. The marketing is challenging because Deaf people are invisible to society. Outreach is the key to promoting awareness. For example, there used to be four contract faculty.

**Provide any edits or updates to the prompts originally documented in the Data Reflection section for Year 2.**

2023-2024 Update:

The enrollment trends has getting smaller. One section of AMSL 121 canceled in spring 2024.

In Fall 2023, Eight out of twelve sections were above 80% in the Fill Rate. AMSL 220 has 18. AMSL 230 has 16. AMSL 235 has 15.

In Fall 2021, there were 12 students for AMSL 220, 230, and 235.

That shows improvement.

The modality has changed. The campus has 24 students. The combination online/campus has 144 students. The online asynchronous has 109. The online synchronous has 60 students. Three out of four modalities are above 80%.

The comparison between 2018/19 and 2022/23 showed that the online modality has increased from 46% to 72%. The on-campus was from 75% to 41%.

## Summary and Reflection

There are no differences among African American/Black, Native American, Asian, Filipino, and White. The increase in Latinx has increased every semester. The patterns of enrollment have decreased. This year it increased.

The 18-24 age in the student characteristic has high percentages. The 25-29 age came in second. The 30-39 age came in third. The patterns remain the same.

The patterns in the First Generation show the same. There is a high percentage in the primary language. Other than English shows a decline from 5% to 3%. The number of the Military/Veteran has increased from 10% to 13%.

The number of first-time students increased high between 2018/19 and 2022/23.

The course success rate remains the same; the average percentage is 73-75%. The course retention rate is 87-88%. The program GPA shows ups and downs, but the percentage is adequate because in 2016/17, it was 2.76. Between 2019/20 and 2020/21, it increased one percent. From 2021/22, the number showed up and down. The grand total is 2.86. The average units completed showed a decline, but in 2022/23, it showed some improvement. The grand total of the average units completed is 14.23.

**Review Outcomes Report. Review the unit's outcomes assessment process for 2022 - 2023. Discuss connections to unit goals/action plans/resource requests.**

**Provide any edits or updates to the prompts originally documented in the Practice Reflection section for Year 2.**

2023-2024 Update: The community outreach needs to focus on improving marketing. The job opportunities in the AMSL programs need to be part of the career fair.

I am not sure. However, both internal and external might impact the above data trends and equity gaps due to the recruitment, hiring, and retention practices.

### **YEAR 3 Updates (2024 - 2025)**

**Provide any edits or updates to the prompts originally documented in the Executive Summary section for Year 3.**

1. Describe the successes and challenges your unit has faced since the last comprehensive review.

Successes: A full-time contract faculty member was hired to teach and manage the interpreting program and support the one ASL faculty member in managing the overall program.

Challenges: Our program does not have enough FTEF to continue offering the same number of ASL classes AND run two cohorts of the interpreting program at the same time. If the interpreting program cannot offer classes for a new cohort to begin, it will damage the perception of the program in the community. It is also likely to be less attractive to students and we may lose them to the other local interpreting program which does offer classes to begin a new cohort every year.

2. 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.

Course outlines for one ASL program course and all interpretation program courses are being updated. They are in process so impacts have not been seen yet.

3. If applicable, describe the impact of any new resources (human, fiscal, etc.) on the unit and/or action plan implementation.

Only one goal has an action plan identified, Goal 3: Increase outreach to San Diego County high schools to educate them about the ASL Studies program and interpreting as a career. Tables happened at an ASL event at Grossmont College, at Madison High School job fair, at the San Diego DeaFestival, and at Welcome Week at Mesa College. We

## Summary and Reflection

had one planned for ASL Immersion workshop but both people who were supposed to be at the table were sick or had emergencies and the table was canceled.

The new contract faculty member hired for the department is assigned to increase outreach to grow the program. If there are enough FTEF for a new cohort to begin the ASL-English Interpretation in the fall without reducing the number of the feeder classes in the ASL Studies program, the new contract faculty member will visit local high schools with ASL classes and educate them about the ASL and interpretation programs at Mesa College.

New agreements are in process for Mesa ASL courses to be taught by our adjunct faculty members at two local high schools, Kearny Mesa High School and Clairemont High School.

Hiring a new contract faculty member has provided support to the one other contract faculty and has allowed discussions with Strong Workforce to take place regarding ways to expand the interpretation program. It has also supported updates to the ASL and interpretation course outlines.

4. If you assess OUTCOMES, please confirm that the outcomes have been reviewed for accuracy. If you do not assess Outcomes, skip this question.

Outcomes were reviewed and edited for accuracy this semester. CLOs were mapped to PLOs which were mapped to ILOs.

### Provide any edits or updates to the prompts originally documented in the Data Reflection section for Year 3.

1. Trends observed in program/service area's data.

Overall course success rate over the last year (2022/23–2023/24) appears constant:

2. Describe any equity gaps in the data. Are there differences and/or patterns observed by demographics (e.g.race/ethnicity, gender, age, etc.)?

The table below illustrates the ethnicity, age, and gender equity gaps at the the ASL Studies Program level, the ASL-English Interpreting program. Equity gaps at the college level are included for comparison. The Percentage Point Gap method was the equity method used to determine the percentages.

Disproportionate Impact (PPG-1 Method, all terms)

	ASL Studies	ASL-English Interpretation	Mesa College
By ethnicity	-12.8%		
	Black/African American		
	-6.8%	Latinx -9.20%	Black/African American
	-7.6%	Latinx	-7.5%
By age	-3.4%	Age 18-24	-3.8%
		None	Age 18-24
By gender	-7.0%	Male	-3.2%
			Female -3.0%
			Male
			-2.0%
			Non-Binary

Recruiting more students of color, more males and from the 18-24 year old age group for the ASL Studies program and the ASL-English Interpretation program are goals for the next year.

3. Describe the discussion(s) that took place about the unit's learning outcomes assessment data.

## Summary and Reflection

Since there was only one contract faculty member for the AMSL department, there was no CLO assessment data reported for 2023-2024. Thus, discussions about outcomes assessment did not occur.

### **Review Outcomes Report. Review the unit's outcomes assessment process for 2023 - 2024. Discuss connections to unit goals/action plans/resource requests.**

CLOs were edited for accuracy and completeness this year, and benchmarks were discussed and updated. All CLOs are now mapped to PLOs. All PLOs are mapped to ILOs. The timeline for assessing CLOs was also established.

Since there was only one contract faculty member for the AMSL department, there was no CLO assessment data reported for 2023-2024. Thus, connections to unit goals/action plans/resource requests were not made.

However, outcomes for all of the AMSL programs' courses will be completed by the end of spring 2025, which puts the department right on schedule. Some of the department adjunct faculty attended a brief training on how to assess their outcomes and the contract faculty will be available to answer further questions as they assess their CLOs. Faculty have been assigned their outcomes to assess, and contract faculty will follow up to ensure they are completed. We are projecting a better outcome for outcomes assessment than we were able to achieve in the past.

Discussions about outcomes assessment results will occur in the department in Spring and Fall of 2025.

### **Provide any edits or updates to the prompts originally documented in the Practice Reflection section for Year 3.**

1. Describe current practices your program/service area has engaged in that you believe impact the above data trends and equity gaps.

We need to do more recruitment of students of color. We have done some outreach, but not targeting specific populations. We have plans for reaching out to high schools where ASL is taught, especially ones that serve students of color. We have a strategic method for reaching out and staying in touch with these programs.

2. What other factors (internal or external) might also impact the above data trends and equity gaps?

The two full-time faculty are white women, and most of the adjunct faculty is white. We currently only have one adjunct faculty member who is biracial and male.

## **YEAR 4 Updates (2025 - 2026)**

**Provide any edits or updates to the prompts originally documented in the Executive Summary section for Year 4.**

**Provide any edits or updates to the prompts originally documented in the Data Reflection section for Year 4.**

**Review Outcomes Report. Review the unit's outcomes assessment process for 2024 - 2025. Discuss connections to unit goals/action plans/resource requests.**

**Provide any edits or updates to the prompts originally documented in the Practice Reflection section for Year 4.**

## Goal 1: Increase the number of AMSL Studies sections

**Unit Goal:** Goal 1: Increase the number of sections (FTEF) for ASL Studies classes.

**Goal Status:** Active

**Beginning Year:** 2022 - 2023

**Projected Completion Year:** 2025 - 2026

### Mapping

Mesa College Strategic Plan: Roadmap to Mesa2030: (X - Highlight the X to Align)

- **Community - Objective 1:** Use technology to improve communication and accessibility across campus. (X)
- **Community - Objective 5:** Increase opportunities to be an asset and resource to the external community (X)
- **Completion - Objective 1:** Develop pathways that provide students with clarity about degree, certificate, and transfer requirements. (X)
- **Pathways and Partnerships - Objective 1:** Develop and implement frameworks to create communities that can provide more targeted delivery of educational resources and support services. (X)
- **Pathways and Partnerships - Objective 2:** Expand partnerships with K-12 institutions to enhance program offerings and increase access for minoritized students. (X)
- **Pathways and Partnerships - Objective 3:** Increase community engagement, experiential learning, integrated career planning, and workforce training to prepare students for future careers (X)
- **Pathways and Partnerships - Objective 4:** Expand intersegmental pathways to create a seamless transition between Mesa and k-12, non-credit, Universities, and careers (X)

Action Plans	Action Plan Update
<b>Action Plan Status:</b> Active <b>Action Plan:</b> Offer ASL courses at Kearny Mesa High School and Clairemont High School to increase enrollment in Mesa ASL classes. Work with our Dean to ensure we have enough FTEF to offer a robust number of classes that will lead to increased enrollment in the ASL-English Interpretation program. <b>Action Plan Cycle:</b> 2025 - 2026	<b>Submission Date:</b> 12/05/2024 <b>Action Plan Update:</b> Conversations have already begun with Mesa's CCAP program and adjunct faculty to teach courses at local high schools. The Dean is aware of our needs to offer more sections of courses in the ASL Studies program and is committed to supporting us. <b>Update Year:</b> 2024 - 2025 <b>Action Plan Progress:</b> On Track

## Goal 2: Continue to improve the AMSL curriculum

**Unit Goal:** Goal 2: Continue to improve the ASL Studies and ASL-English Interpretation program curricula.

**Goal Status:** Active

**Beginning Year:** 2022 - 2023

**Projected Completion Year:** 2025 - 2026

### Mapping

Mesa College Strategic Plan: Roadmap to Mesa2030: (X - Highlight the X to Align)

- **Community - Objective 5:** Increase opportunities to be an asset and resource to the external community (X)
- **Completion - Objective 1:** Develop pathways that provide students with clarity about degree, certificate, and transfer requirements. (X)
- **Completion - Objective 3:** Design and promote programs and services that intentionally target a reduction in equity gaps in completion outcomes (X)
- **Completion - Objective 4:** Support students' access to resources to mitigate the impact caused by technological and basic needs insecurity (X)
- **Pathways and Partnerships - Objective 1:** Develop and implement frameworks to create communities that can provide more targeted delivery of educational resources and support services. (X)
- **Pathways and Partnerships - Objective 3:** Increase community engagement, experiential learning, integrated career planning, and workforce training to prepare students for future careers (X)
- **Pathways and Partnerships - Objective 4:** Expand intersegmental pathways to create a seamless transition between Mesa and k-12, non-credit, Universities, and careers (X)
- **Pathways and Partnerships - Objective 5:** Develop and implement technologies, including website redesign, that will make pathways information available to students so that they can effectively utilize this information in their educational and career planning (X)
- **Scholarship - Objective 2:** Evaluate and improve Diversity, Equity, and Inclusion practice in classroom environments, campus activities, departments, schools, and administrative units (X)
- **Scholarship - Objective 3:** Assess impact of prerequisites and corequisites on student success and revise curriculum, as needed (X)
- **Scholarship - Objective 4:** Expand the use of innovative and high-quality teaching, learning, and support practices that achieve equitable outcomes and increase student success (X)
- **Scholarship - Objective 5:** Reduce costs associated with instructional materials to support the elimination of equity gaps (X)

Action Plans	Action Plan Update
<b>Action Plan Status:</b> Active <b>Action Plan:</b> Update course outlines to make them more current. Make updates to the curriculum and curricular materials, keeping equity, diversity and inclusion in mind. Ensure curriculum creates clear pathways to entering the workforce and beginning a career, especially for disproportionately impacted groups. Explore zero-cost materials for students. <b>Action Plan Cycle:</b> 2025 - 2026	



### Goal 3: Increase outreach to ASL students

**Unit Goal:** Goal 3: Increase outreach to ASL students at San Diego County high schools and colleges (including Mesa) to educate them about the ASL Studies program and interpreting as a career.

**Goal Status:** Active

**Beginning Year:** 2022 - 2023

**Projected Completion Year:** 2025 - 2026

#### Mapping

Mesa College Strategic Plan: Roadmap to Mesa2030: (X - Highlight the X to Align)

- **Community - Objective 2:** Develop activities, spaces, and programs that support a sense of belonging with a focus on antiracism, historically minoritized groups, and inclusion. (X)
- **Community - Objective 3:** Build a culture of communication that is evidence based, race conscious, institutionally focused, systemically aware, and equity advancing (X)
- **Community - Objective 5:** Increase opportunities to be an asset and resource to the external community (X)
- **Completion - Objective 1:** Develop pathways that provide students with clarity about degree, certificate, and transfer requirements. (X)
- **Completion - Objective 3:** Design and promote programs and services that intentionally target a reduction in equity gaps in completion outcomes (X)
- **Pathways and Partnerships - Objective 1:** Develop and implement frameworks to create communities that can provide more targeted delivery of educational resources and support services. (X)
- **Pathways and Partnerships - Objective 2:** Expand partnerships with K-12 institutions to enhance program offerings and increase access for minoritized students. (X)
- **Pathways and Partnerships - Objective 3:** Increase community engagement, experiential learning, integrated career planning, and workforce training to prepare students for future careers (X)
- **Pathways and Partnerships - Objective 4:** Expand intersegmental pathways to create a seamless transition between Mesa and k-12, non-credit, Universities, and careers (X)

Action Plans	Action Plan Update
Action Plan Status: Active	



Action Plans	Action Plan Update
<p><b>Action Plan:</b> The AMSL department will have a booth at Job Fairs at high school and college campuses. Dates for job fairs will be researched. We will visit high school and college ASL classes, if possible, and bring along interpreting students, students of color, and Deaf individuals to help recruit students and inform them about interpreting as a career. We will send recruitment materials, inform them about the San Diego Promise program and scholarships that can support them on their educational journey. Mesa College faculty will inform their ASL students about interpreting as a career.</p> <p><b>Action Plan Cycle:</b> 2023 - 2024, 2024 - 2025, 2025 - 2026</p>	

**Goal 4: Continue to develop well-prepared ASL Studies students as a means of supporting the pipeline into the Mesa ASL-English interpreting program.**

**Unit Goal:** Goal 4: Continue to develop well-prepared ASL Studies students as a means of supporting the pipeline into the Mesa ASL-English interpreting program.

**Goal Status:** Archived

**Beginning Year:** 2022 - 2023

**Projected Completion Year:** 2025 - 2026

**Mapping**

Mesa College Strategic Plan: Roadmap to Mesa2030: (X - Highlight the X to Align)

- **Completion - Objective 1:** Develop pathways that provide students with clarity about degree, certificate, and transfer requirements. (X)
- **Scholarship - Objective 4:** Expand the use of innovative and high-quality teaching, learning, and support practices that achieve equitable outcomes and increase student success (X)

**Goal 4: ASL community space**

**Unit Goal:** Goal 4: Provide an inclusive space for students and faculty to build an ASL/Deaf community on campus.

**Goal Status:** Active

**Beginning Year:** 2023 - 2024

**Projected Completion Year:** 2025 - 2026

**Mapping**

Mesa College Strategic Plan: Roadmap to Mesa2030: (X - Highlight the X to Align)

- **Community - Objective 2:** Develop activities, spaces, and programs that support a sense of belonging with a focus on antiracism, historically minoritized groups, and inclusion. (X)
- **Community - Objective 3:** Build a culture of communication that is evidence based, race conscious, institutionally focused, systemically aware, and equity advancing (X)
- **Community - Objective 4:** Remove barriers to equitable participation by developing, incentivizing and creating structures for all employees to engage in and design professional learning (X)
- **Community - Objective 5:** Increase opportunities to be an asset and resource to the external community (X)
- **Completion - Objective 3:** Design and promote programs and services that intentionally target a reduction in equity gaps in completion outcomes (X)
- **Completion - Objective 4:** Support students' access to resources to mitigate the impact caused by technological and basic needs insecurity (X)
- **Pathways and Partnerships - Objective 1:** Develop and implement frameworks to create communities that can provide more targeted delivery of educational resources and support services. (X)
- **Pathways and Partnerships - Objective 3:** Increase community engagement, experiential learning, integrated career planning, and workforce training to prepare students for future careers (X)
- **Pathways and Partnerships - Objective 4:** Expand intersegmental pathways to create a seamless transition between Mesa and k-12, non-credit, Universities, and careers (X)
- **Scholarship - Objective 1:** Expand and prioritize professional learning experiences for all employees that create parity in outcomes across racial/ethnic groups and all disproportionately impacted groups (X)
- **Scholarship - Objective 2:** Evaluate and improve Diversity, Equity, and Inclusion practice in classroom environments, campus activities, departments, schools, and administrative units (X)
- **Scholarship - Objective 4:** Expand the use of innovative and high-quality teaching, learning, and support practices that achieve equitable outcomes and increase student success (X)
- **Stewardship - Objective 2:** Support processes and initiatives that prioritize environmental sustainability and reduce Mesa College's impact on climate change (X)

Action Plans	Action Plan Update
<p><b>Action Plan Status:</b> Active</p> <p><b>Action Plan:</b> This space conversation is happening with our Dean, who is checking with other Deans, and will discuss with overseeing VP (Isabel O'Connor). If an appropriate space is located, we will supply it with furnishings, equipment and materials to make it a welcoming, educational, and inclusive space for AMSL students, Deaf students, and AMSL faculty.</p> <p><b>Action Plan Cycle:</b> 2025 - 2026</p>	

## Goal 5: Deaf lecture series

**Unit Goal:** Goal 5: Present a Deaf lecturer series at Mesa campus

**Goal Status:** Active

**Beginning Year:** 2024 - 2025

**Projected Completion Year:** 2025 - 2026

### Mapping

Mesa College Strategic Plan: Roadmap to Mesa2030: (X - Highlight the X to Align)

- **Community - Objective 2:** Develop activities, spaces, and programs that support a sense of belonging with a focus on antiracism, historically minoritized groups, and inclusion. (X)
- **Pathways and Partnerships - Objective 3:** Increase community engagement, experiential learning, integrated career planning, and workforce training to prepare students for future careers (X)
- **Scholarship - Objective 1:** Expand and prioritize professional learning experiences for all employees that create parity in outcomes across racial/ethnic groups and all disproportionately impacted groups (X)
- **Scholarship - Objective 2:** Evaluate and improve Diversity, Equity, and Inclusion practice in classroom environments, campus activities, departments, schools, and administrative units (X)

Action Plans	Action Plan Update
<p><b>Action Plan Status:</b> Active</p> <p><b>Action Plan:</b> With funding provided by the award of an Innovation Grant (or other source), a respected scholar from the Deaf community will be contacted to present a lecture on campus for the campus community. Arrangements will be made for a stipend, and any other costs associated with bringing the lecturer to campus. Plans will be made through the events portal to support this activity. This will happen once in Spring 2025 and once in Fall 2025.</p> <p><b>Action Plan Cycle:</b> 2024 - 2025, 2025 - 2026</p>	

## Goal 6: Scholarships

**Unit Goal:** Goal 6: Award scholarships to the top graduating interpreting students to pay for interpreter certification exams.

**Goal Status:** Active

**Beginning Year:** 2024 - 2025

**Projected Completion Year:** 2024 - 2025

### Mapping

Mesa College Strategic Plan: Roadmap to Mesa2030: (X - Highlight the X to Align)

- **Completion - Objective 4:** Support students' access to resources to mitigate the impact caused by technological and basic needs insecurity (X)
- **Pathways and Partnerships - Objective 1:** Develop and implement frameworks to create communities that can provide more targeted delivery of educational resources and support services. (X)
- **Pathways and Partnerships - Objective 3:** Increase community engagement, experiential learning, integrated career planning, and workforce training to prepare students for future careers (X)
- **Scholarship - Objective 5:** Reduce costs associated with instructional materials to support the elimination of equity gaps (X)

Action Plans	Action Plan Update
<b>Action Plan Status:</b> Active <b>Action Plan:</b> Upon receiving funding from an Innovation Grant, we will select at least two top students from the interpreting program to award scholarships to support them in paying for interpreter certification so that they can become certified and join the interpreting work force. <b>Action Plan Cycle:</b> 2024 - 2025	

## Goal 7: Interpreting Apprenticeship

**Unit Goal:** Goal 7: Create a pathway for interpreting students to enter the workforce by establishing an interpreting apprenticeship program

**Goal Status:** Active

**Beginning Year:** 2024 - 2025

**Projected Completion Year:** 2025 - 2026

### Mapping

Mesa College Strategic Plan: Roadmap to Mesa2030: (X - Highlight the X to Align)

- **Community - Objective 5:** Increase opportunities to be an asset and resource to the external community (X)
- **Completion - Objective 1:** Develop pathways that provide students with clarity about degree, certificate, and transfer requirements. (X)
- **Completion - Objective 2:** Develop cross - functional teams that support student success and include integrated career and transfer counseling. (X)
- **Completion - Objective 3:** Design and promote programs and services that intentionally target a reduction in equity gaps in completion outcomes (X)
- **Completion - Objective 4:** Support students' access to resources to mitigate the impact caused by technological and basic needs insecurity (X)
- **Pathways and Partnerships - Objective 1:** Develop and implement frameworks to create communities that can provide more targeted delivery of educational resources and support services. (X)
- **Pathways and Partnerships - Objective 2:** Expand partnerships with K-12 institutions to enhance program offerings and increase access for minoritized students. (X)
- **Pathways and Partnerships - Objective 3:** Increase community engagement, experiential learning, integrated career planning, and workforce training

to prepare students for future careers (X)

- **Pathways and Partnerships - Objective 4:** Expand intersegmental pathways to create a seamless transition between Mesa and k-12, non-credit, Universities, and careers (X)
- **Scholarship - Objective 4:** Expand the use of innovative and high-quality teaching, learning, and support practices that achieve equitable outcomes and increase student success (X)

Action Plans	Action Plan Update
<p><b>Action Plan Status:</b> Active</p> <p><b>Action Plan:</b> Work with the Strong Workforce Program, the regional consortium of apprenticeships, curriculum committee, and employers of interpreters to create an apprenticeship program for interpreting students. The partnerships and funding will be secured in 2025 and begin in Spring 2026. If curriculum changes are needed, it may not be able to start until Spring 2027.</p> <p><b>Action Plan Cycle:</b> 2025 - 2026</p>	



# **Program Review**

Summary and Reflections with Unit Goals, Action Plans,  
and Updates

Instructional Program - Anthropology (ANTH)

## Executive Summary

### **Describe the successes and challenges your unit has faced since the last comprehensive review.**

Like many other programs on the Mesa College campus, the Anthropology Program has faced unprecedented challenges since our last comprehensive review. In March 2020, over two weeks, we pivoted to an online format to comply with mandates to stay at home and mitigate the spread of Covid-19. As we moved forward, beginning in Fall 2020, we offered our courses in either remote (synchronous) or asynchronous formats. Although enrollment dropped, we managed to offer our core classes (102, 103, and 107) along with several elective courses that students choose to take to fulfill GE requirements, degree requirements, or out of interest in the subject matter. Our faculty became adept at using Zoom for live lectures and for recording purposes. Our faculty took advantage of Canvas training to become online certified or to deepen their existing knowledge of Canvas's tools. Even lab classes were adapted to the online format as instructors sought out innovative ways of running labs and turned toward digital models as a temporary substitute to Mesa's collection of bone casts.

Fall 2021 saw a partial return to campus with some courses returning in a hybrid format. Spring 2022 saw a more robust return to campus. We still have a larger percentage of online courses (including synchronous online courses) on the schedule than we did before the pandemic. In sum, while we successfully faced the challenges of a quick pivot to a fully online schedule and managed to offer a quality education to our students during the pandemic, we are still dealing with enrollment numbers that are below pre-pandemic levels. Our challenge in this environment is several-fold. We need to continue offering classes in a variety of modalities (on campus and online) and we need to continue to offer a diversity of courses that meet students' various needs (GE requirements, degree requirements, general interest, and life-long learning). Even with the pressure to increase enrollment, we recognize that academic rigor, sound pedagogy, and access to a wide range of classes are the foundation for our students' success.

When our faculty returned to campus for face-to-face classes, they brought with them several of the innovations and adaptations developed during the COVID-influenced distance learning. These include the use of video lectures for online classes, recorded videos available for students who face attendance challenges, and the use of 3D models in the lab and lecture classrooms.

### **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.**

We have recently made several changes in our curriculum. We have activated two new courses, ANTH 140 (Primatology, first taught at Mesa in Fall 2022) and ANTH 130 (Bones: Human Osteology, first taught at Mesa in Spring 2023). We have also deactivated a number of classes that we are no longer teaching: ANTH 106 (Prehistory), ANTH 115 (Artifact Analysis), ANTH 120 (Introduction to Archaeological Fieldwork), ANTH 200 (Introduction to North American Indians) and ANTH 210 (Introduction to California Indians). We have made the necessary revisions to our AA and ADT degrees, and these are currently moving through the approval process.

### **If applicable, describe the impact of any new resources (human, fiscal, etc) on the unit and/or action plan implementation.**

### **If you assess OUTCOMES, please confirm that the outcomes have been reviewed for accuracy. If you do not assess Outcomes, skip this question.**

Reviewed & Accurate

### **Related Documents for Charts and Graphs**

### **Executive Summary Complete**

Yes

## Summary and Reflection

### Data Reflection

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#### **Trends observed in program/service area's data.**

Studying the data allows us to reflect, as a program, on enrollment, demography and success. The long view it provides allows us to see our program before, during, and after the pandemic. The effects of the pandemic cannot be understated, both on academic structures and on our student body. The only issue is that not all aspects of the data dashboards have the most recent data (for example, the HSI and Equity dashboard only goes to Fall 2023).

In terms of enrollment, perhaps the most troubling pattern in our data has been, oddly, our improved fill rates. Pre-pandemic, we averaged around 30 sections on offer, with a fill rate hovering around 70%. The 2023 academic year saw a reduction in sections in an effort to attain a higher fill rate. The results? A 5% boost in fill rate at the cost of about 10 sections and over 200 fewer students encountering Anthropology every semester. There will be obvious ramifications of this practice in all of our classes since taking one Anthropology course greatly increases the odds that you will take another. There will be fewer majors as well. In Spring of 2024 and Fall of 2024, we saw a growth of about 5 sections (per semester), will fill rates of 66% and 87% respectively.

We have still not built back to pre-pandemic levels of face-to-face instruction. In the semesters before the pandemic, we averaged over 20 such sections; after the return to campus, we are at half that level (averaging about 10). Success rates (see below for a thorough discussion) are substantially higher in our face-to-face classes. Our course ANTH 205 provides a sobering example of this phenomenon. When it is taught in-person it has a success rate of around 70%. During the pandemic when it could only be taught online, its success rate was closer to 50%.

In 2024, our sections increase mentioned above was mainly in-person instruction. Our fill rate in all in-person sections were 66% in the Spring and 89% in the Fall. Clearly there is a trend of students favoring in-person instruction.

#### **Describe any equity gaps in the data. Are there differences and/or patterns observed by demographics (e.g. race/ethnicity, gender, age, etc.)**

A demographic analysis, our patterns are fairly steady. For the last seven years, we have had slightly more African-American and White males, but over that same time period, we had more Latina students (ranging from 52% to 58%) than Latino. In 2022, Latinas dropped to 42% and in 2023 they represented 44% of our student body. We are confused by this decline. We are seeing a steady decline in Asian students from a high of 107 in the Fall 2016 to a low of 31 in Fall of 2022. In the Fall of 2023, the number of Asian students rebounded to 51.

Across ethnicities, our students are predominantly from the 19-24 age range, which is to be expected, but we trend to that demographic to a higher degree than the college does as a whole. The college averaged about 54% of all students falling into this age range, where Anthropology averages 70-80% in the years going back to 2014. Some reflection is warranted to see how we might be more enticing to older students.

In terms of success, the mid-semester accelerated (8-week) courses' success rates are concerning. 16-week courses in Spring 2022 had a 70.3% success rate, while 8-week courses in the same semester were at 48.2%. That semester was our greatest expression of accelerated sections with 5. Fall 2022 had a 29.2% success rate for 8-week courses, and even more troubling number. We have stopped offering short-term classes due to these abysmal numbers. It is clear that students do not perform well with our content in accelerated modalities during the normal academic semesters.

Success in Asynchronous Online is lower than face-to-face classes. The asynchronous success rates were 52.8% in Spring 2021, 57.8% in Fall 2021, and 55.8% in Spring 2022, 57.6% in Fall 2022, and 67.6% in Spring 2023, 57% in the Fall of 2023, and 52% in the Spring of 2024 respectively. Face-to-face success rates over that same timespan are: 71% in Spring 2020, and post-pandemic were 77.2% in Fall 2021, 77.7% in Spring 2022, 71.5% in Fall 2022, 78.3% in Spring 2023 and 78% in Spring of 2024. It is clear that a student's best chance for success in our program is through face-to-face instruction. For this reason, we remain resolutely committed to rebuilding this modality to its more robust pre-pandemic numbers of sections.

Latinx success rates are improving. The equity gap was -13.3 in Spring 2021, -9.4% in Fall 2021, 4.7% towards the positive in Spring 2022, and another 1% positive gain in the Fall of 2023. This is good news as Latinx is the most populous ethnicity in our program. African American success rates are volatile, likely because we have so few



## Summary and Reflection

students in that demographic. The equity gap was -11.3 in Spring 2021, -6.6% in Fall 2021, and -21% in Spring 2022. In the fall of 2023 there was a 6% gap, and in the Fall of 2023 at 13% gap. The larger gaps exist when we have a lower headcount of Black students.

Gender exhibits very tight equity gaps sometimes with males performing slightly worse and at other times females. The equity gap was 0.8% in Spring 2021, 0.1% in Fall 2021, and 3.3% in Spring 22. Since the Fall of 2022, there was no equity gap between males and females. Unfortunately other gender identities are not expressed in the success data.

### Related Documents for Charts and Graphs

#### **Describe the discussion(s) that took place about the unit's learning outcomes assessment data.**

The full-time faculty in Anthropology have both participated in outcomes assessment and held meetings analyzing the results. Our success rates with outcomes are very high, but perhaps the more salient analysis resulting from these meetings is how strongly we feel our course learning outcomes reflect our goals in the classroom.

#### **Data Reflection Complete**

Yes

## Practice Reflection

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#### **Describe current practices your program/service area has engaged in that you believe impact the above data trends and equity gaps.**

We have increased the number of embedded tutors in ANTH 102. These tutors provide individualized opportunities for instruction and support, increasing accessibility for help with course content through additional office hours. Those students nervous about approaching professors directly also have chances to work with recent students, increasing equity in classroom help. We will examine the effect of the increased number of classroom tutors on classroom success.

We are actively working to close equity gaps. We teach students to be effective college students; e.g., being explicit about what office hours entail, teaching students how to prepare for exams, teaching note-taking skills, and explaining how to use study guides to prepare for exams. In some classes where professors are bilingual, students have been allowed to answer in Spanish on exams, with the goal of reducing cultural gaps in success.

In cultural anthropology classes, we incorporate ethnographic material from the United States and from across the world that ask all students to engage with the study of a variety of cultural practices.

#### **What other factors (internal or external) might also impact the above data trends and equity gaps?**

Over the course of the last few years, we have witnessed the effects of the pandemic on learning. Students self-report a reduced ability to focus in the classroom, and have more anxiety regarding taking in-person exams and participation in class discussions. At the same time, many students recognize that they need to be in the classroom (rather than online) in order to learn effectively. Just as we have seen COVID-19's differential health effects on more marginalized members of our community, we also see unequal effects on our community in terms of equity gaps and learning outcomes.

Dr. Mongelluzzo engaged in designing an outreach program during his sabbatical in the Fall of 2022. As we actualize parts of the program, the hope is that we will engage more students but also introduce our discipline to students at earlier stages of learning. We are hopeful that with a proper introduction to the field, we will see more success and see equity gaps narrow.

### Related Documents for Charts and Graphs

#### **Practice Reflection Complete**

Yes

## Summary and Reflection

### Mid-Cycle Updates

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#### **YEAR 2 Updates (2023 - 2024)**

**Provide any edits or updates to the prompts originally documented in the Executive Summary section for Year 2.**

The embedded tutor for ANTH 110 mentioned in the Practice Reflection update is simultaneously working as an intern in the SDICCCA program. Dr. Jennifer Sime is serving as her mentor. In this capacity, they discuss cultural anthropology pedagogy and the logistics of teaching in a California community college, including course development, governance, workload, committee work, and professional development.

**Provide any edits or updates to the prompts originally documented in the Data Reflection section for Year 2.**

Statistics were updated given newly available data from recent semesters.

**Review Outcomes Report. Review the unit's outcomes assessment process for 2022 - 2023. Discuss connections to unit goals/action plans/resource requests.**

**Provide any edits or updates to the prompts originally documented in the Practice Reflection section for Year 2.**

As of Fall 2023, we also have an embedded tutor in one section of ANTH 110. The tutor holds weekly study sessions by Zoom that are open to students in both sections of ANTH 110. In these weekly sessions, the tutor works with students in developing the study habits and techniques necessary to be a successful student in cultural anthropology classes, including tips on notetaking, annotating articles, cross-cultural comparisons, and focusing on understanding concepts rather than rote memorization.

#### **YEAR 3 Updates (2024 - 2025)**

**Provide any edits or updates to the prompts originally documented in the Executive Summary section for Year 3.**

We continue to rebuild the program out of the pandemic. As enrollment grows, it is imperative that the Administration backs our foundational commitments to in-person, 16-week instruction and deep and varied course offerings. A common refrain in our recent student feedback is gratitude for offering classes in-person. This is especially important given the grave concerns our program has with generative AI software. In student evaluations, we consistently hear that students didn't know what Anthropology was until they took one of our courses. Our majors are very appreciative of the varied specialized classes that range from area courses to hands-on lab-oriented classes.

**Provide any edits or updates to the prompts originally documented in the Data Reflection section for Year 3.**

Statistics were updated given newly available data from recent semesters.

**Review Outcomes Report. Review the unit's outcomes assessment process for 2023 - 2024. Discuss connections to unit goals/action plans/resource requests.**

We have re-developed the form we use for outcomes assessment. The new form is better attenuated towards our specific outcomes as well as allowing for the qualitative analysis prized by our program. To date, about 1/3 of our courses have been assessed with their results uploaded to Nuventive. The results for two more courses should be uploaded by the end of Fall 2024. That will leave four courses scheduled for Spring 2025, and once course for Fall 2025, at which point our assessment will be complete for this round.

Unit Goals and Action Plans:

Research Opportunities for Students

TBA.

Honors contracts

All of our full-time faculty continue to be open to and offering Honors contracts to Mesa students. Honors assignments are deep and enriching experiences in the sub-disciplines to which individual classes are devoted.

Invite local scholars for guest lectures

TBA.

Seek out venues where students can present their research

TBA.

Anthropology Outreach

Resurrect the Mesa Anthropology Club

The Mesa Anthropology Club has been resurrected as of Fall of 2023. This puts students interested in Anthropology together in an environment demonstrating our outcomes, without the pressure of being graded. We

## Summary and Reflection

have more majors and more Honors students now. Students have engaged in Communication during a Q&A our full-time faculty held on anthropological fieldwork. Personal Actions and Civic Responsibilities, as well as Global Awareness were increased when the club held a meetup in Los Angeles at the Getty Villa. There, students saw museum displays on ancient Greece, Rome, Egypt, Thrace, and Etruria.

Create a rotating fossil exhibit for the LRC or SB building.

TBA.

Re-visit the possibility of CCAP classes

TBA.

### Hands-On Education

Fill gaps in osteology collection, particularly for ANTH 130

While benchmarks for all outcomes were met for ANTH 130, the goal is to increase the benchmark in the coming cycles. Bone replicas have been added over the last couple of

BARC requests and their impact on learning is clear. Having tangible and highly detailed reference materials is a necessity for achieving our outcomes.

Obtain previously unavailable primate bones for ANTH 140

While bones have been acquired for ANTH 140, the course has not been assessed yet.

Bring department fossil cast collection up to date to include important recent fossil discoveries, particularly for ANTH 102 and ANTH 104

TBA

### Resource Requests

Our outcomes of Critical Thinking and Civic Responsibilities can both be better taught in our Biological Anthropology and Archaeology classes when students have access to a diversity of bone materials in the classroom. Students should see examples of different bones, bone illnesses and injuries. But a stronger sense of variation in bone anatomy, particularly in cases of osteological markers of sex and heritage, would help with students learning that even within-sex variation is quite strong in bones, or that there is a strong variation in anatomy across the globe. A broader collection of osteological materials can help make these critical thinking ideas more clear. A stronger understanding of variation contributes to a more mature appreciation of forensic anthropology, evolution and archaeology, therefore contributing to a better sense of Civic Responsibility. More bone replicas are needed.

In Archaeology, students use a program called Sketchup to model an ancestral Maya palatial structure. Currently, this project, as an assessment, enjoys a 100% success rate. However, classroom computers in SB-201 are outdated and struggle to run the program. Students can also use the program at home, but it is more becoming more apparent every year that the software will become paywalled. This impending change will create an increase in class-based equity gaps owing to the cost of the software and the inability of the classroom computers to run it. No request is being made this year, but one will be made once the Sketchup software is paywalled.

### **Provide any edits or updates to the prompts originally documented in the Practice Reflection section for Year 3.**

We are still waiting for trends to develop that will determine the benefit the embedded tutors have on our ANTH 102 classes.

Cultural Anthropology classes, while always having explored socially significant issues from our near world, is doing so at a more intense level now. By focusing this way, the courses bridge outcomes with topics relevant to our students' lives.

Obviously, the new issue that will impact students' success (in both the short and long term) are the use of generative AI models by students instead of earnestly engaging with assignments. The short term problem is that the student's experience with the assignment is ruined as are any learning processes embedded within the assignment. The long term issue is that students' will be failing to pick up the skills necessary to succeed in classes of ever increasing challenge.

### **YEAR 4 Updates (2025 - 2026)**

**Provide any edits or updates to the prompts originally documented in the Executive Summary section for Year 4.**

## Summary and Reflection

**Provide any edits or updates to the prompts originally documented in the Data Reflection section for Year 4.**

**Review Outcomes Report. Review the unit's outcomes assessment process for 2024 - 2025. Discuss connections to unit goals/action plans/resource requests.**

**Provide any edits or updates to the prompts originally documented in the Practice Reflection section for Year 4.**

## Research Opportunities for students

**Unit Goal:** Research Opportunities for students

**Goal Status:** Active

**Beginning Year:** 2022 - 2023

**Projected Completion Year:** 2025 - 2026

### Mapping

Mesa College Strategic Plan: Roadmap to Mesa2030: (X - Highlight the X to Align)

- **Community - Objective 2:** Develop activities, spaces, and programs that support a sense of belonging with a focus on antiracism, historically minoritized groups, and inclusion. (X)
- **Community - Objective 3:** Build a culture of communication that is evidence based, race conscious, institutionally focused, systemically aware, and equity advancing (X)
- **Community - Objective 4:** Remove barriers to equitable participation by developing, incentivizing and creating structures for all employees to engage in and design professional learning (X)
- **Community - Objective 5:** Increase opportunities to be an asset and resource to the external community (X)
- **Scholarship - Objective 2:** Evaluate and improve Diversity, Equity, and Inclusion practice in classroom environments, campus activities, departments, schools, and administrative units (X)
- **Scholarship - Objective 4:** Expand the use of innovative and high-quality teaching, learning, and support practices that achieve equitable outcomes and increase student success (X)

Action Plans	Action Plan Update
<b>Action Plan Status:</b> Active <b>Action Plan:</b> Honors contracts <b>Action Plan Cycle:</b> 2022 - 2023, 2023 - 2024, 2024 - 2025, 2025 - 2026	<b>Submission Date:</b> 01/30/2025 <b>Action Plan Update:</b> Professor Sime continues to offer honors contracts to students in ANTH 110 (with four students completing honors contracts in ANTH 110 in Fall 2024) and has extended the option of honors contracts to her online sections of ANTH 103 (with three students completing honors contracts in Fall 2024). Professor Mongelluzzo offers Honors contracts in ANTH 107 and ANTH 215. <b>Update Year:</b> 2024 - 2025 <b>Action Plan Progress:</b> On Track
<b>Action Plan Status:</b> Active <b>Action Plan:</b> Invite local scholars for guest lectures <b>Action Plan Cycle:</b> 2022 - 2023, 2023 - 2024, 2024 - 2025	<b>Submission Date:</b> 01/30/2025 <b>Action Plan Update:</b> Professor Sime, together with faculty members in the Department of Social Sciences, is working on inviting a local scholar, either from SDSU or UCSD, to give a public lecture during Jewish Heritage Month in May 2025. <b>Update Year:</b> 2024 - 2025 <b>Action Plan Progress:</b> On Track

Action Plans	Action Plan Update
<b>Action Plan Status:</b> Active <b>Action Plan:</b> Seek out venues where students can present their research <b>Action Plan Cycle:</b> 2022 - 2023, 2023 - 2024, 2024 - 2025, 2025 - 2026	<b>Submission Date:</b> 01/30/2025 <b>Action Plan Update:</b> One of Professor Sime's honors students presented her research at the honors conference in Irvine in Spring 2024. Professor Sime will continue to encourage her students to present their research in that conference and at the research conference held at Mesa College in May 2025.v <b>Update Year:</b> 2024 - 2025 <b>Action Plan Progress:</b> On Track

## Anthropology Outreach

**Unit Goal:** Anthropology Outreach

**Goal Status:** Active

**Beginning Year:** 2022 - 2023

**Projected Completion Year:** 2025 - 2026

### Mapping

Mesa College Strategic Plan: Roadmap to Mesa2030: (X - Highlight the X to Align)

- **Community - Objective 2:** Develop activities, spaces, and programs that support a sense of belonging with a focus on antiracism, historically minoritized groups, and inclusion. (X)
- **Community - Objective 3:** Build a culture of communication that is evidence based, race conscious, institutionally focused, systemically aware, and equity advancing (X)
- **Community - Objective 4:** Remove barriers to equitable participation by developing, incentivizing and creating structures for all employees to engage in and design professional learning (X)
- **Community - Objective 5:** Increase opportunities to be an asset and resource to the external community (X)
- **Pathways and Partnerships - Objective 1:** Develop and implement frameworks to create communities that can provide more targeted delivery of educational resources and support services. (X)
- **Pathways and Partnerships - Objective 2:** Expand partnerships with K-12 institutions to enhance program offerings and increase access for minoritized students. (X)
- **Pathways and Partnerships - Objective 3:** Increase community engagement, experiential learning, integrated career planning, and workforce training to prepare students for future careers (X)
- **Pathways and Partnerships - Objective 4:** Expand intersegmental pathways to create a seamless transition between Mesa and k-12, non-credit, Universities, and careers (X)
- **Scholarship - Objective 2:** Evaluate and improve Diversity, Equity, and Inclusion practice in classroom environments, campus activities, departments, schools, and administrative units (X)
- **Scholarship - Objective 4:** Expand the use of innovative and high-quality teaching, learning, and support practices that achieve equitable outcomes and increase student success (X)

Action Plans	Action Plan Update
<b>Action Plan Status:</b> Active <b>Action Plan:</b> Resurrect the Mesa Anthropology Club <b>Action Plan Cycle:</b> 2022 - 2023, 2023 - 2024, 2024 - 2025, 2025 - 2026	<b>Submission Date:</b> 01/30/2025 <b>Action Plan Update:</b> The Mesa Anthropology Club has been renewed and officially re-registered as a club. <b>Update Year:</b> 2024 - 2025 <b>Action Plan Progress:</b> Completed
<b>Action Plan Status:</b> Active <b>Action Plan:</b> Create a rotating fossil exhibit for the LRC or SB building. <b>Action Plan Cycle:</b> 2022 - 2023, 2023 - 2024, 2024 - 2025, 2025 - 2026	<b>Submission Date:</b> 01/30/2025 <b>Action Plan Update:</b> Our 3D printer has enabled us to create a great deal of bone replicas. Our next step is to talk to the librarians to see if they are open to the display. <b>Update Year:</b> 2024 - 2025 <b>Action Plan Progress:</b> On Track
<b>Action Plan Status:</b> Active <b>Action Plan:</b> Re-visit the possibility of CCAP classes <b>Action Plan Cycle:</b> 2022 - 2023, 2023 - 2024, 2024 - 2025, 2025 - 2026	<b>Submission Date:</b> 01/30/2025 <b>Action Plan Update:</b> Anthropology is still trying to gauge whether CCAP classes are appropriate and also desired by the high schools. <b>Update Year:</b> 2024 - 2025 <b>Action Plan Progress:</b> On Track

### Increase Hands-On education opportunities in the BioAnth Classrooms

**Unit Goal:** Increase Hands-On education opportunities in the BioAnth Classrooms

**Goal Status:** Active

**Beginning Year:** 2022 - 2023

**Projected Completion Year:** 2025 - 2026

#### Mapping

Mesa College Strategic Plan: Roadmap to Mesa2030: (X - Highlight the X to Align)

- **Scholarship - Objective 2:** Evaluate and improve Diversity, Equity, and Inclusion practice in classroom environments, campus activities, departments, schools, and administrative units (X)
- **Scholarship - Objective 4:** Expand the use of innovative and high-quality teaching, learning, and support practices that achieve equitable outcomes and increase student success (X)
- **Scholarship - Objective 5:** Reduce costs associated with instructional materials to support the elimination of equity gaps (X)

Action Plans	Action Plan Update
<b>Action Plan Status:</b> Active <b>Action Plan:</b> Fill gaps in osteology collection, particularly for ANTH 130 <b>Action Plan Cycle:</b> 2022 - 2023, 2023 - 2024, 2024 - 2025, 2025 - 2026	

Action Plans	Action Plan Update
<p><b>Action Plan Status:</b> Active</p> <p><b>Action Plan:</b> Obtain previously unavailable primate bones for ANTH 140</p> <p><b>Action Plan Cycle:</b> 2022 - 2023, 2023 - 2024, 2024 - 2025, 2025 - 2026</p>	<p><b>Submission Date:</b> 12/17/2024</p> <p><b>Action Plan Update:</b> With the purchase of a 3D printer, we have printed 4 primate skulls, including Aotus, Rhinocolobus, Cynocephalus, and Colobus. Additionally, we have begun printing primate post-cranial bones. We have printed a baboon femur, tibia, fibula, humerus, radius and ulna.</p> <p><b>Update Year:</b> 2024 - 2025</p> <p><b>Action Plan Progress:</b> On Track</p>
<p><b>Action Plan Status:</b> Active</p> <p><b>Action Plan:</b> Bring department fossil cast collection up to date to include important recent fossil discoveries, particularly for ANTH 102 and ANTH 104</p> <p><b>Action Plan Cycle:</b> 2022 - 2023, 2023 - 2024, 2024 - 2025, 2025 - 2026</p>	<p><b>Submission Date:</b> 12/17/2024</p> <p><b>Action Plan Update:</b> With the purchase of a 3D printer, we have begun printing fossils to fill in our gaps in a teaching collection. We have printed fossil primate bones, including Plesiadapis skull and mandible and femur, Parapithecus skull and mandible, Catopithecus skull and mandible, Apidium femur. We have also printed fossils for human evolution, including the skull and pelvis of Australopithecus afarensis, the pelvis of Australopithecus africanus, a Homo Habilis skull, a Homo Erectus skull, the hand and foot of Homo naledi, and three Mousterian tools.</p> <p><b>Update Year:</b> 2024 - 2025</p> <p><b>Action Plan Progress:</b> On Track</p>





# **Program Review**

Summary and Reflections with Unit Goals, Action Plans,  
and Updates

Instructional Program - Architecture (ARCH)

### Executive Summary

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**Describe the successes and challenges your unit has faced since the last comprehensive review.**

Successes:

The following challenges were noted in the 2018/19 comprehensive review and have since been successfully achieved:

Computer Hardware Replacement

New computers, monitors and Ben-Q boards have been installed in the studios, jury room, auditorium and model shop. Strong work force and Heerf funding covered the expense.

Ceiling Document Camera, Ceiling Projector Replacement & Related Podium Upgrades

All items have been replaced. Strong work force money made this happen.

Computer Software and Hardware

A new school policy to cover the cost of most classroom software, has alleviated our need to search for money to run our computer courses.

Replacement of Model Building Equipment

We have received a donated CNC machine, larger than the one we currently have, and we have hired a fulltime ILT to run the Model Building Shop. A large CNC machine was donated.

We also purchased six portable drafting boards for the model shop for student use.

Having the ILT five days a week allows students to have a space outside of their studio class hours to work on their projects. In the near future we will need to replace our Epilog Laser Engravers and purchase replacement 3D printers.

Replacement of Graphic Reproduction Equipment

Two new large format HP Printer, Scanner and Copiers have been ordered to replace the 20 year old large format printers, scanner and copiers in the student print room.

Other successes we have accomplished this year:

High school outreach:

High school outreach with Hoover High school. The student diversity was made up of hispanic and asian students. Students observed a classroom CAD instruction, viewed our Student Show Exhibit, participated in a group project in building a card board chair (which they took home), and we brought in a former Hoover Highschool graduate who shared his journey to becoming an architect, attending CAL POLY SLO, study abroad in Fontainebleau France, graduate school at Columbia University Graduate School of Architecture, Planning and Preservation.

Student Exhibit:

An Exhibit of Student work produced at the Design Center, including Architecture and Interior design was put on display for high school students, families, students, administration and counseling. The exhibit occurred concurrently with the Hoover High School event so the HS student could see what we do in our programs, and hopefully encourage them to pursue a career in architecture.

Fieldtrips:

- Cross discipline student field trip to Los Angeles with the Art Department. Visited Los Angeles County Museum, The Broad Museum, MOCA and Disney Concert Hall. The activity created synergy between the two programs.
- Two fieldtrips to Arrive T1 – San Diego Airport, students experienced the project development in two phases.
  - o This event included students from the Architecture, Interior design, Building Construction Technology programs and the Hospitality program.
  - o Supported by Strong Workforce and the San Diego & Imperial Counties Community Colleges Regional Consortium.

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This group “transforms the way educators, industry, and community partners equitably advance economic mobility”.

Faculty outreach events:

- Counseling-Presentation to the Counseling department. Presentation of the Architecture Program degrees, courses and the process to transferring to an Architecture University and Architecture licensure. We hoped to educate the counselors to better serve our students.
- The Architecture fulltime faculty participated in the Jumpstart Event, meeting high school students from various parts of the city.
- Faculty went to an outreach event at Madison Highschool to share with students what our architecture program can provide.
- CTE Networking Event at the Design Center – an open house event to educate other programs on what the architecture program is about.
- Strong workforce connected the architecture program with a public relations firm 3FOLD to help us with ideas on connecting with future students and build our student population.

Challenges:

Ongoing maintenance issues at the Design Center Buildings.

Problems with roofs leaking, gas leaks, air conditioning and heating issues, rotting doors, wood trim, exterior needs include painting, landscape maintenance, gravel in courtyard needs to be replaced with a more stable material. Interior water damage includes but, not limited to: damaged interior ceiling tiles, walls, cabinets, furniture and flooring.

\*\*See Instructional Program Review dated 2018/19 (Comprehensive) for full documentation with photographs.

**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.**

Major curricular changes:

- Created new course Arch 113 Rhino
  - A new fulltime hire in the Building Construction Technology department.
- \* Received approval and currently in the process of hiring a new Fulltime Faculty in architecture.

Impact:

- Transfer Universities are using this software program. Our students will be better prepared for transferring into architecture school.
  - The new fulltime hire in BCT will be able to help run the Department, giving the architecture faculty some relief and time to focus on our courses and projects.
- \* The new fulltime hire in ARCH will allow contract faculty in Architecture to focus on research and completion of projects focusing on the 2030 Plan.

**If applicable, describe the impact of any new resources (human, fiscal, etc) on the unit and/or action plan implementation.**

New resources:

Hired an ILT for the Model shop.

\*New contract hire in Building Construction Technology.

\*New contract hire in Architecture.

Impact:

Allows the Model shop to be open 5 days a week.

Equity issue - giving students a place to work on projects outside of studio time.

\*The Building Construction Technology contract hire is currently reworking the program and developing a much needed Construction Management program. This is an IN DEMAND job right now, and especially for female job seekers.

\*The Architecture contract hire will give us the man power to investigate a Baccalaureate in Architecture, a revision in our degrees and certificates and pursue more articulation agreements with University Architecture programs.

## Summary and Reflection

If you assess **OUTCOMES**, please confirm that the outcomes have been reviewed for accuracy. If you do not assess Outcomes, skip this question.

Reviewed & Accurate

## Related Documents for Charts and Graphs

### Executive Summary Complete

Yes

## Data Reflection

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### Trends observed in program/service area's data.

Looking at data for the San Diego/Imperial Counties Community Colleges, from the COE (Centers of Excellence for Labor Market Research), dated March 30, 2023

<https://coeccc.net/san-diego-imperial/2023/03/architecture-and-architectural-occupations/>

Their brief provides labor market information about Architecture and Architectural Occupations to assist the San Diego and Imperial Counties Community Colleges with program development and strategic planning. They have found:

- Architecture and Architectural Technology is rated a Priority Program.
- San Diego County has a labor market demand of 260 annual jobs openings (while the average demand for a single occupation in San Diego County is 245 annual job openings).
- Eight institutions (in San Diego and Imperial County) supply 101 awards for Architecture and Architectural Occupations.
  - o This shows a supply gap in the labor market.
- On average, entry-level and median wages are above the living wage.
- The expected education for Architecture and Architectural Technology is a Bachelor's Degree or Highschool Diploma or Equivalent.

### COC recommendations:

Colleges in this region should proceed with developing a new program and supports a program modification because:

1. There is a supply gap in San Diego County.
2. Entry-level earnings for this occupation are above the living wage.
3. There is a medium number of annual job openings.

### Reviewing our Mesa Data Dashboards:

Enrollment Management- Comparing Spring 2020, 2021, 2022 and 2023:

- Spring 2020 enrollment was at 510 (Prior to full pandemic mode)
- Spring 2021 enrollment dropped to 440,
- Spring 2022 enrollment continues to drops to 418.
- Spring 2023 it is up to 449 students.

### Summary:

Moving our courses back on campus, we are slowly recovering our student population prior to the pandemic, which began in March of 2020.

Associate degree completion –

- 2020-21, 14 associate degrees,
- 2021-22, 15 associate degrees.

The majority of our students transfer to a University Architecture program and do not always complete their Associate Degree in Architecture.

### Awards by Age

2021-22

- 18 – 24 (46.7%)
- 25-29 (26.7%)

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- 30 – 39 (26.7%)

### Awards by Gender

2021-22

- Female (26.7%)
- Male (73.3%)

### Awards by Ethnicity

2021-22

- Latinx (40.0%)
- White (20.0%)
- Unreported/Other (13.3% each)
- African American (6.7%)
- Filipino (6.7%)

### Summary:

We have a growing Latinx population, but continue to have low representation of African American and Filipino students completing our program and degree awards.

### **Describe any equity gaps in the data. Are there differences and/or patterns observed by demographics (e.g. race/ethnicity, gender, age, etc.)**

Looking at Equity-Gap data for the San Diego/Imperial Counties Community Colleges, from the COE (Centers of Excellence for Labor Market Research), dated February 1, 2023

<https://coecc.net/san-diego-imperial/2023/02/equity-gaps-in-priority-jobs-and-programs/>

### COC equity gap findings for the San Diego/Imperial Counties:

- Architectural and Civil Drafting jobs underrepresenting females, BIPOC, BIPOC Women, and are overrepresented with Ages 55+ (meaning possible retirements and job openings).
- Architecture and Architectural Technology programs are underrepresenting females, BIPOC, BIPOC women.
- Architecture and Architectural Technology Priority Programs in Community Colleges with Statistically Significant Under representation: Mira Costa, Palomar, Mesa, Southwestern.

### Reviewing our Mesa Data Dashboards for the 2022 semesters:

- Equity Gaps for Student Characteristics- We had 823 Valid Enrollments broken down into 453 males (retention rate of 93.2% and success rate of 82.3%) and 370 females (91.6% retention rate and 84.9% success rate). An equity gap of -2.5% was listed for the male population.
  - o Summary- although we have less women in the program, we are obtaining a greater success rate with the female population.
- Equity Gap Analysis by Ethnicity- Most dominant Equity gaps are found with Multi-Ethnicity/Other (46 students) at a -12.2% and Black/African American (37 students) at a -7.9%. Our greatest success rate can be found with our Asian students (87%) 77 enrollments, White students (84.7%) 213 enrollments, Latinx (83.8%) 394 enrollments and Filipino students (83.7%) 43 enrollments.

### Summary:

The Equity Gap data we are finding at Mesa College, are matching what we are seeing in industry per the COC report.

## Related Documents for Charts and Graphs

### **Describe the discussion(s) that took place about the unit's learning outcomes assessment data.**

We use a minimum success rate of 70% for all participants receiving a grade. The majority of our courses use project-based assignments requiring in class participation, interaction with the instructor for feedback and preliminary class presentations and reviews. Students with poor attendance had the lowest success rates.

### **Data Reflection Complete**

Yes

## Summary and Reflection

### Practice Reflection

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**Describe current practices your program/service area has engaged in that you believe impact the above data trends and equity gaps.**

Community outreach- Meeting with 3Fold Public relations, through Strong Work Force, to promote the Architecture Program

**What other factors (internal or external) might also impact the above data trends and equity gaps?**

Legislative changes – New AFT contract allowing adjuncts to obtain healthcare benefits with a .40 FTE. This may encourage retention of adjunct faculty.

Hiring- Architecture program made the 2023 Hiring list for a new fulltime faculty.

\*We are currently in the hiring process for a new contract faculty in Architecture.

Recruitment- Potential hire, Hoover High school instructor, to bridge the gap between our program and the high school programs.

\*We have completed an agreement with SDUSD CTE Transitions credit by Exam.

\*We hired a SDUSD instructor from the Hoover Highschool program to teach as an adjunct instructor. This may strengthen our connection to SDUSD students coming to San Diego Mesa College Architecture program.

**Related Documents for Charts and Graphs**

**Practice Reflection Complete**

Yes

### Mid-Cycle Updates

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#### YEAR 2 Updates (2023 - 2024)

**Provide any edits or updates to the prompts originally documented in the Executive Summary section for Year 2.**

Yes, see \* items.

**Provide any edits or updates to the prompts originally documented in the Data Reflection section for Year 2.**

no

**Review Outcomes Report. Review the unit's outcomes assessment process for 2022 - 2023. Discuss connections to unit goals/action plans/resource requests.**

**Provide any edits or updates to the prompts originally documented in the Practice Reflection section for Year 2.**

Yes, see \* items.

#### YEAR 3 Updates (2024 - 2025)

**Provide any edits or updates to the prompts originally documented in the Executive Summary section for Year 3.**

Successes: New Assistant Professor of Architecture was hired; New photo equipment; New model shop equipment; new adjunct instructor for Rhino software, new large format printer plotters were installed.

**Provide any edits or updates to the prompts originally documented in the Data Reflection section for Year 3.**

The January 2025 analysis of the labor market and educational data in the San Diego County region, according to the COE (Centers of Excellence for Labor Market Research) <https://coeccc.net/san-diego-imperial/2024/12/priority-jobs-and-programs-addressing-equity-gaps-for-a-diverse-workforce/>

The COE report identifies:

- Architectural and Civil Drafters as a priority job in San Diego County.

- Underrepresented by females at 23% of the labor force.

- 25% of the Architectural and Civil Drafters are expected to retire in the next few years.

In the study, San Diego County's overall labor force is represented as follows: Priority Jobs with Equity Gaps by Demographic Groups available: Females 34; Males 16; Ages 55+ 22, BIPOC 22.

- At least 60 projected annual job openings between 2023 - 2028 in San Diego County;

- Pay at or above the living wage of \$26.01 per hour for a single adult;

- Typically fewer than five years work experience at entry.

Reviewing the Mesa Data Dashboard for Architecture year 2023-2024:

4/14/2025

Generated by Nuventive Improvement Platform

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## Summary and Reflection

### AWARDS

Architecture Design 4

Architecture Technician 2

Architecture University Track 1

Female 57.1%

Male 42.9%

**Review Outcomes Report. Review the unit's outcomes assessment process for 2023 - 2024. Discuss connections to unit goals/action plans/resource requests.**

The CLO's assessed all met our target benchmarks. One course Arch 172 was on the low side of the benchmark at a 72% success rate. This is a design studio and we discussed breaking down the assignments into smaller "bites" for the students and increase the number of preliminary reviews, to increase confidence in the students motivation.

**Provide any edits or updates to the prompts originally documented in the Practice Reflection section for Year 3.**

Currently we are working with Strong Work Force to meet with a local architecture firm Steinberg-Hart to create a job shadowing for our students.

Updates-

-We successfully hired a full time Architecture faculty.

-We recruited and hired Hoover High school instructor, to bridge the gap between our program and the high school programs.

-We continue an agreement with SDUSD CTE Transitions credit by Exam.

-We are looking into creating a CCAP course with Hoover High school.

### YEAR 4 Updates (2025 - 2026)

**Provide any edits or updates to the prompts originally documented in the Executive Summary section for Year 4.**

**Provide any edits or updates to the prompts originally documented in the Data Reflection section for Year 4.**

**Review Outcomes Report. Review the unit's outcomes assessment process for 2024 - 2025. Discuss connections to unit goals/action plans/resource requests.**

**Provide any edits or updates to the prompts originally documented in the Practice Reflection section for Year 4.**

## Goal 1: Highschool outreach

**Unit Goal:** Goal 1: Highschool outreach

**Goal Status:** Completed

**Beginning Year:** 2022 - 2023

**Projected Completion Year:** 2023 - 2024

### Mapping

Mesa College Strategic Plan: Roadmap to Mesa2030: (X - Highlight the X to Align)

- **Completion - Objective 1:** Develop pathways that provide students with clarity about degree, certificate, and transfer requirements. (X)
- **Completion - Objective 2:** Develop cross - functional teams that support student success and include integrated career and transfer counseling. (X)
- **Completion - Objective 3:** Design and promote programs and services that intentionally target a reduction in equity gaps in completion outcomes (X)
- **Completion - Objective 4:** Support students' access to resources to mitigate the impact caused by technological and basic needs insecurity (X)
- **Pathways and Partnerships - Objective 2:** Expand partnerships with K-12 institutions to enhance program offerings and increase access for minoritized students. (X)
- **Pathways and Partnerships - Objective 4:** Expand intersegmental pathways to create a seamless transition between Mesa and k-12, non-credit, Universities, and careers (X)

Action Plans	Action Plan Update
<b>Action Plan Status:</b> Active <b>Action Plan:</b> Expand partnerships with K-12 institutions to enhance program offerings and increase access for minoritized students. In process-working on developing an agreement with SDUSD-articulation credit by exam for a CAD course. Mesa contacts are Cloris Johnson and Amertah Perman. <b>Action Plan Cycle:</b> 2022 - 2023, 2023 - 2024, 2024 - 2025, 2025 - 2026	<b>Submission Date:</b> 12/03/2023 <b>Action Plan Update:</b> We have completed an agreement with SDUSD, CTE TRANSITION CREDIT BY EXAM AGREEMENT. <b>Update Year:</b> 2023 - 2024 <b>Action Plan Progress:</b> Completed
<b>Action Plan Status:</b> Active <b>Action Plan:</b> Develop cross-functional teams. We are in contact with Andreanna Murphy and Donny Tenorio at K-12 Pathway, Career College and Technical Education at SDUSD for future Highschool student visits to the Design Center architecture program. <b>Action Plan Cycle:</b> 2022 - 2023, 2023 - 2024, 2024 - 2025, 2025 - 2026	



## Goal 2: Revision to Degrees and create a Certificate

**Unit Goal:** Goal 2: Revision to Degrees and create a Certificate

**Goal Status:** Active

**Beginning Year:** 2022 - 2023

**Projected Completion Year:** 2025 - 2026

### Mapping

Mesa College Strategic Plan: Roadmap to Mesa2030: (X - Highlight the X to Align)

- **Completion - Objective 1:** Develop pathways that provide students with clarity about degree, certificate, and transfer requirements. (X)
- **Pathways and Partnerships - Objective 1:** Develop and implement frameworks to create communities that can provide more targeted delivery of educational resources and support services. (X)
- **Pathways and Partnerships - Objective 3:** Increase community engagement, experiential learning, integrated career planning, and workforce training to prepare students for future careers (X)
- **Pathways and Partnerships - Objective 5:** Develop and implement technologies, including website redesign, that will make pathways information available to students so that they can effectively utilize this information in their educational and career planning (X)

Action Plans	Action Plan Update
<b>Action Plan Status:</b> Active <b>Action Plan:</b> Develop pathways that provide students with clarity about degree, certificate, and transfer requirements. <b>Action Plan Cycle:</b> 2022 - 2023, 2023 - 2024, 2024 - 2025, 2025 - 2026	
<b>Action Plan Status:</b> Active <b>Action Plan:</b> Explore pathways to create a seamless transition between Mesa and Universities and careers. <b>Action Plan Cycle:</b> 2022 - 2023, 2023 - 2024, 2024 - 2025, 2025 - 2026	

## Goal 3: Articulation agreements with architecture universities

**Unit Goal:** Goal 3: Articulation agreements with architecture universities

**Goal Status:** Active

**Beginning Year:** 2022 - 2023

**Projected Completion Year:** 2025 - 2026

### Mapping

Mesa College Strategic Plan: Roadmap to Mesa2030: (X - Highlight the X to Align)

4/14/2025

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- **Completion - Objective 1:** Develop pathways that provide students with clarity about degree, certificate, and transfer requirements. (X)
- **Pathways and Partnerships - Objective 5:** Develop and implement technologies, including website redesign, that will make pathways information available to students so that they can effectively utilize this information in their educational and career planning (X)

Action Plans	Action Plan Update
<p><b>Action Plan Status:</b> Active</p> <p><b>Action Plan:</b> Develop pathways that provide students with clarity about degree, certificate, and transfer requirements. We need to start by reviewing Assist.org and see what State and UC architecture programs are currently accepting from our program. Work with Dean Ly and Articulation officer Juliette Parker on how to implement changes.</p> <p><b>Action Plan Cycle:</b> 2022 - 2023, 2023 - 2024, 2024 - 2025, 2025 - 2026</p>	
<p><b>Action Plan Status:</b> Active</p> <p><b>Action Plan:</b> Develop and implement technologies, such as a website redesign, that will make pathways information available to students and their educational and career planning.</p> <p><b>Action Plan Cycle:</b> 2022 - 2023, 2023 - 2024, 2024 - 2025, 2025 - 2026</p>	



# **Program Review**

Summary and Reflections with Unit Goals, Action Plans,  
and Updates

Instructional Program - Art/Fine Art (ARTF)

## Executive Summary

### **Describe the successes and challenges your unit has faced since the last comprehensive review.**

The Fine Arts Department, particularly the hands-on Studio Art classes, faced significant challenges during 2020 through early 2022, with most courses being taught fully or partially online. Despite those challenges and the limits placed on faculty, staff, and students by the pandemic, our faculty and staff members found creative solutions and offered dynamic learning experiences for our Fine Arts and Art History majors, and the many students across the campus who take any of our 15 Gen Ed courses. Some examples of the ways our Fine Arts department Faculty managed to work around the limits of the pandemic include:

- ? A Drive-Through Art Exhibit organized and managed by Fine Arts and Museum Studies Students.
- ? Outdoor art projects like Steamroller printing
- ? Weekly faculty and staff drop-in video meetings where we could share discoveries about online teaching and get help and support from one another
- ? A system for Ceramics courses where students could take home a pottery wheel, work at home, and then drop works off on campus to be put in the kiln.

These are just a few examples of the many successes and creative solutions Fine Arts faculty developed in the time since our last comprehensive program review in 2019.

In recent years, our department's enrollment numbers have been strong overall. Our Spring 2023 total enrollment in Fine Arts, for example, is 18,361 compared to a total of 17,871 in Spring 2022.

Our challenges, over the past few years have mostly fallen into three categories:

- Pandemic-related adjustments (those have mostly been resolved or are no longer relevant)
- Inadequate equipment and needed facilities repairs that have been difficult to get accomplished (this continues to be a problem, particularly for the resource-intensive studio art courses). We have not had a budget increase in many years, but the costs of supplies for our courses keep rising.
- Loss of two full time faculty members making departmental tasks and student mentoring difficult to accomplish for the remaining contract faculty.

### **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.**

One major change has been the retirement of two full time faculty members in our 2-D program, one in 2020 and one in 2022. We have not been able to have those positions replaced, and we've had to hire six new adjunct professors over that period to help us meet our students' needs.

### **If applicable, describe the impact of any new resources (human, fiscal, etc) on the unit and/or action plan implementation.**

### **If you assess OUTCOMES, please confirm that the outcomes have been reviewed for accuracy. If you do not assess Outcomes, skip this question.**

Reviewed & Accurate

### **Related Documents for Charts and Graphs**

### **Executive Summary Complete**

Yes

## Summary and Reflection

### Data Reflection

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#### **Trends observed in program/service area's data.**

In recent years, our department's enrollment numbers have been strong overall. Our Spring 2023 total enrollment in Fine Arts, for example, is 18,361 compared to a total of 17,871 in Spring 2022.

Our program success rate is strong: the average program success rate for fine arts over the past 5 years was 75.9% compared to the campus-wide average of 73.2%. Over the past two years our overall retention rate as increased by two points, and the most recent year of data shows it at 88.7 %.

In 2019, our department reached our highest number of degrees conferred, at 43. That number dipped somewhat during the first years of the pandemic, and in 2021-22 (the most recent year we have this data for) we conferred 31 degrees. In order to grow our program and insure that more students are completing degrees we need to replace the full-time faculty members that retired, so that all courses students need to graduate can be offered more regularly and in a range of modalities.

#### **Describe any equity gaps in the data. Are there differences and/or patterns observed by demographics (e.g. race/ethnicity, gender, age, etc.)**

Our data shows a troubling and persistent 12.8 % equity gap our success rates for Black/African American students and a 4.5% equity gap for Latinx students. These numbers are similar to campus-wide equity gaps. Our fine arts department data for first-generation college students does not indicate any significant equity gap.

#### **Related Documents for Charts and Graphs**

#### **Describe the discussion(s) that took place about the unit's learning outcomes assessment data.**

Our learning outcomes discussions over the past few years have mostly related to ways of handling remote-learning for Studio Art classes while still ensuring that students meet the objectives for the program and for each course. This year's outcomes focus has been more granular, as each discipline lead has been working on verifying the accuracy of their course's outcomes across the various sites and documents where they are published.

#### **Data Reflection Complete**

Yes

### Practice Reflection

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#### **Describe current practices your program/service area has engaged in that you believe impact the above data trends and equity gaps.**

In 2019 our department adopted a Student Success plan that focussed on closing the equity gaps noted above. When it comes to Studio Art classes, many aspects of our Student Success plan have to do with making art supplies and materials more readily available for students, offering dedicated space and time in our studio buildings for students to work, and engaging students with community arts activities, exhibits, and speakers that featured Black and Latinx artists and art workers.

That sort of organizing of supplies, speakers, events, and community engagement stretches far beyond the scope (and hours), of our individual classes. It requires full time faculty support. Amidst the upheavals of the pandemic and the subsequent retirement of two full time faculty members, we've struggled to maintain and grow those programs that are so important to us reaching our equity goals.

Our Fine and Performing Arts Committee ( a committee made up of mainly full-time faculty and staff members) has worked to bring more than a dozen artists, art workers, and other creative professionals to our campus to speak to students and our community over the past two years. Our department's Mesa College Art Gallery, and our World Cultures Art collection also provide multiple invaluable opportunities for students to meet with diverse artists, engage with artworks from all over the world, and get hands-on experience with curating, maintaining, and cataloging art objects.

These opportunities for students to engage with diverse fine arts professionals and get hands-on experience is so valuable for our disproportionately impacted groups, and they are an important part of how our department will meet our equity goals.

## Summary and Reflection

Making art, studying art, and working collaboratively in hands-on studio art classrooms helps students build empathy. A 2017 study of Medical Students published in the Journal of Internal Medicine, for example, showed that university students exposed to the arts demonstrated higher levels of “positive personal qualities.” (Mangione, S., Chakraborti, C., Staltari, G. et al. Medical Students’ Exposure to the Humanities Correlates with Positive Personal Qualities and Reduced Burnout: A Multi-Institutional U.S. Survey. J GEN INTERN MED 33, 628–634 (2018).<https://doi.org/10.1007/s11606-017-4275-8>)

A robust, diverse set of Studio Art offerings is good for our whole campus, offering high-quality opportunities for students from all majors to develop those “positive personal qualities” (like empathy and compassion) that that 2017 study cites.

The Fine Arts Department as a whole has developed several ongoing campus-wide projects and resources that are dedicated to fostering a culture of equity-mindedness and engaging students across disproportionately impacted groups. In the arts, one simple way to work towards closing equity gaps is to expose students from disproportionately impacted groups to artworks and artists that are culturally relevant for them. Our World Culture Art collection has exposed students from across the campus to African Art, and has provided hands-on learning experiences with curating exhibitions, preserving objects, and cataloging archives for students from Art History courses, Museum Studies, and a range of other programs. Popular exhibitions of artworks from the World Cultures art collection engaged students and community members and modeled our campus’s commitment to diverse representations. Two recent examples include the February 2023 Africa in Context exhibit at the Mesa College Gallery and the Summer 2022 Echoes of Africa exhibit at the San Diego Central Library.

### **What other factors (internal or external) might also impact the above data trends and equity gaps?**

As noted above, the Fine Arts department plays a major role in shaping our campus culture, particularly through our Art Gallery, the World Cultures Art collection, the events organized by the Art Club and the Fine and Performing Arts committee, and the student gallery. But despite that strong role (and the need for full time faculty members to sustain those efforts) we have not been granted replacements for our retired full time faculty members, or the much-needed ILT position for the World Cultures Art Collection. We’ve requested those positions 3, and 2 years in a row respectively.

### **Related Documents for Charts and Graphs**

#### **Practice Reflection Complete**

Yes

## Mid-Cycle Updates

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### **YEAR 2 Updates (2023 - 2024)**

**Provide any edits or updates to the prompts originally documented in the Executive Summary section for Year 2.**

**Provide any edits or updates to the prompts originally documented in the Data Reflection section for Year 2.**

**Review Outcomes Report. Review the unit’s outcomes assessment process for 2022 - 2023. Discuss connections to unit goals/action plans/resource requests.**

**Provide any edits or updates to the prompts originally documented in the Practice Reflection section for Year 2.**

### **YEAR 3 Updates (2024 - 2025)**

**Provide any edits or updates to the prompts originally documented in the Executive Summary section for Year 3.**

**Provide any edits or updates to the prompts originally documented in the Data Reflection section for Year 3.**

We have continued to meet and discuss strategies to help close the success rate gaps in our data. Several fine arts faculty participated in MOST’s Assess cohort this semester to work on improving assessment strategies.

## Summary and Reflection

**Review Outcomes Report. Review the unit's outcomes assessment process for 2023 - 2024. Discuss connections to unit goals/action plans/resource requests.**

We have re-organized our process for outcomes assessment this semester, and are catching up. We are using Nuventive's 'assignment' feature, and outcomes assessments have been submitted for about 70% of the courses due this semester so far, which is a big improvement in faculty participation over last semester.

**Provide any edits or updates to the prompts originally documented in the Practice Reflection section for Year 3.**

### YEAR 4 Updates (2025 - 2026)

**Provide any edits or updates to the prompts originally documented in the Executive Summary section for Year 4.**

**Provide any edits or updates to the prompts originally documented in the Data Reflection section for Year 4.**

**Review Outcomes Report. Review the unit's outcomes assessment process for 2024 - 2025. Discuss connections to unit goals/action plans/resource requests.**

**Provide any edits or updates to the prompts originally documented in the Practice Reflection section for Year 4.**

## Goal 1: Expand and strengthen the Fine Art Department's 2-D program

**Unit Goal:** Goal 1: Expand and strengthen the Fine Art Department's 2-D program by making more varied courses available for studio art majors, and connecting those courses to the campus community through events and multi-disciplinary collaborations.

**Goal Status:** Active

**Beginning Year:** 2022 - 2023

**Projected Completion Year:** 2025 - 2026

### Mapping

Mesa College Strategic Plan: Roadmap to Mesa2030: (X - Highlight the X to Align)

- **Completion - Objective 1:** Develop pathways that provide students with clarity about degree, certificate, and transfer requirements. (X)
- **Scholarship - Objective 4:** Expand the use of innovative and high-quality teaching, learning, and support practices that achieve equitable outcomes and increase student success (X)

Action Plans	Action Plan Update
<b>Action Plan Status:</b> Active <b>Action Plan:</b> Continue to apply for additional 2-D contract faculty members. Work as a group to understand why those requests have not been granted in the past, and make any needed adjustments. <b>Action Plan Cycle:</b> 2022 - 2023, 2023 - 2024, 2024 - 2025, 2025 - 2026	<b>Submission Date:</b> 09/27/2024 <b>Action Plan Update:</b> One position was funded, hiring currently (Fall 2024) <b>Update Year:</b> 2024 - 2025 <b>Action Plan Progress:</b> On Track
<b>Action Plan Status:</b> Active <b>Action Plan:</b> Connect our painting, printmaking, digital, and other 2-D programs to the campus community. We've already begun to do that via the printmaking program's Steamroller printing events, and we plan to work on ways to extend that sort of community-mindedness to our other courses. <b>Action Plan Cycle:</b> 2022 - 2023, 2023 - 2024, 2024 - 2025, 2025 - 2026	<b>Submission Date:</b> 09/27/2024 <b>Action Plan Update:</b> Successful Art Department open house in Spring 2024, many community members in attendance <b>Update Year:</b> 2024 - 2025 <b>Action Plan Progress:</b> On Track

## Goal 2: Increase the campus-wide reach of the World Cultures Art Collection, the Mesa Art Gallery, and the Student Gallery

**Unit Goal:** Goal 2: Increase the campus-wide reach of the World Cultures Art Collection, the Mesa Art Gallery, and the Student Gallery

**Goal Status:** Active

**Beginning Year:** 2022 - 2023

**Projected Completion Year:** 2025 - 2026



## Mapping

Mesa College Strategic Plan: Roadmap to Mesa2030: (X - Highlight the X to Align)

- **Community - Objective 2:** Develop activities, spaces, and programs that support a sense of belonging with a focus on antiracism, historically minoritized groups, and inclusion. (X)
- **Pathways and Partnerships - Objective 3:** Increase community engagement, experiential learning, integrated career planning, and workforce training to prepare students for future careers (X)

Action Plans	Action Plan Update
<b>Action Plan Status:</b> Active <b>Action Plan:</b> Continue to apply for the much-needed ILT position for the World Cultures art collection, to help relieve the burden on our Full-time faculty member who is working tirelessly, and far beyond her contract hours, on making that collection and its relates programming an asset to the campus and community. We will work as a group to understand why those requests have not been granted in the past, and make any needed adjustments. <b>Action Plan Cycle:</b> 2022 - 2023, 2023 - 2024, 2024 - 2025, 2025 - 2026	<b>Submission Date:</b> 12/02/2024 <b>Action Plan Update:</b> We have not been able to secure a permanent position, though we have a Nance currently, which allows us to keep the study room for the World Cultures Art collection open to the community 4 days a week. <b>Update Year:</b> 2024 - 2025 <b>Action Plan Progress:</b> Barriers Encountered
<b>Action Plan Status:</b> Active <b>Action Plan:</b> Supplement and grow the current campus-wide reach of these programs by increasing collaboration with faculty members in different disciplines. <b>Action Plan Cycle:</b> 2022 - 2023, 2023 - 2024, 2024 - 2025, 2025 - 2026	<b>Submission Date:</b> 12/02/2024 <b>Action Plan Update:</b> Now that we have the support to keep the study room open for the World Cultures Art collection, many more classes are visiting and getting tours. We are continuing to expand our outreach efforts. The Mesa Student Gallery and Art Gallery have been building their programming to increase community connections as well. <b>Update Year:</b> 2024 - 2025 <b>Action Plan Progress:</b> On Track

## Goal 3: Engagement and Completion

**Unit Goal:** Goal 3: Increase students' engagement in studio art courses and their prompt completion of degree programs by offering up-to-date and efficient tools, approaches, and facilities, and by regularly offering all of the courses students need to graduate.

**Goal Status:** Active

**Beginning Year:** 2022 - 2023

**Projected Completion Year:** 2025 - 2026

## Mapping

Mesa College Strategic Plan: Roadmap to Mesa2030: (X - Highlight the X to Align)

- **Completion - Objective 4:** Support students' access to resources to mitigate the impact caused by technological and basic needs insecurity (X)

- **Stewardship - Objective 4:** Establish a college-wide practice and schedule that addresses routine maintenance and renewal of equipment, facilities and technology to ensure access to adequate resources and better serve students (X)

Action Plans	Action Plan Update
<b>Action Plan Status:</b> Active <b>Action Plan:</b> Create a departmental task-force to take stock of needed updates, and develop an online system for recording them. <b>Action Plan Cycle:</b> 2022 - 2023, 2023 - 2024, 2024 - 2025, 2025 - 2026	
<b>Action Plan Status:</b> Active <b>Action Plan:</b> Continue to request updated equipment through BARC (we requested two items this year) but also seek alternate ways to fund the needed equipment and improvements. <b>Action Plan Cycle:</b> 2022 - 2023, 2023 - 2024, 2024 - 2025, 2025 - 2026	
<b>Action Plan Status:</b> Active <b>Action Plan:</b> Improve & update teaching practices by participating in relevant professional development trainings <b>Action Plan Cycle:</b> 2022 - 2023, 2023 - 2024	
<b>Action Plan Status:</b> Active <b>Action Plan:</b> Hire more faculty and obtain more FTEF so that we can regularly offer all of the classes listed in our degree requirements. <b>Action Plan Cycle:</b> 2023 - 2024, 2024 - 2025	



# **Program Review**

Summary and Reflections with Unit Goals, Action Plans,  
and Updates

Instructional Program - Asian American Pacific  
Islander Studies (AAPI)

Summary and Reflection





# **Program Review**

Summary and Reflections with Unit Goals, Action Plans,  
and Updates

Instructional Program - Biology (BIOL)

## Executive Summary

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**Describe the successes and challenges your unit has faced since the last comprehensive review.**

Successes:

- Fully returned all courses to face-to-face since Covid-19.
- We have been able to maintain relatively high fill rates for our courses even with decreased enrollment.
- Faculty in our program (Daniela Bruckman, Leslie Seiger, Paul Detwiler) have been successful in obtaining grants for students. Daniela received funding through an NSF grant to incorporate multi-day field experiences at the UCI research station in Anza Borrego into the Bio 210B course and to support students in research projects. Paul Detwiler received a San Diego Mesa Foundation Innovation Grant to support a 10-week summer internship program in marine science for Mesa students at SDSU's Coastal Marine Institute Laboratory. The CMIL is an urban marine research facility where students and scientists conduct studies that help them better understand and address the environmental problems affecting the Southern California coastline. In fall 2022, a proposal to expand the program that Detwiler co-wrote with CMIL personnel received a 2023 Pathways to Inclusive Research Training award from California SeaGrant, resulting in funding to provide stipends for participants in summer 2023. Leslie is involved in the Invention and Inclusive Innovation (i3) Initiative Pilot Project, an interdisciplinary Workforce and Economic Development grant. The i3 is designed to develop 21st century workforce skills while solving community problems, provide experiential learning for students, teach students about using the entrepreneurial mindset as a skill, and learn as a cohort in an interdisciplinary environment while building confidence. A secondary goal is to gain experience to work related to STEM for students who have been traditionally underrepresented in these fields.
- We had an unsuccessful search for a full-time faculty member in anatomy and physiology last spring (Sp22) but thankfully were successful in the search this past semester (F22) and have hired Thu (Tiffany) Nguyen as a new faculty member to teach these courses.
- Multiple biology faculty are involved in mentoring students through field-based research projects that culminated in posters at the MCRC, with one faculty's (Dean Leavitt) students winning Best Experimental Poster.
- Faculty and ILTs are heavily involved in the Enrollment Management committee at various levels (subcommittees) to thoughtfully and effectively increase enrollment on our campus and pave the way for best practices at Mesa and our sister campuses.
- Anar Brahmabhatt and Jennifer Carmichael have been a part of the HSI STEM Curriculum Workgroup (part of Mesa's Title III HSI-STEM E3: Equity, Excellence and E?xito). This is where we meet with our colleagues across the STEM courses (Physics Chemistry and Math) as well as STEM and Transfer counselors, and Institutional Research analyst to work collaboratively on how STEM curriculum for biology majors and allied health track support each other, where they do not, and how to create the best suggested pathways for student success.
- Todd White is a part of Platinum 5 project focused on the "Golden 4" areas of general education: critical thinking, written communication, mathematics/reasoning (STEM), and oral communication, and more recently the fifth addition: ethnic studies. One major goal of this project is to create informal cohorts of students using STEM majors as an inaugural group.

Challenges:

- Autoclaves that were purchased for our Microbiology classes unfortunately have not come without issues. One unit was shipped with a faulty control panel. This renders this machine inoperable. We are working with our Dean and the service contractor to deal with this. Thankfully, we were able to secure an ongoing service contract to maintain the autoclaves, as it was already necessary to utilize this service. Currently, we have no alternative means for creating media. Therefore, we are asking on our BARC request for a Biosafety cabinet (BSC) and an ergonomic repeater pipettor. This is a standard piece of equipment for microbiology labs, one that we have needed but have done without, relying on outdated methods instead.
- The refrigeration systems for the microbiology labs are also currently not working. Without these, it is impossible to create/store the media necessary for lab exercises. We were recently informed that in order to get these refrigerators replaced, we will have to apply for BARC funding (BARC request completed). If we do not get the funding for this equipment, we will not be able to run microbiology labs, as these are vital to the course.
- We have challenges finding qualified adjunct faculty to teach our anatomy and physiology classes and even with the new full-time hire, we could not run all of the classes we were hoping to.
- We have broken and outdated equipment for lab classes (microscopes, spectrophotometers) that need to be

## Summary and Reflection

replaced and microscopes will also require an ongoing service contract for maintenance.

- One of our contract faculty (Jennifer Carmichael) was hired to fill the vacant Dean of Math & Sciences position, so we now will need to hire to replace her.
- Faculty would like to attend more professional learning conferences off-campus/out of state but current conference and travel fund monies available to support these endeavors are not sufficient to cover all costs, thereby creating financial hardship to faculty in order to attend these events.

### **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.**

- Our department continues to stay current with curriculum and update the Course Outline of Record for our courses. Since our last comprehensive review, we have collaborated with City College and Miramar College to update the following courses: Bio 210A, Bio 210B and Bio 230. Changes to the curriculum primarily center around creating more equitable and diverse courses in terms of access to textbooks (with the inclusion of OER choices for textbooks) and inclusion of individuals from diverse backgrounds who have contributed to the fields represented by these courses. We hope that the overall impact is a positive one with these additions.
- Several faculty members have engaged in FIGS (faculty inquiry groups) to help enhance curriculum. Caitlin Tiffany embarked on a FIG directed at Grading for Equity. Anar Brahmhatt & Jennifer Carmichael have completed a FIG for Bio 210A centered around a more coherent content delivery that also took into account inconsistencies in student pre-requisite knowledge and how to bridge those gaps. Daniela Bruckman, Paige Hu and Dean Leavitt used their FIG to create a Research 101 Canvas Shell so students could learn the basics of research, find research opportunities, and connect with student researchers at Mesa. As a consequence, our students are engaging more in research through the Eco Research Program, Honors Contracts with our faculty, and the Mesa Research Conference with greater opportunities to shine and be competitive for transfer and beyond in career development.
- Anar Brahmhatt joined the 2021-2022 Equity Minded Assignments cohort to learn about and create an assignment for Bio 205 that would engage students in ways that allowed them to explore microbiology and diseases through an equity lens: learning about specific diseases of interest to each student and highlighting racial disparities that exist showcasing their knowledge in unique creative ways.
- Anar Brahmhatt and Jennifer Carmichael have been a part of the HSI STEM Curriculum Workgroup (part of Mesa's Title III HSI-STEM E3: Equity, Excellence and E?xito) where we meet with our colleagues across the STEM courses (Physics Chemistry and Math) as well as STEM and Transfer counselors, and Institutional Research analyst to work collaboratively on how STEM curriculum for biology majors and allied health track support each other, where they do not, and how to create the best suggested pathways for student success.
- Many of our lab courses have also been updated to provide more inclusive and equitable practices. Of note is the procurement of mobile charging carts to service individual chromebooks or laptops for each student in the class in the Bio 210A and Bio 205 lab courses. Bio 107 has also obtained a set of new laptops for each student. These courses have (or have plans to) modify their lab curriculum to allow for smaller groups (individual or groups of two) to work on lab exercises and complete computer work in the classroom. With these curricular changes, students have the benefit of a working device and their peers as well as instructor help to complete lab tasks within the class period. This will allow for individual interaction for each student and thus greater engagement and understanding with the intent of greater retention and student success.

### **If applicable, describe the impact of any new resources (human, fiscal, etc) on the unit and/or action plan implementation.**

- We were able to purchase and begin using two new autoclaves for Bio 205 labs. In theory, this will allow us to prepare microbiological media and handle waste in an efficient manner with the eventual increase in sections offered. Unfortunately, one of the new machines is not working (see above for more information).
- We were provided with some monies from HEERF and the HSI grant which allowed us to update our biotechnology labs in bio 210A
- We received funding for new laptops and transilluminators in our bio 107 labs, enabling us to increase student equity in relation to graphing data and technology skills (one of our CLOs)
- We received funding for mobile charging carts to service individual chromebooks or laptops for each student in the class in the Bio 210A and Bio 205 lab courses. This will enable students to work individually on projects allowing them to complete necessary work during class time with peer and instructor support.
- We also received laptops for our Bio 200 (Biological Statistics) course, but unfortunately was not able to procure a mobile charging cart for these 24 computers.
- We hired Michael Williams as a new contact faculty member to teach microbiology, general biology, and majors biology, as well as Thu Nguyen for anatomy & physiology.



## Summary and Reflection

- We hired two ILTs (Devin Di Pierro and Thieny Trinh) to provide needed support for our laboratory courses.
- We received approval for funding for new laptops/chromebooks for our microbiology and 210 classes, which will improve student equity as now each student can work on their own computer during the labs.
- We were able to secure HEERF funding to order 4 new anatomy models (2 per lab room)

**If you assess OUTCOMES, please confirm that the outcomes have been reviewed for accuracy. If you do not assess Outcomes, skip this question.**

Reviewed & Accurate

## Related Documents for Charts and Graphs

### Executive Summary Complete

Yes

## Data Reflection

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### Trends observed in program/service area's data.

Looking at data Fall 21/Spring 22:

Percentage point gap: Overall success rate all bio courses: 68.2% (F2F classes) – compared to School (Math/Natural Sciences) (67.9%) & Campus (71.5%)

Equity gaps: 19.3% Black/African American/ 14.2% Latinx in bio classes overall, versus 13.3% B/AA & 12.3% Latinx for the School, and 9.9% B/AA & 7.6% Latinx for Campus

Overall Bio Retention rates: 78.2 B/AA & 80.9 Latinx

Overall Bio Success rates: 50% B/AA & 59.8 Latinx

Success rate in Allied Health Track courses (Bio 205/230/235) – 67.2% overall (79.1/56.5/74.2%)

Equity gaps in Allied Health Track courses: 24.2% Black/African American/ 13.4% Latinx

Retention rates in Allied Health Track courses: 74.1 B/AA & 74.4 Latinx

Success rates in Allied Health Track courses: 44.4% B/AA & 59.1 Latinx

Success rate in Majors Biology track courses (Bio 210A/210B) – 72.9% overall (65.7/84.4%)

Equity gaps for ethnicity in Majors Biology track courses: 32.6% Black/African American & 18.1% Latinx for combined data When looking at individual course data for the last 2 semesters provided (F21/Sp22) there were not enough Black/African American students who took each course to provide data, but Latinx data for each class was 25.2% for 210A and 15.1% for 210B.

We chose to evaluate data for these tracks because they represent the largest numbers of students in our program, as well as the greatest number of degrees awarded in our program. Unfortunately, these numbers are similar to what we have seen in the past, even with faculty consciously, collaboratively and intentionally making changes in their courses to improve equity outcomes.

Biology degrees awarded 2021/2022 – 149 (6.7% Black/African American; 35.6% Latinx; 15.4% Asian/Pacific Islander; 26.2 White)

### **Describe any equity gaps in the data. Are there differences and/or patterns observed by demographics (e.g.race/ethnicity, gender, age, etc.)**

We chose to look at aggregate data for our allied health and bio major students, as these students represent the largest numbers within our program. These educational tracks do include two of the most challenging courses that we offer (bio 210A and bio 230), and faculty in these courses are continuing to implement multiple strategies to improve student success. One interesting observation in regards to our allied health students, when we looked at each course individually, Bio 205 had no disproportionate impact equity gap for Latinx with 38.2% for B/AA while Bio 235 had no disproportionate impact equity gap for B/AA with 14.1 gap for Latinx. Bio 230 had disproportionate gaps for both groups (23.3% B/AA and 17.1% Latinx). This becomes challenging to analyze as these courses serve the same populations of allied health majors. Human Anatomy (Bio 230) is the most challenging course taught in the biology department. It has historically had one of the lowest success rates (for all groups). Instructors have been working together to figure out ways to improve student success (for all populations) as well as reduce equity gaps but there is only so much that can be done in a course this rigorous. One plan that we have is to create a

## Summary and Reflection

prerequisite course that better prepares students for the rigor of this course. We do see improved success rates as students move through the usual course sequence of taking 230, then 235 and finally 205, but for various reasons, this is not always how students choose to take (and are sometimes counseled to take) these classes. Additionally, we will be meeting with our colleagues in math and science to review curriculum in terms of skills and knowledge needed from one course or discipline to another. This will be beneficial for potentially increasing student success and improving equity gaps in the Bio 210A course (first course for majors) which is also an extremely rigorous course. Even though we are still seeing significant equity gaps in our Black and Latinx students, we are pleased to note that they do represent a large proportion of students who are receiving allied health and biology degrees. In fact, Latinx students represent the largest degree receiving group overall (35.6%).

### Related Documents for Charts and Graphs

#### **Describe the discussion(s) that took place about the unit's learning outcomes assessment data.**

All course and program outcomes were successfully evaluated over the previous evaluation cycle. For the new cycle, the DOCs led a discussion to review all CLOs and PLOs and made changes as necessary. To facilitate the ability to more easily assess CLOs for this upcoming shortened cycle, especially with the majority of our classes having multiple sections and often taught by adjuncts as well as contract faculty, DOCs created a shared file containing the specific assessment tools that will be used in each course. We will create a timeline indicating when each course will be assessed, and then the DOCs will distribute the evaluation tools to each faculty member teaching the class. Data will be collected by the DOCs and lead faculty, with the lead faculty evaluating and reporting on the data. Our various endeavors in further developing curriculum (see "Curricular changes" section) have aided in enhancing our discussion about course outcomes data analysis and future best practices.

#### **Data Reflection Complete**

Yes

## Practice Reflection

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#### **Describe current practices your program/service area has engaged in that you believe impact the above data trends and equity gaps.**

- Faculty have been working on FIGs within the department and across schools to support students and improve equity outcomes. Examples include: Daniela Bruckman, Paige Hu, Dean Leavitt (Biology), Erin Evans (Sociology) and Waverly Ray (Geology) to create a research resource titled, "Teaching Research for Equity and Excellence". This resource will take the form of a Canvas website where students will be able to access research opportunities, find community, build research skills view models of successful research endeavors.
- Caitlin Tiffany's FIG on Grading for equity as well as the Bio 210A FIG conducted by Anar Brahmabhatt and Jennifer Carmichael centered around a more coherent content delivery that also took into account inconsistencies in student pre-requisite knowledge and how to bridge those gaps have also helped to decrease equity gaps.
- Multiple faculty have participated in the CEER (Curriculum Equity and Excellence Review) summer institute to examine the cultural contexts that they bring to the classroom, re-imagine classroom activities and assignments, and develop strategies to be more responsive to students in order to increase equitable practices.
- Faculty have participated in Path to STEM Success as well as the HSI E3 STEM Curriculum Workgroup workshops and events. We will also be collaborating with colleagues across our School's disciplines in a STEM curriculum summit to discuss curriculum especially in terms of skills and knowledge needed from one course or discipline to another. This will include the challenges from pandemic teaching and learning, legislative changes, and barriers to transfer with an equity focus.
- Faculty have attended out of state conferences at large personal expense (Anne Geller, Kevin Krown – HAPS) that included update speakers and workshops on improving DEI specifically in anatomy and physiology classes.
- Faculty are involved in mentoring students through field-based research projects (Eco Research Scholar Program in 2020/2021 and currently independently) that culminate in posters at the MCRC.

#### **What other factors (internal or external) might also impact the above data trends and equity gaps?**

- In general, faculty have found that many of our students had challenges returning to in person instruction after remote instruction due to Covid-19, especially in relation to motivation, study skills, and time management. Absences due to COVID-19 have compounded students' abilities to stay on top of content and remain engaged in their courses.
- There is a lack of support services available for evening students (DSPS, STEM center, food) which negatively impacts these students.

## Summary and Reflection

• While we have seen increased success rates and improved equity outcomes when students utilize tutoring services (STEM center, embedded tutors and peer mentors) we have difficulty recruiting and keeping quality tutors. When such tutors have been available, we have seen that students are better supported and as a consequence more successful (to date we have had tutors and mentors for Bio 107, Bio 235 and 230, Bio 210A/B).

## Related Documents for Charts and Graphs

### Practice Reflection Complete

Yes

## Mid-Cycle Updates

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### YEAR 2 Updates (2023 - 2024)

#### **Provide any edits or updates to the prompts originally documented in the Executive Summary section for Year 2.**

We had some adjunct faculty who were long time instructors in physiology and general biology retire, so we had to hire some new adjuncts to replace them. We were able to find someone for the 107 class and Bill Brother's was able to teach a physiology class as his pro-rata assignment, but we'll need to find some new qualified adjuncts for anatomy &/or physiology for next semester if we want to maintain the same number of classes. We also had to replace a microbiology adjunct due to a significant illness at the beginning of the semester, and thankfully were able to quickly hire someone who is also teaching at Southwestern. We are finding it increasingly difficult to staff our microbiology courses with qualified faculty and this is now the limiting factor in our desire to increase sections.

We are in process of hiring to replace a full time faculty member due to Jennifer Carmichael's transition to dean of math and science and hopefully will find someone to begin in the Spring 24. \*\*Update - David Lizarraga was hired as a new contract faculty member. Tiffy (Thu) Nguyen is beginning her first evaluation cycle. Michael Brewer and Todd White are in their 8th year and undergoing evaluation for promotion to full Professor. Caitlin Tiffany is in her 4th year and undergoing evaluation for tenure and promotion to associate professor. \*\* Update - Brewer, White & Tiffany all successfully attained promotion.

Three faculty (Geller, Brewer, Tiffany) attended the Human Anatomy and Physiology Society annual conference in May 2023. Kevin Krown attended the American Physiology Society Summit. Other instructors indicated that they would have liked to attend conferences but due to cost and other constraints, were unable to.

We had two ILTs requiring extended leave this semester, and we were able to hire a temporary replacement ILT for the semester for coverage.

We received some new reproductive and urinary models for the biology 160 lab with student retention funds in order to revise instruction and improve diversity, equity and inclusion when discussing sex and gender in the anatomy and physiology course.

CORs for bio 160 and 110 were updated and in process of curriculum approval.

We are working on remodeling one of our classrooms for more integrated and innovative instruction with monies from the HSI STEM grant.

We received the repeater pipettor that we requested for our microbiology class, as well as the biosafety cabinet. However, this has not been installed yet due to short staffing in facilities, and therefore is having a negative impact on our program as we are unable to safely store materials for this course. We are also still waiting for the refrigerators that were approved for the microbiology prep area, and these have yet to even be ordered.

#### **Provide any edits or updates to the prompts originally documented in the Data Reflection section for Year 2.**

The additional two semesters available for analysis (F22/Sp23), do not indicate any significant differences from the previous analysis therefore there are no edits or updates to our previous data reflection.

#### **Review Outcomes Report. Review the unit's outcomes assessment process for 2022 - 2023. Discuss connections to unit goals/action plans/resource requests.**

We are on track for completing the assessments for all classes that are currently being taught. In this cycle, all courses assessed have met or exceeded their benchmark and there were no further actions necessary other than the continuous course assessments that all instructors make in their individual classes.

#### **Provide any edits or updates to the prompts originally documented in the Practice Reflection section for Year 2.**

We are still dealing with COVID absences this semester with the most recent outbreak. This becomes especially challenging in the bio 230 (Human Anatomy) course since the lab room is utilized back to back with classes, and

## Summary and Reflection

we currently don't have the facilities or additional models to be able to offer make-up anatomy lab practicals in a similar format to the original exam. The addition of the food truck is a welcomed positive support for our evening students (and faculty), but early closing hours in the STEM and DSPS centers still negatively impacts our evening students. We continue to encourage our students to both become, and utilize the tutoring and mentoring programs. There are no other significant edits or updates to the practice reflection.

### YEAR 3 Updates (2024 - 2025)

**Provide any edits or updates to the prompts originally documented in the Executive Summary section for Year 3.**

This has been a challenging few months for our department as we have experienced the loss of multiple faculty and ILT colleagues, leaving us short staffed in many areas. We had one contract faculty member (Caitlin Tiffany) resign prior to receiving tenure, so we were given permission to automatically fill her position. We conducted a search in the Fall 24 semester and were successful in hiring a replacement (Gianfranco Calafiore) to teach the anatomy and physiology classes beginning in Spring 25. While we are extremely happy to add him to our team as a contract faculty member, he was already working in our department as an adjunct teaching the Human Anatomy class. This means in actuality that we will still be short staffed in these classes because he will only be able to teach one additional class (Bio 235). Because of this, we will be cancelling one of our evening anatomy sections unless we can find a qualified adjunct, which has been extremely difficult not just for us, but also for our colleagues at City and Miramar. Unfortunately, we also had a retirement of another anatomy and physiology faculty member (Kevin Krown), so we will be submitting a faculty hiring request to replace him, as it is extremely challenging to find qualified adjunct faculty to teach these courses. Additionally, we had another contract faculty member submit a resignation (Paige Hu), so we will need to request an additional faculty hiring request for an instructor capable of teaching our major's biology and non-major's biology courses. Prior to the start of the Fall 25 semester we had two instructional lab technicians (ILTs) resign/transfer, leaving our other ILTs struggling to manage all of our labs. Thankfully, we were able to get a full time NANC position for the fall to assist our remaining ILTs, at least making it possible to run the classes (although still with significant staffing challenges), and were given permission to hire replacements for the lost ILTs. The department conducted a search in the fall of 2024 and are hoping to have these new hires in position beginning in the spring of 2025. Even with the replacement for the lost ILTs, we are still struggling to have enough instructional support to increase the number of sections of microbiology. Therefore we will be requesting an additional ILT position during this PR cycle.

We requested and received BARC funding for purchasing anatomy models which could be used to provide lab practical exams for DSPS students who require accommodations and students who miss lab exams and require makeups, so that we can provide more equitable support for students and increase retention in this course. Models have been ordered but there is a very long wait time to fulfill these orders from the companies who manufacture them, so we are still waiting to receive the majority of these models. We also received funding to purchase weighing scales as well as two types of specialty low- and ultra-low temperature freezers to support the development of our major's biology course (Bio 210A). Our understanding is that the freezers have been ordered but we have not yet received them. Subsequent to the 2022 PR cycle we received BARC funds to purchase a biosafety cabinet. However, this has not been installed yet due to short staffing in facilities, and therefore is having a negative impact on our program as we are unable to safely store materials for this course.

We have provided more creative and student centered spaces and events in the area of our faculty offices with the addition of biology-themed road signs decorating our walls and by offering "Baked Goods with Biology" a few times a semester where faculty host students with some tasty treats. We also completed the remodeling of a classroom utilizing monies from the HSI-STEM grant to support more integrative and innovative instruction and faculty have begun teaching in this space. Due to the positive feedback from students and faculty, we have added a department goal to continue to increase these student-centered events during the semester to increase the feeling of inclusivity and support our equitable classroom activities.

Biology faculty participate in multiple activities at the department, school, and college level, including participation in shared governance committees. We have faculty who have attended conferences to support their professional learning including Geller (HAPS), Brahmbhatt & Lizarraga (STARTneuro), and Williams (Saber West & ASMCUE). Anne Geller has been a long standing member of the Human Anatomy & Physiology Society (HAPS) and a past BOD member. Attendance at the annual conference provided update seminars and workshops specifically focused on the teaching of A&P, with a large number of workshops focusing on DEI issues in A&P courses. Anar Brahmbhatt and David Lizarraga attended a two-day community building symposium for invited community college faculty hosted by the STARTneuro program faculty at UC San Diego. STARTneuro is an NIH supported program for



## Summary and Reflection

community college students that have newly transferred to UCSD and is recruiting students who are: 1) interested in neuroscience research and 2) from underrepresented racial and ethnic groups and socio-economically disadvantaged backgrounds. The program supports students by providing them with a fully funded summer research training, mentorship, and funding for students to attend and present at a neuroscience research conference. Anar and David also attended presentations by two other STEM research programs for new UCSD transfer students in either engineering or physical science (EMPOWER and T-TRex, respectively). David Lizarraga shared details of this symposium with the Biology faculty during a department meeting. David Lizarraga and Tiffy Nguyen, our newest contract faculty members were also part of a semester long ESCALA cohort to learn about equitable teaching practices specifically for our Latinx students. Mike Williams attended the SABER West 2024 conference at UC Irvine in January 2024 and plans to attend the ASMCUE 2024 conference in Pittsburgh, PA this November 2024. The SABER West conference exposed him to other faculty members in undergraduate research to network with and learn new ideas. Specifically, he was able to meet other microbiology instructors across the San Diego area to share ideas with. He also attended several influential workshops on holding effective office hours, art in STEM classes, and using effective backwards design and learning objectives in courses. Mike's goal is the ASMCUE conference will guide me towards some more microbiology specific resources and networking opportunities since the conference is focused on undergraduate education specifically in microbiology. Other faculty would love to go to similar conferences but did not due to the limited financial support provided by the college. The cost to attend a conference located out of the region averages approximately \$1500-2000 with registration, travel, lodging and food. Travel funds provided by the department only cover approximately \$500 per faculty member, and the college's conference and travel fund only provides an average of \$250. Last year they ran out of funds by the beginning of Spring semester.

Todd White is involved with enrollment management. Thu (Tiffy) Nguyen is a member of the academic senate. Daniela Bruckman is co-chair of our Mesa College Research Conference and received an innovation grant to fund the conference in 2024. She is working with the other conference chair to seek out funding for this year's conference. Bruckman has also recently taken over the biology department scholarship committee chair position (from Geller). Anne Geller, Mike Williams and Tiffy Nguyen are members of the scholarship committee. Our faculty have collaborated with other programs to support our students (and other faculty), including creating a document in collaboration with the DSPS department to support students requiring a memory aid accommodation (Brewer), and arranging for a virtual presentation (in conjunction with student health services) on Epilepsy and Seizure First aid in recognition of Epilepsy Awareness Month (Brahmbhatt). We also had faculty participate in safety trainings to ensure better procedures during emergency situations. We also support the college's goal of sustaining a sense of community that extends across campus and constituencies through a collaboration between anatomy faculty (Geller & Nguyen) and athletic training faculty providing a workshop utilizing our anatomy cadavers for Japanese athletic training students during their visit to our campus. The HSI Title III STEM E3 grant sponsored two workshop for students with Biology Professor Mike Williams facilitating a bio-chem workshop series where students learned advanced biochemical techniques that will make them lab ready and marketable for a bio-industry job. Anne Geller and Anar Brahmbhatt are lead writers for program review and Anne Geller is the Department Outcomes Coordinator. All of our faculty who are permitted to participate in search committees, faculty evaluation committees, and adjunct evaluations actively participate in these processes. Although we have a fairly large department, our faculty are participating in many different venues in addition to their teaching commitments and most are being stretched thin with their additional responsibilities. This is another reason why we are requesting two new faculty members in this cycle.

### **Provide any edits or updates to the prompts originally documented in the Data Reflection section for Year 3.**

In looking at data trends from Fall 21 through Spring 24, in all biology classes we are still experiencing a disproportionate impact (utilizing the 80% data) for Black/African American students (19%) in 583 students (out of a total of 10,438 total), and for Pacific Islander/Native Hawaiian (24.2%) in 42 students (out of a total of 10,438). Using these specific metrics, it appears that we are not experiencing a disproportionate impact in our Latinx students over this timeframe, although that is not the case when we use the percentage point data. Looking at data for our allied health classes ((230/235/205) during this same timeframe we served 4105 total students and had an overall success rate of 70.9% . There was a disproportionate impact equity gap of 28/7% in Black/African American students (n =233), and 19.4% for Latinx students (n = 1517). Once again when we disaggregate the data we see no disproportionate impact equity gap for the bio 205 (Microbiology) course, but a gap of 29.8% for B/AA and 16.7% for Latinx in the bio 230 (Human Anatomy) course and 30.7% B/AA and 21.7% Latinx in the bio 235 (Human Physiology) course. We believe that the increase in success rates for the microbiology course can be explained by the fact that it is usually the last course students take in the sequence, and by that time, they have figured out strategies for success. We were hoping to create a better prerequisite

## Summary and Reflection

course for this sequence to help improve success in the anatomy and physiology courses, but with the state legislation of CCNs coming down the pipeline coupled with the unknown element of whether we will be able to even continue to require prerequisites, we have decided that it is not the right time to pursue this strategy to enact positive change.

For our major's sequence (210A/210B) courses over this same timeframe, we served a total of 1056 students and have a disproportionate impact equity gap of 18.4% for Latinx students. Our overall success rate for these classes is 77.6%. We do see an increase in student success for those students who utilize the availability of a peer mentor for the courses, and we continue to work closely with the tutoring center to find peer mentors for our classes. Unfortunately, our faculty member who was the liaison for the tutoring center has chosen to resign for family reasons, so we are hoping to be able to hire additional full time faculty who might be able to eventually take over this important position for our department.

### **Review Outcomes Report. Review the unit's outcomes assessment process for 2023 - 2024. Discuss connections to unit goals/action plans/resource requests.**

At this time, we anticipate being fully completed with assessments for all of our classes that we are currently teaching. We have two courses (Bio 120 and Bio 215) that are not currently being taught, and therefore we will not be assessing them during this cycle. We are discussing whether to completely inactivate them as we do not see the demand for these classes in the near future. Our contract and adjunct faculty have been very instrumental in ensuring that we are meeting or exceeding the outcomes for our courses, and have been successful with only a few exceptions. This speaks to the high quality of our current team of instructors, and their commitment to providing equitable and excellent instruction and support to our students. In order to continue to maintain our department's dedication to equity and excellence and continue the work we have been doing to support our students, we will be requesting two faculty during this cycle, one to replace a faculty retirement (unit goal #7) and one to replace a resignation (unit goal #8).

### **Provide any edits or updates to the prompts originally documented in the Practice Reflection section for Year 3.**

Faculty regularly perform their own self evaluations in recognition that continuous self improvement is necessary to ensure continued effective support of our students in our classes. Contract faculty provide mentoring to our students as well as department adjuncts, discuss challenges and collaborate to come up with solutions, support each other within and outside of the classroom, and frequently interact in social and collegial settings.

### **YEAR 4 Updates (2025 - 2026)**

**Provide any edits or updates to the prompts originally documented in the Executive Summary section for Year 4.**

**Provide any edits or updates to the prompts originally documented in the Data Reflection section for Year 4.**

**Review Outcomes Report. Review the unit's outcomes assessment process for 2024 - 2025. Discuss connections to unit goals/action plans/resource requests.**

**Provide any edits or updates to the prompts originally documented in the Practice Reflection section for Year 4.**

## Goal 7: Hire new Contract faculty member for Human Anatomy and Physiology

**Unit Goal:** We need to replace a retiring contract faculty member (Kevin Krown) who is capable of teaching both human anatomy and human physiology, in order to be able to maintain the number of sections offered and teach at the skill and level of rigor to maintain the highest quality of students going into allied health fields such as nursing, physician's assistant (PA), physical therapy, etc.

**Goal Status:** Active

**Beginning Year:** 2024 - 2025

**Projected Completion Year:** 2025 - 2026

### Mapping

Mesa College Strategic Plan: Roadmap to Mesa2030: (X - Highlight the X to Align)

- **Community - Objective 1:** Use technology to improve communication and accessibility across campus. (X)
- **Community - Objective 2:** Develop activities, spaces, and programs that support a sense of belonging with a focus on antiracism, historically minoritized groups, and inclusion. (X)
- **Community - Objective 3:** Build a culture of communication that is evidence based, race conscious, institutionally focused, systemically aware, and equity advancing (X)
- **Community - Objective 5:** Increase opportunities to be an asset and resource to the external community (X)
- **Completion - Objective 1:** Develop pathways that provide students with clarity about degree, certificate, and transfer requirements. (X)
- **Completion - Objective 2:** Develop cross - functional teams that support student success and include integrated career and transfer counseling. (X)
- **Completion - Objective 3:** Design and promote programs and services that intentionally target a reduction in equity gaps in completion outcomes (X)
- **Completion - Objective 4:** Support students' access to resources to mitigate the impact caused by technological and basic needs insecurity (X)
- **Pathways and Partnerships - Objective 1:** Develop and implement frameworks to create communities that can provide more targeted delivery of educational resources and support services. (X)
- **Pathways and Partnerships - Objective 3:** Increase community engagement, experiential learning, integrated career planning, and workforce training to prepare students for future careers (X)
- **Scholarship - Objective 2:** Evaluate and improve Diversity, Equity, and Inclusion practice in classroom environments, campus activities, departments, schools, and administrative units (X)
- **Scholarship - Objective 3:** Assess impact of prerequisites and corequisites on student success and revise curriculum, as needed (X)
- **Scholarship - Objective 4:** Expand the use of innovative and high-quality teaching, learning, and support practices that achieve equitable outcomes and increase student success (X)
- **Scholarship - Objective 5:** Reduce costs associated with instructional materials to support the elimination of equity gaps (X)
- **Stewardship - Objective 3:** Increase student access and schedule efficiency by coordinating schedules among departments/disciplines (X)
- **Stewardship - Objective 4:** Establish a college-wide practice and schedule that addresses routine maintenance and renewal of equipment, facilities

and technology to ensure access to adequate resources and better serve students (X)

Action Plans	Action Plan Update
<b>Action Plan Status:</b> Active <b>Action Plan:</b> Complete FHP request form to gain approval for hiring. Create committee and appropriate tools for the hiring process. <b>Action Plan Cycle:</b> 2024 - 2025	

## Goal 8: Hire new Contract faculty member to teach Major's and non-major's biology

**Unit Goal:** Due to the resignation of a current full time faculty member, we need to replace this position with a person capable of teaching our major's molecular biology course (Bio 210A), as well as the non-major's bio course (bio 107)

**Goal Status:** Active

**Beginning Year:** 2024 - 2025

**Projected Completion Year:** 2025 - 2026

### Mapping

Mesa College Strategic Plan: Roadmap to Mesa2030: (X - Highlight the X to Align)

- **Community - Objective 1:** Use technology to improve communication and accessibility across campus. (X)
- **Community - Objective 2:** Develop activities, spaces, and programs that support a sense of belonging with a focus on antiracism, historically minoritized groups, and inclusion. (X)
- **Community - Objective 3:** Build a culture of communication that is evidence based, race conscious, institutionally focused, systemically aware, and equity advancing (X)
- **Community - Objective 5:** Increase opportunities to be an asset and resource to the external community (X)
- **Completion - Objective 1:** Develop pathways that provide students with clarity about degree, certificate, and transfer requirements. (X)
- **Completion - Objective 2:** Develop cross - functional teams that support student success and include integrated career and transfer counseling. (X)
- **Completion - Objective 3:** Design and promote programs and services that intentionally target a reduction in equity gaps in completion outcomes (X)
- **Completion - Objective 4:** Support students' access to resources to mitigate the impact caused by technological and basic needs insecurity (X)
- **Pathways and Partnerships - Objective 1:** Develop and implement frameworks to create communities that can provide more targeted delivery of educational resources and support services. (X)
- **Pathways and Partnerships - Objective 3:** Increase community engagement, experiential learning, integrated career planning, and workforce training to prepare students for future careers (X)
- **Scholarship - Objective 2:** Evaluate and improve Diversity, Equity, and Inclusion practice in classroom environments, campus activities, departments, schools, and administrative units (X)
- **Scholarship - Objective 3:** Assess impact of prerequisites and corequisites on student success and revise curriculum, as needed (X)



- **Scholarship - Objective 4:** Expand the use of innovative and high-quality teaching, learning, and support practices that achieve equitable outcomes and increase student success (X)
- **Scholarship - Objective 5:** Reduce costs associated with instructional materials to support the elimination of equity gaps (X)
- **Stewardship - Objective 3:** Increase student access and schedule efficiency by coordinating schedules among departments/disciplines (X)
- **Stewardship - Objective 4:** Establish a college-wide practice and schedule that addresses routine maintenance and renewal of equipment, facilities and technology to ensure access to adequate resources and better serve students (X)

Action Plans	Action Plan Update
<b>Action Plan Status:</b> Active <b>Action Plan:</b> Submit FHP request. Form committee and prepare documents necessary for hiring. <b>Action Plan Cycle:</b> 2024 - 2025	

### Goal 9 - Hire an Instructional Laboratory Technician (ILT) for Microbiology

**Unit Goal:** This new position would support our program by having the specialized training necessary for preparation of our microbiology courses, and allow us to increase the number of sections of microbiology that we currently offer.

**Goal Status:** Archived

**Beginning Year:** 2024 - 2025

**Projected Completion Year:** 2025 - 2026

#### Mapping

Mesa College Strategic Plan: Roadmap to Mesa2030: (X - Highlight the X to Align)

- **Community - Objective 3:** Build a culture of communication that is evidence based, race conscious, institutionally focused, systemically aware, and equity advancing (X)
- **Completion - Objective 2:** Develop cross - functional teams that support student success and include integrated career and transfer counseling. (X)
- **Completion - Objective 3:** Design and promote programs and services that intentionally target a reduction in equity gaps in completion outcomes (X)
- **Pathways and Partnerships - Objective 1:** Develop and implement frameworks to create communities that can provide more targeted delivery of educational resources and support services. (X)
- **Scholarship - Objective 2:** Evaluate and improve Diversity, Equity, and Inclusion practice in classroom environments, campus activities, departments, schools, and administrative units (X)
- **Scholarship - Objective 3:** Assess impact of prerequisites and corequisites on student success and revise curriculum, as needed (X)
- **Scholarship - Objective 4:** Expand the use of innovative and high-quality teaching, learning, and support practices that achieve equitable outcomes and increase student success (X)
- **Scholarship - Objective 5:** Reduce costs associated with instructional materials to support the elimination of equity gaps (X)

- **Stewardship - Objective 3:** Increase student access and schedule efficiency by coordinating schedules among departments/disciplines (X)
- **Stewardship - Objective 4:** Establish a college-wide practice and schedule that addresses routine maintenance and renewal of equipment, facilities and technology to ensure access to adequate resources and better serve students (X)
- **Stewardship - Objective 6:** Develop a proactive hiring plan that includes a review of advertising, screening, and interviewing with a goal of establishing a diverse and competent workforce that is reflective of the student population and the local community (X)

Action Plans	Action Plan Update
<b>Action Plan Status:</b> Archived <b>Action Plan:</b> Fill out CHP paperwork to gain approval for hiring prior to forming hiring committee and documents. Due to exorbitant amount of excessive workload issues, this is being tabled until a future cycle when it is possible to complete this effectively. <b>Action Plan Cycle:</b> 2024 - 2025	<b>Submission Date:</b> 02/02/2025 <b>Action Plan Update:</b> Due to exorbitant amount of excessive workload issues, this is being tabled until a future cycle when it is possible to complete this effectively. <b>Update Year:</b> 2024 - 2025 <b>Action Plan Progress:</b> Barriers Encountered

**Goal 10 - Provide student- centered events to increase the feelings of inclusivity, faculty support, and increase STEM identity.**

**Unit Goal:** Provide more opportunities for student-centered events during the semester to increase the feelings of inclusivity, belonging, faculty support, and increased STEM identity.

**Goal Status:** Active

**Beginning Year:** 2024 - 2025

**Projected Completion Year:** 2025 - 2026

**Mapping**

Mesa College Strategic Plan: Roadmap to Mesa2030: (X - Highlight the X to Align)

- **Community - Objective 2:** Develop activities, spaces, and programs that support a sense of belonging with a focus on antiracism, historically minoritized groups, and inclusion. (X)
- **Community - Objective 3:** Build a culture of communication that is evidence based, race conscious, institutionally focused, systemically aware, and equity advancing (X)
- **Completion - Objective 1:** Develop pathways that provide students with clarity about degree, certificate, and transfer requirements. (X)
- **Completion - Objective 2:** Develop cross - functional teams that support student success and include integrated career and transfer counseling. (X)
- **Completion - Objective 3:** Design and promote programs and services that intentionally target a reduction in equity gaps in completion outcomes (X)
- **Pathways and Partnerships - Objective 1:** Develop and implement frameworks to create communities that can provide more targeted delivery of educational resources and support services. (X)
- **Scholarship - Objective 2:** Evaluate and improve Diversity, Equity, and Inclusion practice in classroom environments, campus activities, departments, schools, and administrative units (X)

- **Scholarship - Objective 4:** Expand the use of innovative and high-quality teaching, learning, and support practices that achieve equitable outcomes and increase student success (X)

Action Plans	Action Plan Update
<b>Action Plan Status:</b> Active <b>Action Plan:</b> Hold additional "Baked Goods with Biology" events during the semester; encourage faculty to hold more "student hours" (versus "office hours") in the collaborative study areas on the Biology floor; Schedule STEM lectures held in person (versus virtual) at a variety of times to encourage more direct student engagement, etc. <b>Action Plan Cycle:</b> 2024 - 2025, 2025 - 2026	

## Goal 2: Develop a Human Biology course (lecture/lab)

**Unit Goal:** Goal 2: Develop a Human Biology course (lecture/lab) as a prerequisite for our allied health track students to increase student success in our 200 level classes (bio 230/235/205)

**Goal Status:** Archived

**Beginning Year:** 2022 - 2023

**Projected Completion Year:** 2025 - 2026

### Mapping

Mesa College Strategic Plan: Roadmap to Mesa2030: (X - Highlight the X to Align)

- **Completion - Objective 1:** Develop pathways that provide students with clarity about degree, certificate, and transfer requirements. (X)
- **Completion - Objective 2:** Develop cross - functional teams that support student success and include integrated career and transfer counseling. (X)
- **Completion - Objective 3:** Design and promote programs and services that intentionally target a reduction in equity gaps in completion outcomes (X)
- **Scholarship - Objective 3:** Assess impact of prerequisites and corequisites on student success and revise curriculum, as needed (X)
- **Scholarship - Objective 4:** Expand the use of innovative and high-quality teaching, learning, and support practices that achieve equitable outcomes and increase student success (X)

Action Plans	Action Plan Update
<b>Action Plan Status:</b> Active <b>Action Plan:</b> Create a FIG to evaluate feasibility of new course, including working with articulation office, reviewing other similar courses, and discussing with district colleagues.	<b>Submission Date:</b> 11/07/2024

Action Plans	Action Plan Update
<p><b>Action Plan Cycle:</b> 2022 - 2023, 2023 - 2024, 2024 - 2025, 2025 - 2026</p>	<p><b>Action Plan Update:</b> After meeting with colleagues in the Allied Health programs and our articulation officer, we realized that it was not feasible to create this course without losing the Biology 160 course as we would need to have at least a 50% difference in course objectives to gain articulation and teach both courses. The biology 160 course is used as a prerequisite for many of the Allied Health programs, and it would not work for their accreditation to have a human biology course in its place. Our challenge is that our bio 160 course is extremely challenging as it is with a very low success rate historically, and modifying it to include the chemistry and molecular biology topics needed to provide an adequate base of knowledge to use as a prerequisite for the 230/235 and 205 classes would most likely lead to a lower success rate. Additionally, not all of the other colleges in our district teach this course, so getting their approval for it to be the sole prerequisite and remove the bio 107 as a prerequisite is not feasible. Therefore, we have decided to not proceed further with this goal.</p> <p><b>Update Year:</b> 2024 - 2025  <b>Action Plan Progress:</b> Barriers Encountered</p> <hr/> <p><b>Submission Date:</b> 11/13/2023  <b>Action Plan Update:</b> There were no FIGs available, but Anne Geller &amp; Anar Brahmabhatt met with the articulation officer (Juliette Parker) and with her help found multiple similar classes at other community colleges to prove feasibility. Additionally, we met with Allied Health Directors Connie Renda (HEIT; HIMS) and Amanda Johnston (PTA) to discuss the continued need for the biology 160 course as it would be challenging to create a Human Biology course and make it at least 51% different from that existing course. However, we are currently unsure of the fate of the 160 course as it does not meet the new Cal-GETC requirements that are supposed to be in place by 2025.</p> <p><b>Update Year:</b> 2023 - 2024  <b>Action Plan Progress:</b> On Track</p>
<p><b>Action Plan Status:</b> Active  <b>Action Plan:</b> Develop and launch course outline  <b>Action Plan Cycle:</b> 2022 - 2023, 2023 - 2024, 2024 - 2025, 2025 - 2026</p>	<p><b>Submission Date:</b> 11/13/2023  <b>Action Plan Update:</b> We are in progress but not yet at the stage to launch.  <b>Update Year:</b> 2023 - 2024  <b>Action Plan Progress:</b> On Track</p>

### Goal 3: Provide additional faculty support for research endeavors for our bio students

**Unit Goal:** Goal 3: Provide additional faculty support for research endeavors for our bio students. Many of them are pursuing careers in academia are greatly benefited from the opportunity to participate in real scientific studies. ESUs or release time would incentivize more faculty to get involved in serving as mentors and funds (relatively small) for materials would go a long way.

**Goal Status:** Archived

**Beginning Year:** 2022 - 2023

**Projected Completion Year:** 2025 - 2026

## Mapping

Mesa College Strategic Plan: Roadmap to Mesa2030: (X - Highlight the X to Align)

- **Completion - Objective 1:** Develop pathways that provide students with clarity about degree, certificate, and transfer requirements. (X)
- **Completion - Objective 2:** Develop cross - functional teams that support student success and include integrated career and transfer counseling. (X)
- **Completion - Objective 3:** Design and promote programs and services that intentionally target a reduction in equity gaps in completion outcomes (X)
- **Pathways and Partnerships - Objective 1:** Develop and implement frameworks to create communities that can provide more targeted delivery of educational resources and support services. (X)
- **Scholarship - Objective 4:** Expand the use of innovative and high-quality teaching, learning, and support practices that achieve equitable outcomes and increase student success (X)

Action Plans	Action Plan Update
<b>Action Plan Status:</b> Active <b>Action Plan:</b> Enlist a core group of faculty dedicated to research endeavors <b>Action Plan Cycle:</b> 2022 - 2023, 2023 - 2024, 2024 - 2025, 2025 - 2026	<b>Submission Date:</b> 11/18/2024 <b>Action Plan Update:</b> Although faculty (Bruckman) have been successful at receiving grant funding for some of these projects, the funding has been primarily to get more student participation and support. At this time, that will remain the focus so therefore faculty have recognized that without direct ongoing support specifically designated for faculty from the college, this goal is not actionable. <b>Update Year:</b> 2024 - 2025 <b>Action Plan Progress:</b> Barriers Encountered
	<b>Submission Date:</b> 11/14/2023 <b>Action Plan Update:</b> Daniela Bruckman has taken the lead in Biology to address these needs. She has received some money to fund student field experiences and research through an NSF grant that was lead by Jennifer Snyder and cowritten with Don Barrie, Katlin Choi and Daniela.. These funds meet some of the needs to mentor student research however, it is limited to the Bio 210B class. <b>Update Year:</b> 2023 - 2024 <b>Action Plan Progress:</b> On Track
<b>Action Plan Status:</b> Active <b>Action Plan:</b> Request/research areas of additional funding for support for faculty development and mentoring of student research projects <b>Action Plan Cycle:</b> 2022 - 2023, 2023 - 2024, 2024 - 2025, 2025 - 2026	<b>Submission Date:</b> 11/14/2023 <b>Action Plan Update:</b> We have received some money to fund student field experiences and research through an NSF grant that was lead by Jennifer Snyder and cowritten with Don Barrie, Katlin Choi and Daniela Bruckman. These funds meet some of the needs to mentor student research however, it is limited to the Bio 210B class. Daniela Bruckman is also on the Mesa College Research Conference committee, and they are working to find more permanent sources of funding to incentivize and support student research at a larger scale. <b>Update Year:</b> 2023 - 2024 <b>Action Plan Progress:</b> On Track

#### Goal 4: Acquire new and replacement equipment in Microbiology (Bio 205) lab

**Unit Goal:** Goal 4: Acquire new and replacement equipment in Microbiology (Bio 205) lab to maintain excellence in curriculum, allow for innovation, and ensure quality instruction that is more in line with current clinical and research fields.

**Goal Status:** Active

**Beginning Year:** 2022 - 2023

**Projected Completion Year:** 2025 - 2026

##### Mapping

Mesa College Strategic Plan: Roadmap to Mesa2030: (X - Highlight the X to Align)

- **Completion - Objective 1:** Develop pathways that provide students with clarity about degree, certificate, and transfer requirements. (X)
- **Completion - Objective 2:** Develop cross - functional teams that support student success and include integrated career and transfer counseling. (X)
- **Completion - Objective 3:** Design and promote programs and services that intentionally target a reduction in equity gaps in completion outcomes (X)
- **Pathways and Partnerships - Objective 1:** Develop and implement frameworks to create communities that can provide more targeted delivery of educational resources and support services. (X)
- **Scholarship - Objective 4:** Expand the use of innovative and high-quality teaching, learning, and support practices that achieve equitable outcomes and increase student success (X)

Action Plans	Action Plan Update
<b>Action Plan Status:</b> Active <b>Action Plan:</b> Fill out necessary request forms for BARC <b>Action Plan Cycle:</b> 2022 - 2023, 2023 - 2024, 2024 - 2025, 2025 - 2026	<b>Submission Date:</b> 11/13/2023 <b>Action Plan Update:</b> BARC request filled out and was approved. We received and are currently using the pipettor repeaters. The biosafety cabinets and refrigerators were purchased and received by the stockroom/shipping & receiving but due to staffing issues with facilities they have yet to be installed, therefore are not usable to us. <b>Update Year:</b> 2023 - 2024 <b>Action Plan Progress:</b> Barriers Encountered

#### Goal 5 - Funding for Anatomy Models - Utilization for DSPS/Student Retention

**Unit Goal:** Currently, faculty have challenges when trying to support DSPS students who require additional time and/or a distraction-free area for exams, and other students who require lab practical make-up exams due to a variety of valid reasons. This is due to the unavailability of additional anatomical models that can be used to offer exams in a room other than the anatomy rooms, which are utilized from 8am-10pm M-Th. If we had an additional full set of anatomical bones/models that are currently used for instruction, faculty could set up lab practicals that could be proctored through DSPS or by faculty in an unoccupied classroom. This is not currently possible and therefore is an issue with student equity, success and retention.

**Goal Status:** Active

**Beginning Year:** 2023 - 2024

**Projected Completion Year:** 2025 - 2026

##### Mapping

Mesa College Strategic Plan: Roadmap to Mesa2030: (X - Highlight the X to Align)

- **Community - Objective 2:** Develop activities, spaces, and programs that support a sense of belonging with a focus on antiracism, historically minoritized groups, and inclusion. (X)
- **Completion - Objective 2:** Develop cross - functional teams that support student success and include integrated career and transfer counseling. (X)
- **Completion - Objective 3:** Design and promote programs and services that intentionally target a reduction in equity gaps in completion outcomes (X)
- **Completion - Objective 4:** Support students' access to resources to mitigate the impact caused by technological and basic needs insecurity (X)
- **Pathways and Partnerships - Objective 1:** Develop and implement frameworks to create communities that can provide more targeted delivery of educational resources and support services. (X)
- **Scholarship - Objective 2:** Evaluate and improve Diversity, Equity, and Inclusion practice in classroom environments, campus activities, departments, schools, and administrative units (X)
- **Scholarship - Objective 4:** Expand the use of innovative and high-quality teaching, learning, and support practices that achieve equitable outcomes and increase student success (X)
- **Scholarship - Objective 5:** Reduce costs associated with instructional materials to support the elimination of equity gaps (X)
- **Stewardship - Objective 3:** Increase student access and schedule efficiency by coordinating schedules among departments/disciplines (X)

Action Plans	Action Plan Update
<b>Action Plan Status:</b> Active <b>Action Plan:</b> Faculty will be requesting BARC funds for purchase of these additional anatomical models for testing purposes. Additionally, they will be looking for other potential funding sources. <b>Action Plan Cycle:</b> 2023 - 2024	<b>Submission Date:</b> 10/17/2024 <b>Action Plan Update:</b> BARC request was approved. Models have been ordered. We have received a few of them but the majority may take an additional 6-12 months to arrive. <b>Update Year:</b> 2024 - 2025 <b>Action Plan Progress:</b> On Track

**Goal 6: Acquire new and replacement equipment in the majors Biology lab (Bio 210A)**

**Unit Goal:** Goal 6: Acquire new and replacement equipment in the majors Biology lab (Bio 210A) lab to maintain excellence in curriculum, allow for innovation, and ensure quality instruction that is more in line with current cellular, molecular, and biotechnology practices.

**Goal Status:** Active

**Beginning Year:** 2023 - 2024

**Projected Completion Year:** 2024 - 2025

**Mapping**

Mesa College Strategic Plan: Roadmap to Mesa2030: (X - Highlight the X to Align)

- **Community - Objective 2:** Develop activities, spaces, and programs that support a sense of belonging with a focus on antiracism, historically minoritized groups, and inclusion. (X)
- **Community - Objective 4:** Remove barriers to equitable participation by developing, incentivizing and creating structures for all employees to engage



in and design professional learning (X)

- **Completion - Objective 3:** Design and promote programs and services that intentionally target a reduction in equity gaps in completion outcomes (X)
- **Completion - Objective 4:** Support students' access to resources to mitigate the impact caused by technological and basic needs insecurity (X)
- **Pathways and Partnerships - Objective 1:** Develop and implement frameworks to create communities that can provide more targeted delivery of educational resources and support services. (X)
- **Scholarship - Objective 2:** Evaluate and improve Diversity, Equity, and Inclusion practice in classroom environments, campus activities, departments, schools, and administrative units (X)
- **Scholarship - Objective 4:** Expand the use of innovative and high-quality teaching, learning, and support practices that achieve equitable outcomes and increase student success (X)
- **Scholarship - Objective 5:** Reduce costs associated with instructional materials to support the elimination of equity gaps (X)
- **Stewardship - Objective 3:** Increase student access and schedule efficiency by coordinating schedules among departments/disciplines (X)

Action Plans	Action Plan Update
<b>Action Plan Status:</b> Active <b>Action Plan:</b> Faculty will be requesting BARC funds for the necessary equipment. <b>Action Plan Cycle:</b> 2023 - 2024	<b>Submission Date:</b> 10/17/2024 <b>Action Plan Update:</b> BARC funding was approved. There have been issues with the purchasing of the equipment so faculty and ILTs are continuing to work with business services to complete the purchase orders to receive the equipment. <b>Update Year:</b> 2024 - 2025 <b>Action Plan Progress:</b> Barriers Encountered

### Goal 1: Hire new contract faculty

**Unit Goal:** Goal 1: Hire new contract faculty to replace loss of Jennifer Carmichael in our department.

**Goal Status:** Completed

**Beginning Year:** 2022 - 2023

**Projected Completion Year:** 2023 - 2024

### Mapping

Mesa College Strategic Plan: Roadmap to Mesa2030: (X - Highlight the X to Align)

- **Completion - Objective 1:** Develop pathways that provide students with clarity about degree, certificate, and transfer requirements. (X)
- **Completion - Objective 2:** Develop cross - functional teams that support student success and include integrated career and transfer counseling. (X)
- **Completion - Objective 3:** Design and promote programs and services that intentionally target a reduction in equity gaps in completion outcomes (X)
- **Pathways and Partnerships - Objective 1:** Develop and implement frameworks to create communities that can provide more targeted delivery of educational resources and support services. (X)
- **Scholarship - Objective 4:** Expand the use of innovative and high-quality teaching, learning, and support practices that achieve equitable outcomes and increase student success (X)



- **Stewardship - Objective 6:** Develop a proactive hiring plan that includes a review of advertising, screening, and interviewing with a goal of establishing a diverse and competent workforce that is reflective of the student population and the local community (X)

Action Plans	Action Plan Update
<p><b>Action Plan Status:</b> Active</p> <p><b>Action Plan:</b> 1. Fill out necessary request forms for faculty hiring 2. With approval, form hiring committee</p> <p><b>Action Plan Cycle:</b> 2022 - 2023, 2023 - 2024</p>	<p><b>Submission Date:</b> 11/13/2023</p> <p><b>Action Plan Update:</b> Approval was granted for hiring and a committee was formed. The committee has completed the paper screening, and is preparing for interviews. We are hoping that there are qualified candidates to move forward to the president's interview at the end of this semester, and that a new hire will begin in the Spring 24 semester.</p> <p><b>Update Year:</b> 2023 - 2024</p> <p><b>Action Plan Progress:</b> Completed</p>



# Program Review

Summary and Reflections with Unit Goals, Action Plans, and Updates

Instructional Program - Black Studies (BLAS)

## Executive Summary

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**Describe the successes and challenges your unit has faced since the last comprehensive review.**

### CHALLENGES

Impacts of Covid:

The Coronavirus Pandemic that began in 2020 had an incredible impact on the Black Studies Department, our students, and our practices. BLAS students were significantly impacted by COVID-19 and the change to online/remote courses in ways that impacted student success, equity, and access. Some of the challenges that students faced included increased work hours, illness, new responsibilities (childcare, homeschooling, and other caretaking responsibilities) as well as not having access to a safe or distraction-free space to complete work. Some students were challenged by the learning curve of taking classes online for the first time or starting college in a full online/remote format. Other students had difficulty accessing the internet or did not have access to a working computer or the necessary software to take an online class. Returning students could no longer rely on borrowing textbooks from the LRC or BLAS faculty. The BLAS Department also had less opportunity to nurture a cohort of BLAS students throughout this period. This prevented BLAS faculty from being able to provide traditional informal supports to students through the shared space of G103. The BLAS Department also had less opportunity to engage with our longstanding community partnerships that are an integral part of the BLAS Department's culturally relevant practices designed to promote holistic development for all students.

### SUCSESSES

Innovating and Engaging Students:

BLAS faculty were fully online from March 2020 through Spring 2021. This two-year change led to new and innovative ways to engage students virtually. This includes holding virtual office hours and designing new activities to engage virtual with students directly. BLAS faculty also participated in on-going professional development and other training opportunities to learn new ways to effectively teach and connect with students online.

We have also started to interact in new ways online and increase our Campus partnerships

- ? Career Services - BLAS connects students with Careers Services through "Meet-n-Greets" with Career Counselors and pre-recorded videos.
- ? Black Faculty Counselors Collective (BFCC) - BLAS works with the BFCC to promote and offer one-on-one Hotspot counseling services to our students
- ? Journey's Pilot Program - BLAS participated in this program in Spring 2021 and Fall 2021 (online?)
- ? Virtual Meetings (campus, district, and state)
- ? Virtual Events

Return to Campus - Challenges and Successes

The campus transition back to campus in Fall 2021 came with new challenges that required multiple adjustments. This new reality included students who preferred online classes, students who wanted to return to campus (but were unable to), and a small number of students who wanted to take F2F classes.

Recognizing the value of face-to-face contact, the full-time BLAS faculty were scheduled to return to campus on a limited schedule. Two classes (BLAS 140 A and BLAS 140 B) were scheduled F2F during "prime time slots." All of the classes were converted to online, before the start of the semester, because there wasn't sufficient F2F demand. This change happened just a few weeks before the start of the semester, impacting both the students and faculty. The classes filled immediately after they were converted. Students who had been enrolled in the F2F classes had the option to re-enroll in the online class. In some cases, students chose not to re-enroll. Other students expressed disappointment about the change. At the same time, the immediate increase in enrollment is evidence of the continued demand for online classes.

## Summary and Reflection

The BLAS Department made a second attempt to schedule F2F classes in Spring 2022. These classes were also converted to online before the start of the semester, due to low enrollment. Changes right before a semester begins, continue to be a challenge for both faculty and students. Even still, the classes filled, immediately, after they were converted to online (similar to Fall 2021). This conversion also included the introduction of 12-week asynchronous classes.

Our third attempt to schedule F2F classes was in Spring 2022. This semester we tried to schedule four (4) F2F classes to meet full-time faculty contract requirements. Only 1 had sufficient enrollment before the start of the semester. This was BLAS 100, which meets the new CSU GE graduation requirement (Area F) in Ethnic Studies. BLAS kept three of the four classes F2F back, even though two were at half-cap or below. We did this in an effort to meet our contract and to have a viable presence on campus. Despite not having full classes, our presence has made an impact in reviving student-faculty connections, student support, and connections with our campus partners who have also returned to campus (i.e., Umoja, Black Leadership Fellows, Black Faculty Counseling Collective).

The BLAS return to campus efforts has been part of our overall mission to cultivate a holistic learning environment and community for our students. Most notably, the Black Studies Department has supported the reactivation of the Black Student Union (BSU). This student club had a longstanding active presence on campus prior to the pandemic but had been inactive for two years. The club was reactivated in Fall of 2022 and has had a successful year of events, collaborations, and growth.

The following are some of the major activities and events the BSU sponsored or co-sponsored.

- ? Weekly BSU Club and Executive Board Meetings (Fall 2022, Spring 2023)
- ? The Black Excellence Symposium (Fall 2022)
- ? Celebrating Rosa Parks Through Art (Fall 2022)
- ? Rosa Parks' Birthday Celebration and Libation - Black History Month Kick-Off (Spring 2022)
- ? Black Community Cookout (Spring 2022)
- ? Open Mic Night
- ? Movie-Night

Black Student Union members also attended the Black Sip N' Dip, sponsored by the Black Leadership Fellows, Black History Month events, sponsored by the Black Studies Department, the San Diego Mesa College World Arts Council Art and Architecture Bus Trip, and the SDCCD Black Student Success Summit. Reactivation of the BSU, and the community that they have cultivated in this "post-lock down" world, are among the most significant successes of this review cycle.

### CSU AREA F Challenges and Successes

The recent legislation passing of AB 1460 and ASCCC Resolution 9.03 now make Ethnic Studies a one 3-Unit graduation requirement for all CSU students in one of four Disciplines: Africana/Black Studies, Chicano/a /x Studies, Native American Studies and Asian American Studies. Currently we do not have enough human capital to keep up with the growing demand for these graduation requirements from 3 different higher education systems (CSU, CCC, and UC). Therefore, we requested a cluster hire to meet this growing demand.

### Challenges

While serving on the California Community College Chancellor's Office Ethnic Studies Taskforce, our BLAS chair had the opportunity to witness firsthand challenges with the CSU Area F course approval process. The most egregious problems have been from the intentional denial of long-standing authentic Ethnic Studies courses for Area F while cross-listed non-Ethnic Studies disciplines were getting approved for Area F in record numbers. Efforts to identify and address these inequities have resulted in very hostile and political retaliation upon Ethnic Studies departments, programs, and expert discipline faculty from across the state who seek to address and correct this problem. Campuses are being given misinformation that is compelling them to make inappropriate adjustments to their Course Outline of Records (CORs) in ways that could compromise articulation agreements with existing transfer courses.

## Summary and Reflection

BLAS Chair (Thekima Mayasa) has been working closely with our campus Articulation Officer (Juliette Parker) to document these inequities and to identify new pathways to correcting said offenses. As a result, we are working with CCCESFC discipline experts, and representatives from the CSU Council of Ethnic Studies to address and correct this problem. Such efforts to date have led to some much-needed approvals of authentic California Community College (CCC) Ethnic Studies (ES) courses for Area F. The following sections will outline much of the extensive work that has been done to achieve that end.

### Successes: BLAS 100 - CSU GE - Area F Approval

One of the most significant successes has been the approval of our BLAS 100 course to meet the new CSU-GE Graduation Requirement in Ethnic Studies (Area F). The new Ethnic Studies Requirement has opened the door to unprecedented discipline growth opportunities. The recent approval of our BLAS 100, to meet the CSU Area F requirement has allowed our department to offer more BLAS courses at Mesa and for our CCAP feeder high school affiliates whose Ethnic Studies graduation requirement goes into effect next fall. Likewise, the new approval of Ethnic Studies as a graduation requirement for California Community Colleges has already increased the demand for Ethnic Studies courses as evidenced by the increased enrollments in those courses. This growing demand for BLAS classes has contributed to our recent proposal for and approval of a new tenure-track faculty member in Black Studies (BLAS).

### **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.**

The death of George Floyd occurred on May 25, 2020, at the end of Spring 2020 and gave rise to massive protests all throughout America and across the globe. Nearly three months later, on August 17, 2020, AB 1460 was passed in the California State legislature, requiring Ethnic Studies to be a graduation requirement for the California State University system. This ignited a chain of policy development that would mainstream Ethnic Studies at every level of higher education in California. As a result, San Diego Mesa College Ethnic Studies Faculty would become part of the leadership within our district and across the state in the spearheading of this educational endeavor.

### MESA BLAS DISCIPLINE DEVELOPMENT INITIATIVES:

1) Mesa BLAS Faculty have been involved in the authoring and/or development of the following policy initiatives and praxes associated with advancing Ethnic Studies within higher education in the State of California Ethnic Studies Leadership, Policy, and Professional Development Activities.

In 2020 after the passage of AB 1460, the Black Studies dept. collaborated with Chicana/o Studies at Mesa College to develop an Ethnic Studies Taskforce that would later become the Ethnic Studies Faculty Council which has taken leadership roles in spearheading much of the activity that has successfully integrated Ethnic Studies more authentically into the mainstream academe. Dr. Cesar Lopez was the first Chair and Dr. Candace Katungi serves as the current Chair. Mesa Ethnic Studies faculty have also become founding members of the California Community College Ethnic Studies Faculty Council (CCCESFC), an organization representing over 200 Ethnic Studies faculty from all across the California Community College system. This early work included Mesa Black Studies and Chicana/o Studies faculty contributing to the development of CCCESFC's first virtual summit in December of 2020 and later hosting its second virtual summit at Mesa College in January of 2021. This includes but is not limited to our collective working with the statewide Academic Senate for California Community Colleges (ASCCC) to:

? Create new resolutions, policies and procedures that address the needs of California Community College (CCC), related to the establishment and advancement of Ethnic Studies disciplines among local California Communities all throughout the state.

? Assist and co-author development of and advocacy for two new/key proposals to the Disciplines List of Minimum Qualifications for CCCs. This involved collaborative development of autonomous Native American and Asian American Studies disciplines with minimum qualifications and revisions to the existing Ethnic Studies minimum qualifications as reflected in the ASCCC Discipline's list.

NOTE: This includes Black Studies supporting Chicana/o Studies with the development of an authentic Native American Indian Studies program and eventual department at San Diego Mesa College. Our contacts with the

## Summary and Reflection

CCCESFC discipline faculty experts give us access to curriculum, expert consultation and culturally appropriate ecologies needed to ensure that we, as the leading college of equity and excellence DO NOT REPEAT, BUT CORRECT INJUSTICES of the past toward this population, especially since our institution is located on their land and just asked permission to gain an accepted land acknowledgement.

? Develop and advocate for passing of changes to Title 5 created adding Ethnic Studies as a graduation requirement.

NOTE: The Student Senate for California Community Colleges (SCCC also adopted a similar policy (SSCCC) resolution s21.01.05 that advocated for an Ethnic Studies graduation requirement.

It is this committed effort to equity and excellence in higher education that led to the Chancellor's Office and California Community Colleges Curriculum Committee (5C) responding to Ethnic Studies faculty, students and community members calls for change in the academe, thus resulting in the development of revisions to California Code of Regulations, Title 5, to implement an Ethnic Studies graduation requirement at the Board of Governors meeting in July of 2021 where the Board unanimously approved the revisions, thereby adding Ethnic Studies as a graduation requirement.

Please note that several of the following ASCCC resolutions, policies, and procedures were co-developed and authored by Ethnic Studies (ES) faculty in our district and on our campus. They include:

ASCCC Resolutions:

- ? Fall 2020 9.03 Ethnic Studies Graduation Requirement (P. Alexander, SD City College)
- ? Fall 2020 9.04 Clarify and Strengthen the Ethnic Studies General Education Requirement (T. Mayasa, SD Mesa College)
- ? Spring 2021 – Mesa and CCCESFC Ethnic Studies Faculty engaged with Discipline Input Group and led discussions on the transfer of Ethnic Studies from Social Justice Studies TMC to their own TMCs
- ? July 2021 – Title 5 Regulations approved by the Board of Governors to require a 3-unit, transfer level Ethnic Studies for the associate degree.

Spring 2023 – ASCCC Resolutions pertinent to Ethnic Studies

- ? S23 6.07 Support Revised Title 5 associate degree Requirements
- ? S23 7.08 (April 2023) - Proposed Revision to Title 5, Section 55063 Minimum Requirements for the Associate Degree Ethnic Studies Requirement (T. Mayasa, SD Mesa College)
- ? • S23 9.01 Assigning Ethnic Studies Courses only to Ethnic Studies Disciplines
- ? • S23 10.01 Disciplines List–Ethnic Studies (T. Mayasa & T. Chesire)

Mesa College Black Studies Chair, Dr. Thekima Mayasa becomes the Co-Chair of CCCESFC and member of the California Community College Chancellor's Office (CCCCO) Ethnic Studies Taskforce

- ? Spring/Fall 2022 – Mesa College faculty (Dr. Mayasa) chairs the sub-committee that drafts the Ethnic Studies Core Competencies
- ? Mesa College Black Studies and Chicano Studies faculty developed recommendations for the ES TMC/C-ID process for approving and housing
- ? ASCCC reconstituted Model Curriculum Workgroup

Spring 2023 – Ethnic Studies Core Competencies forwarded to Faculty Discipline Review Group (FDRG) or Recommendations (reflects work done by Mesa ES faculty from CCC, CSU and UC) Ethnic Studies groups:

- ? Core Competencies adopted and are to be housed in C-ID
- ? Competencies will be applied to and found in Ethnic Studies TMCs

2) BLAS/Campus Collaboration/ Program Support for Mesa Journeys - BLAS was invited to participate in Mesa Journeys (2 semesters Spring 22) in an effort to improve student success, matriculation and completion of unit courses with students who had withdrawn or had not passed their originally taken course.



## Summary and Reflection

3) BLAS was also invited to participate in the Platinum 5, a Learning Community consisting of humanities and social science disciplines dedicated to helping students complete their education requirements. (Recent administrative changes have put the program currently on pause).

### 4) Night Olympians Project

BLAS department was invited to become part of the Night Olympians Project. This was an effort to bring students back to the physical campus. Unfortunately, only one of the courses had enough students to actually meet on campus. The latest version of this effort includes the Mesa Olympians Face-to-Face Evening Classes, where BLAS 100 will be a part of the Fall 2023 cohort of courses. Black Studies is supporting this Counseling Department's endeavor because they identified a need for more evening classes.

### 5) Black Digital Studies Project

One of our upcoming initiatives will be the formal development a Black Digital Studies Project through either a Mellon or NIH grant with support and guidance from Dr. Kevin Winstead, Ph.D. Research Fellow on Rhetorics of Equity Access, Computation and Humanities Lab. The goal is to create a bridge between San Diego Mesa Community College and one of the emerging Digital Studies Institutes (preferably an HBCU) which researches this new emerging sector within the field of Black Studies on the intersection of Digital and Cultural Studies.

The Black Studies Department and our new tenure-track hire will be working with Kevin Windstead, Ph.D., National Council for Black Studies member, and research fellow, for the Project on Rhetorics of Equity Access Computation, and Humanities Lab. Together, we will identify a research grant and higher education institution with an established digital inquiry center, digital studies institute and/or lab to secure a partnership with. Black Digital Studies is an emerging area within Black Studies which looks at the intersection of digital humanities and cultural studies. This includes but is not limited to how African diasporan peoples and communities repurpose digital/cyber ecologies and technologies to meet their unique personal and cultural needs.

This new area provides a much-needed bridge and alternative epistemology for African Americans and other marginalized peoples and communities to explore and learn how culture and digital platforms work and merge. As an innovative experiential learning project, this Black Digital Studies Project provides an ideal alternative pedagogical approach to teaching and learning traditional STEM fields particularly for minoritized and marginalized students. Students of color will be able to see themselves within learning spaces, processes, and experiences that they can relate better to thereby providing enhanced skill set development needed to dismantle learning barriers. This includes but is not limited to:

- ? Training in digital humanities research skills (for students & faculty)
- ? Storytelling preservation and community development projects
- ? Geo-spacial location data mapping
- ? Critical internet inquiry & the review uses of digital humanities from a cultural lens
- ? Partnerships with establish digital humanity centers/incubators/labs
- ? Establishment of a Mesa campus digital/cultural center

Furthermore, this innovative project also provides expansive opportunities for learning about new digital networks, workforce development spaces, ideologies, trends, applications of cultural competency and other uses in this field of study that are more commonly associated with traditional STEM areas of mathematics, computer science, cyber and digital technologies. This project connects to the Mesa 2030 leveraging technology to the campus community.

### **If applicable, describe the impact of any new resources (human, fiscal, etc) on the unit and/or action plan implementation.**

1) As part of our 50th year celebration of Black Studies within the SDCCD, BLAS at Mesa collaborated with departments, programs, and decision makers throughout the district to secure \$15,000 in funding to have Dr. Sonia Sanchez - a founding mother of Black Studies, to be our keynote speaker for this event. This special event allowed for us to videotape and use this documented event for educational purposes across the district.

### **Need for New Tenure Track Faculty Hire and Increase in CCAP-High School Classes**

2) Mesa BLAS alumni, Dr. Terry Sivers is our newest part-time faculty member acquired as part of our quest to expand Black Studies given the new policy mandates making Ethnic Studies a graduation requirement at both the high school and higher education levels in California. Thus, BLAS is experiencing exponential growth from the

## Summary and Reflection

passage of AB1460 and approval of BLAS 100 for Area F. This continued increase in BLAS courses warranted the need for a new faculty hire in BLAS to keep up with continued demand for our BLAS classes at both the college and high school level (CCAP Classes).

### 3) Establish A2Mend Charter Program at Mesa

One of our expanded educational initiatives in BLAS is to become an official A2Mend Student Charter Program site for African American males within the Black Studies Department at SD Mesa College before the start of the next academic year in Fall 2023.

The A2Mend organization has a partnership with the Chancellor's Office for California Community Colleges. This partnership includes a goal of obtaining a charter at all 116 California campuses. College participants are also awarded \$10,000 per campus to provide additional support services for Black Male student success in higher education along with their required participation in A2Mend programs and activities.

The Black Studies Department at Mesa College is preparing to complete and submit the A2Mend program application so that we can join the A2Mend Student Charter Program. The Student Charter Program of A<sup>2</sup>MEND is a student support structure that seeks to establish an affirming environment where African American male students and other men of color can be connected and thrive. The aim of A<sup>2</sup>MEND's student charters are to improve academic success and to develop culturally competent student leaders and community members. These student charters located on college community college campuses provide educational, cultural, social, and intellectual programming that promotes positive engagements, brotherhood, and respect for humanity. There are currently 23, A<sup>2</sup>MEND student charters at community colleges in California that include the recent adoption of San Diego City College.

The Black Studies Department at Mesa is also joining the Education team that is working Dr. Wade Nobles and Dr. Christopher Emdin on producing and incorporating more culturally relevant pedagogy and praxes needed to support successful matriculation particularly in STEM education. African American students tend to wait until the end of the higher education journey to complete their math and science graduation requirements. This can and often has led to delays in degree completion or opt-out altogether. Thus, it is important to increase contract faculty representation in these spaces particularly for our Black Male students as a disproportionately impacted population can gain additional support services from faculty who can devote more time and attention to mentoring and closing these equity gaps.

With the assistance of Dr. Abdulmalik Buul, the Black Studies Department at Mesa College will be part of piloting a new approach and integration model of the A2Mend Student Charter Program on the remaining community college campuses. This includes providing greater support for Black Male students through increased/intentional culturally competent faculty engagement to foster increased matriculation and degree completion by housing the program within a Black Studies department. This is needed to provide institutional support in the call to establish Charters at all 116 California Community Colleges.

### Ghana Educational Culturally Relevant Teaching and Learning

Additionally, in fall of 2022, the A2Mend program organized an educational summit to Ghana where over 300 community college administrators, counselors, students, and faculty from California attended. Mesa College Chair Thekima Mayasa and Professor Marcus Taylor were among the attendees who participated in this educational and personal life changing experience. The A2Mend organization has an official partnership with the California Community College Chancellor's Office and is planning the inauguration of a study abroad component to its return to Ghana in 2024. This will be the first of its kind for community college students anywhere in the U.S. and the Black Studies department at Mesa College is working with their Vice President, Dr. Abdimalik Buul to collaborate with program and curriculum development for this international study abroad program to an African country on the African continent. This is a historic long-term endeavor as students will have expanded exposure to culturally centered experiential pedagogy and learning strategies through international student exchange and applied learning experiences (i.e., ethnomathematics and ethnosience).

**If you assess OUTCOMES, please confirm that the outcomes have been reviewed for accuracy. If you do not assess Outcomes, skip this question.**

Reviewed & Accurate



## Summary and Reflection

### Related Documents for Charts and Graphs

#### Executive Summary Complete

Yes

## Data Reflection

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#### Trends observed in program/service area's data.

Need for More BLAS Tenure Track Faculty:

Currently there are 9 part-time adjuncts, 2 contracts and 2 pro rata faculty Black Studies. Among these faculty are several BLAS generalists 3 of whom are part-time faculty.

In terms of headcount, from Fall 2019 to Fall 2022 adjunct head count gradually increased from 6.0-8.0 and from Spring 2019 to Spring 2022 the adjuncts head count gradually increased from 7.0-9.0 and remains at this level to date. However, contract faculty levels remained the same at 2.0 for both periods.

In the Fall of 2021 and 2022, Black Studies had 11 faculty and by Spring 2022 that number reduced to 10 total faculty. To date we have 13 BLAS faculty with a limited number able to teach all courses across our curriculum offerings.

This severely limited number of available faculty needed to meet the growing demand for Ethnic Studies courses is impacted by changes in the law mandating Ethnic Studies as a graduation requirement at multiple education levels. There are approximately 132,000 undergraduate degrees (CSU Chancellor's Office) awarded from CSU each year and approximately 139,000 associate degrees (Community College League of California, 2019) awarded from California Community Colleges each year. Starting in 2024-25 each of these graduates will be required to complete one 3-unit Ethnic Studies course. California community colleges are in a prime position to meet this requirement for transferring students to CSU and UC's as well as for many CSU and UC students who opt to attend a local community college to complete this requirement from approved Area F course on that campus to save time and money. Community College students seeking an associate degree will have to also meet this requirement. As such, additional Ethnic Studies courses from each of the four disciplines will be needed at California Community Colleges to meet the growing demands for all three CSU, CCC and the UC systems. They are also part of the new CALGETC single education pattern resulting for AB928.

The Black Studies Department currently has Area F approval for BLAS 100 Introduction to Black Studies and pending approvals for 3 additional courses (BLAS 140A, 140B & 175). We currently have multiple added sections of BLAS 100 to meet this requirement yet do not have enough faculty to keep up with this growing demand. Once the other courses have also been approved, we will need additional faculty in a cluster hire to meet the continued demand. This will provide support for a much, too-long delayed, and too-long denied, growth of Ethnic Studies courses/departments on our campus and in the academe at large.

Overall productivity for Black Studies from Fall 2019 - 2022 was 18.52. Spring overall 2019 - 2022 productivity was 17.08 both of which are higher than the campus average of that same time period with Fall – 14.56 and Spring 14.31.

When analyzing the data more closely, Black Studies has 3 – 4 points, higher productivity rate than the Mesa campus average. This is a significant increase at a critical time of change in education particularly throughout the pandemic.

This evidence supports the effectiveness of Black Studies programming on disproportionately impacted minoritized and marginalized student groups.

#### Retention Rates (F20)

When reflecting upon retention rates during the first transitional semester of the pandemic, and the conversion of F2F courses to an online format, the BLAS department ended the semester with a total retention rate of 90% that included both asynchronous (87%), and synchronous courses (94%). This was higher than the retention rates for both the campus (87%) and SBSMC school (88%). Regarding asynchronous courses, BLAS remained equal to our

## Summary and Reflection

school retention rate (87%) yet slightly lower (1%) than the campus (88%). Our BLAS 104 and BLAS 120 courses had the highest retention rates of all asynchronous courses offered at 98% while BLAS 175 had the highest retention rate of all synchronous classes offered. However, our lowest course retention rate for all asynchronous classes occurred in BLAS 140A (83%). Notably, this was one of our first courses to be offered fully online in the department.

### Success Rates (F20)

BLAS courses had a total overall success rate of 77% that included only asynchronous (71%) and synchronous courses (89%). This was 6% higher than the overall success rates of our school SBSMC (71%) and 4% higher than the campus total (73%). When looking at course productivity, BLAS 140B had the highest retention rate of asynchronous classes at 88% while BLAS 175 had the highest success rate of synchronous courses at 98%. On the other hand, BLAS 100 had the lowest success rate of all classes at 54%. Notably, this was the first time that BLAS 100 was offered as a fully online course for the entire semester.

### Retention Rates (Sp 21)

Over the course of the spring 2021 semester, BLAS's overall rate of retention equaled that of our school SBSMC's rate (89%) which was slightly higher (1%) than the campus retention rate of 88%. When looking more specifically at asynchronous courses, BLAS's retention rate (89%) was just slightly higher than both the campus and school rate which was the same (88%). However, our synchronous course totals were in between the campus retention rate of 87% and school rate of 90%. Thus, BLAS retention rates were holding well despite enrollment shortages across the district. BLAS 100 had the highest retention rate for asynchronous classes at 97%. BLAS 100 and BLAS 140 B had the highest retention rate of all synchronous classes at 95%. BLAS 150 had the lowest retention rate of all synchronous classes at 78%. BLAS 130 had the lowest retention rate of all asynchronous classes at 47%. Notably, this was the first time that BLAS 130 was offered asynchronously.

Retention data for this semester reflected a 89% average for asynchronous, synchronous modalities and in total overall. Additionally, a significant decline in student success rates in two classes BLAS 111 and BLAS 155.

Notably, there were 5 of 9 BLAS classes captured in this data that were above that overall average 89% average. (140A - 91%, 140B - 90%, 155 - 91%, 110 - 95% & 100 - 96%) and 4 classes below that average (116 - 84%, 150-78%, 175-83% 130 - 47%).

### Success Rates (Sp21)

BLAS course total success rates for this semester were 73%, which was the same for our SBSMC school and slightly less (1%) than the campus average of 74%. Likewise, our BLAS synchronous success rates equaled SBSMC rates at 75% for both, which were higher than the campus synchronous success rate of 73%. However, both BLAS and the SBSMC school had asynchronous success rates of 72% which was 3% less than the campus average of 75%. This also amounted to a 5% decrease in the overall BLAS success rate from the previous Fall 2020 semester, which can partially be attributed to having a different set of course offerings and lower-class enrollments across the campus and district as a whole. The racist "Zoom bombings" that occurred this semester during Black History Month, which impacted BLAS students and faculty alike, may have also contributed to this reduction in student retention. BLAS 116 had the highest success rate of asynchronous classes at 84%, while BLAS 140 B had the highest success rate of synchronous courses at 84%. Notably, the success rate in BLAS 100 courses improved from its 54% total during the Fall 2020 semester to 76% in total for Spring 2021.

### Retention (F21)

In Fall 2021, BLAS courses had an overall retention rate of 88% which was slightly higher than both the campus and school totals of 87% each. While a return to F2F courses was not in high demand for BLAS, asynchronous courses persisted with a 88% retention rate that was higher than the campus (87%) and school retention rate of 86%. Again, BLAS held a slightly higher rate of retention in synchronous courses (89%) as compared to both the school (87%) and campus (86%) retention rates. BLAS 140A had a higher retention rate of 98% compared to BLAS 140 B, which had a retention rate of 85%.

### Success (F21)

BLAS courses data reveals that the department had an overall success rate of 70%, slightly greater (1%) than the SBSMC school's rate of 69% and 1% less than the campus rate of 71%. At this time BLAS still has not developed enough demand to hold F2F courses due to higher, faster fill rate demand for our WEB courses. We did however, see a 3% decline in asynchronous student success rates to 69% from the previous semester which mirrored success rates for the SBSMS (69%) which was also 2% less than the campus average of 72% which was down 3%

## Summary and Reflection

from the previous semester. This is a reflection of the lower enrollments being experienced across the campus and district at large, that continues to be a matter of concern in Spring 2023. BLAS synchronous course success rates on the other hand increased by 3% to 78% which was 8% higher than the campus and SBSMC school, both of which had additional declines in synchronous success rates. For BLAS, this affirms our belief in the positive correlation between student success and student/faculty engagement.

### Retention (Sp22)

BLAS data from Spring 2022 reveals that BLAS overall retention rates (88%) are higher than both, campus (85%), and SBSMC school retention rate of 86%. This also holds true for retention in asynchronous courses BLAS - 88%, SBSMC - 83% and Campus 85%. However, retention in synchronous courses indicate BLAS being slightly higher (84%) than the campus (83%), yet 3% lower than the SBSMC school retention rate of 87%.

### Success (Sp22)

Enrollment declines continued at Mesa and across the district in Spring 2022 as represented by the overall decline in BLAS success rates from the previous semester of 70%, down 3% to 67% in Spring 2022. This reduction was generally seen in online instructional formats with F2F courses having slightly lower success rates by 1-2% levels. BLAS however has sustained a lower-level demand for F2F courses yet retained higher success rates in our online synchronous courses with a 75% success rate. Again, BLAS (75%), SBSMC (72%) and campus success rates (69%) all experienced about a 3% drop which also correlates with on-going enrollment shortages. While BLAS asynchronous success rates (66%) were the lowest when compared to the SBSMC school (64%) and the campus success rates 69% we retained the highest success rate (75%) in synchronous online learning which was 6% higher than the campus (69%).

It's important to note that while students conveyed that person-to-person learning was generally their preferred learning platform, they equally want the flexible options online learning offers when considering the need to balance the demands of school, work and home life. Additional changes contributing to both student and faculty learning needs was the launching of our BLAS 12-week WEB classes which has been a huge success for both faculty and students. Having all of these adjustments at the beginning of the semester are believed to have contributed to the BLAS success rates experienced at the class level. For example, asynchronous success rates for BLAS 140A and 140B were relatively similar (71% and 74%). Likewise, the success rate for BLAS 100 increased to 71%. Yet we also had three classes (BLAS 130 - 21%, BLAS 110 - 60%, BLAS 104 - 42%) with success rates that were less than 50%. One final factor to mention is that all of our synchronous classes were above the 69% average. While there was success above the average in BLAS 140 A and BLAS 140 B, both were lower than the previous semester, which we believe was influenced by the switch in modalities that occurred as a result of changing F2F courses to a synchronous remote modality.

### Retention (F22)

In looking at this last data set, the overall BLAS retention rates for Fall 2022 remained relatively the same as the previous semester at 87%, while SBSMC and the Mesa campus were slightly higher (1%) at 88%. BLAS had no synchronous classes that semester yet sustained relatively equal retention rates in asynchronous courses to that of the campus (both also at 87%). The SBSMC school was slightly lower at 86%. A significant change that semester included the return of F2F BLAS classes on campus for the first time in over 2 years. Overall retention for these F2F courses held at 88%, however BLAS experienced a lower retention rate of 78% in the ENGL 31, the support class for ENGL 101x from a Black Perspective.

### Success (F22)

In Fall of 2022 BLAS had an overall success rate of 62% and for the first time since our return to campus, our F2F success rates amounted to 72%. Unfortunately, we had no synchronous courses offered that semester which is generally where we have are highest retention and success rates. It continues to be an adjustment for both students and faculty as work to re-establish ourselves back to campus life while still teaching multiple online modalities and terms. This was also the semester that the Black Student Union became reactivated as part of our on-going effort to re-establish more formal/informal and effective connections to rekindle our sense of belonging for both students and faculty in Black Studies at Mesa College.

## Summary and Reflection

**Describe any equity gaps in the data. Are there differences and/or patterns observed by demographics (e.g. race/ethnicity, gender, age, etc.)**

### Equity Gaps (F20)

When reviewing the data during this period of transition into the first full semester of various online modalities, we see that BLAS had equity gaps among the Latinx population (-7.2%). While their retention rates (86.9%) were high, they experienced lower success rates (72.2%) that were slightly higher than the school success rate (71%) yet, slightly lower than the campus overall success rate of (73.4%). Upon further analysis of the data, we see that the Latinx population was disproportionately impacted in areas of age group 18-24 which had a high retention rate (90%) yet lower success rates (75%) producing an equity gap of -5.7%. While gender was not an equity factor, further analysis showed that the change in modality, also created a greater Latinx equity gap of -18% in BLAS asynchronous courses.

In this next 6-year cycle BLAS faculty will continue to engage in discussions (including interdepartmental discussions with Chicana/o Studies faculty) and development of pedagogical strategies (i.e., activities, department professional development, etc.) needed to help address and close this equity gap.

### Equity Gaps (Sp 21)

We see from the data that African American males and students between the ages of 18-24 had challenges despite having good retention rates of 88.1% and fair success rates of 70%. The data identified African Americans as disproportionately impacted by -6.6%. Additionally, males in general experienced a 90% retention rate yet only 69.7% success rate leading to a -5.5 equity rate. While there were no modality issues associated with these equity gaps, additional data identified non-EOPS and non-DSPS as a source for the disproportional impact. BLAS will continue to monitor and locate contributions to this impact.

### Equity Gaps (F21)

For the first time, BLAS data identified students aged 50+ as one of the negative indicators (-34.7%) having a disproportional impact among students, along with the -8.7% equity gap associated with the asynchronous learning modality. Early Spring 2021 is considered one of the peak periods of the Covid-pandemic which may have been a key factor as senior populations less familiar with technology devices and software advances may have been experiencing increased difficulty navigating virtual learning spaces. While our campus did an excellent job innovating new strategies to provide student e-support, we also saw extreme equity gaps with the data of non-EOPS students (-35.8%) and non-DSPS students (-67.2%) who did not have access to the extended support services associated with these programs.

### Equity Gaps (Sp22)

When looking at equity gaps for this period, we discovered that age, modality and gender were variables contributing to these gaps particularly for African American and European American students. While both groups had high retention rates (African American 83.6% & European American 85.9%, their success rates were low (African American 61.8% & European American 57.7%) resulting in a -7.8% equity gap for African Americans and -12.8% for their European American counterparts. What was new is the age factor of 25-29 (-14.5%), and ages 30-39 (-25.2%), together with equity gaps in the asynchronous modality (-9.0%) and male (9.1%), all contributing to this negative outcome. One thing we do know is that having adequate, up to date devices and software was and continues to be an essential yet ongoing problem impacting our students' ability to stay plugged into our matrix. This may have been a contributing factor to the matriculation pitfalls of higher education.

### Equity Gaps (F22)

One thing that is clear about the equity gaps being discovered in BLAS over the last 4 semesters, is that the variables contributing to these equity gaps are not the same combinations or variables. While the asynchronous modality appears to be a repeating factor, for the first time in this program review cycle analysis, we're seeing 1st generation students as being disproportionately impacted (-10.6%) in our program. Ironically, age and gender are not critical factors as has been in other semester outcomes. However, one other constant in the data is the lack of equal support for non-EOPS and non-DSPS students. At this moment we do not know if this is an issue of access to the campus resources available to students or just a lack of awareness or initiative to take advantage of them.

## Related Documents for Charts and Graphs

## Summary and Reflection

**Describe the discussion(s) that took place about the unit's learning outcomes assessment data.**

The department has engaged in conversations about next steps about completing outcomes assessment data. The completion of that was interrupted by the Districts' switch from Taskstream to Nuventive.

**Data Reflection Complete**

Yes

## Practice Reflection

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**Describe current practices your program/service area has engaged in that you believe impact the above data trends and equity gaps.**

As mentioned previously, one of our latest life changing engagements was with the A2Mend All African Education Summit of 2022 in Ghana. Black Studies secured 2 representatives for our campus who participate in new professional development, networking opportunities, and culturally relevant strategies to enhance discipline pedagogy, and praxes to assist on-going efforts to improve success rates and close equity gaps.

BLAS faculty brought new community and experiential learning endeavors into our virtual learning ecologies which we believe contributes to the high retention rates we've experienced over the past four semesters. This includes but is not limited to innovating our first virtual Black History Month celebrations through a video montage that provide equity and excellence as molded by Mrs. Rosa Parks and her relationship with the SDCCD in general and Mesa College in particular. Inclusion and involvement of BLAS faculty in varied virtual presentations and collaboration with other colleagues via the Diversity Committee and with our sister colleges. Lastly, continued presence in the community, by participating in community forums at the Malcolm X Library, Juneteenth celebrations, calls to participate in community forums on California reparations recommendations, curriculum development committees and consultation regarding appropriate Ethnic Studies materials for compulsory education, etc.

BLAS faculty are continuously taking advantage of and being engaged in professional development opportunities provided by the Mesa College Loft Team to learn about new educational technologies and best practices available for us to continuously improve upon our instructional teaching and learning praxes. Additionally, this includes but is not limited to attending discipline professional conferences, presenting papers and chairing sessions.

Lastly, one of our newest and successful praxes is the launching of 12-week courses to our class schedule in an effort to capture late student enrollments while providing extended teaching and learning instruction beyond our traditional short-term sections (4 or 8 weeks).

**What other factors (internal or external) might also impact the above data trends and equity gaps?**

As a department, we're having more intentional conversations about financial aid/enrollment fraud and other AI activities impacting enrollment management. In retrospect, we now believe that this was an early indicator of enrollment challenges that we now are taking increased, proactive measures to identify and address these concerns and their impact on all aspects of student teaching and learning.

**Related Documents for Charts and Graphs**

**Practice Reflection Complete**

Yes

## Mid-Cycle Updates

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### YEAR 2 Updates (2023 - 2024)

**Provide any edits or updates to the prompts originally documented in the Executive Summary section for Year 2.**  
2023-2024 Update

Ethnic Studies Faculty Council (ESFC)

Black Studies Professors continued to collaborate with other Ethnic Studies Faculty, as a Council, and have become a model for others in the state. Professor Candace Katungi, the new Department Chair in 2023 is also the Chair of the ESFC. In December 2023 the Ethnic Studies Faculty Council was awarded the ASCCC Exemplary Program Award for excellence in advancing Ethnic Studies. Mesa College was one of three campuses in the



## Summary and Reflection

California Community College system to be recognized. This prestigious award was presented by the State Chancellor at the California Community College Board of Governor's meeting in Sacramento. Black Studies Professors continue to be leaders at Mesa College, in our district, and throughout the state.

Black Studies faculty attended CRC meetings as representatives of the Council and the BLAS Department to answer questions and keep the curriculum committee abreast of the state-wide changes and advances with regards to Ethnic Studies.

### CSU Area F Approval

Black Studies Professors continued to make revisions to curriculum, have meetings with CSU faculty, and provided detailed mapping as an addendum to the Course Outline of Record for BLAS 140a and BLAS 140 B. This effort resulted in BLAS 140 A and BLAS 140 B being approved for CSU GE requirement Area F to begin Fall 2024. Black Studies faculty also began conversations about submitting BLAS 175 - The Psycho History of Racism and Sexism for Area F Approval.

### New Faculty

Black Studies faculty served on a hiring committee and successfully hired a third contract faculty member, Dr. Mychal Odom. This is the first time Black Studies has had more than 2 contract faculty members. We hired a new full-time faculty member in Fall 2023, to begin in Spring 2024. The new hire has helped meet the continued demand of BLAS 100 classes, especially with online classes.

### Retired Faculty

Black Studies had an adjunct faculty retire in Spring 2024 as well as a Pro-Rata contract end in Spring 2024. Additionally, our BLAS Art History instructor accepted an acting administrator position, to begin in Summer of 2024

### Student Support & Collaborations

Black Studies Faculty continued to serve as support for the Black Student Union, which saw a growth in membership, participation and activities. The Black Studies Department also collaborated with the Dean of Equity to help support the BSU events in Fall 2023 and Spring 2024.

Black Studies faculty continued to work with other departments and programs that support Black students and their success. The BLAS Department chair also worked closely with the new Coordinator for Umoja, Counselor Jordan Nash. She also served as co-chair of the SDCCD Rite of Passage Celebration for Black Graduates and transfer students

Black Studies collaborated with Professor Waverly Ray, from Cultural Geography, to put on the Black Farmers event in Fall 2024. BLAS faculty also collaborated with the new hire in Asian American and Pacific Islander Studies.

**Provide any edits or updates to the prompts originally documented in the Data Reflection section for Year 2.**  
2023-2024 Update

Increase in Enrollment - BLAS 100. CCAP offerings have also increased. In Spring 2024, we offered 3 CCAP classes. Point Loma High School was the new edition with 2 sections of BLAS 100.

We offered more classes on campus in Spring 2024, with the presence of the new full-time hire. This included adding two additional BLAS 100 class on campus. We also offered 2 sections of BLAS 100 in the evening. Both classes had strong enrollment, and were the first time evening classes made since COVID.

**Review Outcomes Report. Review the unit's outcomes assessment process for 2022 - 2023. Discuss connections to unit goals/action plans/resource requests.**

**Provide any edits or updates to the prompts originally documented in the Practice Reflection section for Year 2.**

## Summary and Reflection

### YEAR 3 Updates (2024 - 2025)

**Provide any edits or updates to the prompts originally documented in the Executive Summary section for Year 3. 2024 Updates (Spring/Fall)**

#### New Tenure Faculty

We welcomed a new tenure track faculty member, Dr. Mychal Odom, in Spring 2024, he helped meet the growing demand for BLAS 100, and is also able to teach many courses throughout the discipline helping to temporarily fill gaps with recent adjunct faculty and pro-rata faculty retiring fully. -This new hire completes part of our Unit Goal #3 and Unit Goal #4 - submit FHP/Hire new faculty

#### Faculty Retirements and Reassignments

In Spring 2024 we had one long time adjunct faculty, Dr. Theresa Ford retire. She was the primary instructor for African American Literature. Dr. Ford will still be available as an option when needed in the future, but will not be a regular instructor. Professor Odom has taken on this class.

Professor Starla Lewis also ended her pro-rata status in Fall 2024, and is only teaching occasionally moving forward. She was our primary instructor for Dynamics of the Black Community, which is usually taught in the summer, and The Psycho-History of Racism and Sexism

#### AADES Delegation - Ghana 2024

BLAS faculty and students attended the 2nd annual All African Diaspora Educational Summit in September. This was the first time that students attended. The delegation was lead by Dr. Thekima Mayasa. Adjunct Professors Marcus Taylor and Terry Sivers also attended, along with Mental Health Counselor Monica Woods.

#### Growth in Classes/Increasing Demand - BLAS 100

Demand for BLAS 100 continues to grow with all full time faculty taking on overloads the past two semesters, including our new hire. This exception to allow a probational faculty to take on an overload was approved by our Dean and VPI in recognition of both the demand. Several BLAS 100 courses were added to the schedule and we still had waitlists that we could not accommodate. All faculty, including our adjunct faculty are maxed out.

We also increased our Summer Class and Intercession offerings (a new summer class and a new summer class via FTEF) larger offerings overall (with regard to distribution of FTEF)

A charter agreement was approved for the A2Mend program at Mesa - This advancement completes part of our Unit Goal #4. The additional goal of acquiring a space has not been fulfilled. Black Studies Faculty did submit a proposal for a Black Resource Center, in collaboration with the Black Leadership Fellows and the Dean of Equity. This proposal was not approved. A proposal for the three learning communities (Kapwa, Puente, and Umoja) was approved.

**Provide any edits or updates to the prompts originally documented in the Data Reflection section for Year 3. 2024 - 2025**

We had unprecedented growth in FTEF with additional 8W2 classes being added to meet the growing demand. In Spring 2024 we had 15 sections of BLAS 100 and all classes carried full waitlists. Additional classes were added that filled immediately

**Review Outcomes Report. Review the unit's outcomes assessment process for 2023 - 2024. Discuss connections to unit goals/action plans/resource requests.**

We completed the PLO mapping of our courses in Nuventive - This partially completes Unit Goal #1.

We had department meetings to create an accelerated action plan for our Course Assessment to be completed by the end of the cycle (2025-2026). The Department Chair, Candace Katungi met regularly with the COA co-Chair Liza Rabinovich to discuss BLAS CLO's and mapping. The mapping for Fall 2024 and Spring 2025 were updated. - The new CLO plan for assessment, and the streamlined process for reviewing syllabi needs to be added to our Unit

## **Summary and Reflection**

Goals with an expected completion of 2025-2026. The department is currently scheduled to assess 12 CLO's this semester. These CLOs are for Black Psychology, African American Literature, and African American History to Reconstruction.

**Provide any edits or updates to the prompts originally documented in the Practice Reflection section for Year 3.**

### **YEAR 4 Updates (2025 - 2026)**

**Provide any edits or updates to the prompts originally documented in the Executive Summary section for Year 4.**

**Provide any edits or updates to the prompts originally documented in the Data Reflection section for Year 4.**

**Review Outcomes Report. Review the unit's outcomes assessment process for 2024 - 2025. Discuss connections to unit goals/action plans/resource requests.**

**Provide any edits or updates to the prompts originally documented in the Practice Reflection section for Year 4.**



## Goal 1: The establishment and/or renewal Memorandum of Understandings (MOUs) between 4 CSU campuses

**Unit Goal:** Goal 1: The establishment and/or renewal Memorandum of Understandings (MOUs) between 4 CSU campuses: New Time Frame goal to have completed by Fall 2024.

- San Diego State University (negotiate renewal)
- San Francisco State University, (negotiate renewal)
- California State Long Beach, (establish)
- California State University Dominguez Hills (revive negotiations to establish)

**Goal Status:** Active

**Beginning Year:** 2022 - 2023

**Projected Completion Year:** 2024 - 2025

### Mapping

Mesa College Strategic Plan: Roadmap to Mesa2030: (X - Highlight the X to Align)

- **Pathways and Partnerships - Objective 1:** Develop and implement frameworks to create communities that can provide more targeted delivery of educational resources and support services. (X)
- **Pathways and Partnerships - Objective 2:** Expand partnerships with K-12 institutions to enhance program offerings and increase access for minoritized students. (X)
- **Pathways and Partnerships - Objective 3:** Increase community engagement, experiential learning, integrated career planning, and workforce training to prepare students for future careers (X)
- **Pathways and Partnerships - Objective 4:** Expand intersegmental pathways to create a seamless transition between Mesa and k-12, non-credit, Universities, and careers (X)
- **Pathways and Partnerships - Objective 5:** Develop and implement technologies, including website redesign, that will make pathways information available to students so that they can effectively utilize this information in their educational and career planning (X)

Action Plans	Action Plan Update
<b>Action Plan Status:</b> Active <b>Action Plan:</b> To work with Articulation Officer Juliette Parker to establish/renew MOU agreements and establish a new timeline with each of the institutions cited. <b>Action Plan Cycle:</b> 2023 - 2024, 2024 - 2025	

## Goal 2: Program Learning Outcomes Assessment (2019-20)

### Unit Goal: Goal 2: Program Learning Outcomes Assessment (2019-20)

- Develop a new PLO Assessment schedule
- Complete Communication PLO Assessment across discipline courses
- Begin assessment for at least one PLO from the revised assessment schedule
- Work with institutional effectiveness to accurately identify data demographic (other hispanics needed for the development of appropriate assessments to more effectively service this student population (i.e., Afro-Latina/o)

**Goal Status:** Completed

**Beginning Year:** 2022 - 2023

**Projected Completion Year:** 2025 - 2026

### Mapping

Mesa College Strategic Plan: Roadmap to Mesa2030: (X - Highlight the X to Align)

- **Completion - Objective 1:** Develop pathways that provide students with clarity about degree, certificate, and transfer requirements. (X)
- **Completion - Objective 2:** Develop cross - functional teams that support student success and include integrated career and transfer counseling. (X)
- **Completion - Objective 3:** Design and promote programs and services that intentionally target a reduction in equity gaps in completion outcomes (X)
- **Completion - Objective 4:** Support students' access to resources to mitigate the impact caused by technological and basic needs insecurity (X)

Action Plans	Action Plan Update
<b>Action Plan Status:</b> Active <b>Action Plan:</b> BLAS dept. development of new learning outcomes assessment tools for implementation & assistance in dept. Review of materials and needed program adjustments. <b>Action Plan Cycle:</b> 2023 - 2024, 2022 - 2023, 2025 - 2026	
<b>Action Plan Status:</b> Completed <b>Action Plan:</b> Work with learning outcomes coordinator to input BLAS dept. Data in Nuventive program. <b>Action Plan Cycle:</b> 2022 - 2023, 2023 - 2024, 2024 - 2025, 2025 - 2026	

### Goal 3: BLAS Dept. Expansion

**Unit Goal:** Goal 3: BLAS Dept. Expansion - Curriculum, Initiatives & New Tenure Track BLAS Faculty Hire

- Submit FHP proposal (Spr 2023) for new BLAS faculty hire (approved)
- A2Mend Charter Development & Acquire new Black Student learning space
- Increase course offerings for Ethnic Studies Graduation Requirements (CSU & CCC)

**Goal Status:** Active

**Beginning Year:** 2022 - 2023

**Projected Completion Year:** 2025 - 2026

#### Mapping

Mesa College Strategic Plan: Roadmap to Mesa2030: (X - Highlight the X to Align)

- **Community - Objective 1:** Use technology to improve communication and accessibility across campus. (X)
- **Community - Objective 2:** Develop activities, spaces, and programs that support a sense of belonging with a focus on antiracism, historically minoritized groups, and inclusion. (X)
- **Community - Objective 3:** Build a culture of communication that is evidence based, race conscious, institutionally focused, systemically aware, and equity advancing (X)
- **Community - Objective 4:** Remove barriers to equitable participation by developing, incentivizing and creating structures for all employees to engage in and design professional learning (X)
- **Community - Objective 5:** Increase opportunities to be an asset and resource to the external community (X)
- **Completion - Objective 1:** Develop pathways that provide students with clarity about degree, certificate, and transfer requirements. (X)
- **Completion - Objective 2:** Develop cross - functional teams that support student success and include integrated career and transfer counseling. (X)
- **Completion - Objective 3:** Design and promote programs and services that intentionally target a reduction in equity gaps in completion outcomes (X)
- **Completion - Objective 4:** Support students' access to resources to mitigate the impact caused by technological and basic needs insecurity (X)

Action Plans	Action Plan Update
<b>Action Plan Status:</b> Active <b>Action Plan:</b> Hire new tenure-track BLAS faculty  <b>Action Plan Cycle:</b> 2022 - 2023, 2023 - 2024, 2024 - 2025, 2025 - 2026	
<b>Action Plan Status:</b> Active <b>Action Plan:</b> Develop & submit A2Mend Charter proposal <b>Action Plan Cycle:</b> 2022 - 2023, 2023 - 2024, 2024 - 2025, 2025 - 2026	

Action Plans	Action Plan Update
<b>Action Plan Status:</b> Active <b>Action Plan:</b> Department development of course offerings for Ethnic Studies Graduation Requirements (CSU & CCC) <b>Action Plan Cycle:</b> 2022 - 2023, 2023 - 2024, 2024 - 2025, 2025 - 2026	

#### Goal 4: Increase Student Majors & involvement with BLAS professional organizations

**Unit Goal:** Goal 4: Increase Student Majors & involvement with BLAS professional organizations

- BLAS Majors taken to NCBS Conference, Spring 2019
- BLAS Majors taken to NCBS Conference, Spring 2020

**Goal Status:** Active

**Beginning Year:** 2022 - 2023

**Projected Completion Year:** 2025 - 2026

#### Mapping

Mesa College Strategic Plan: Roadmap to Mesa2030: (X - Highlight the X to Align)

- **Community - Objective 1:** Use technology to improve communication and accessibility across campus. (X)
- **Community - Objective 2:** Develop activities, spaces, and programs that support a sense of belonging with a focus on antiracism, historically minoritized groups, and inclusion. (X)
- **Community - Objective 3:** Build a culture of communication that is evidence based, race conscious, institutionally focused, systemically aware, and equity advancing (X)
- **Community - Objective 4:** Remove barriers to equitable participation by developing, incentivizing and creating structures for all employees to engage in and design professional learning (X)
- **Community - Objective 5:** Increase opportunities to be an asset and resource to the external community (X)
- **Pathways and Partnerships - Objective 1:** Develop and implement frameworks to create communities that can provide more targeted delivery of educational resources and support services. (X)
- **Pathways and Partnerships - Objective 2:** Expand partnerships with K-12 institutions to enhance program offerings and increase access for minoritized students. (X)
- **Pathways and Partnerships - Objective 3:** Increase community engagement, experiential learning, integrated career planning, and workforce training to prepare students for future careers (X)
- **Pathways and Partnerships - Objective 4:** Expand intersegmental pathways to create a seamless transition between Mesa and k-12, non-credit, Universities, and careers (X)
- **Pathways and Partnerships - Objective 5:** Develop and implement technologies, including website redesign, that will make pathways information

available to students so that they can effectively utilize this information in their educational and career planning (X)

Action Plans	Action Plan Update
<b>Action Plan Status:</b> Active <b>Action Plan:</b> Work to increase BLAS majors  <b>Action Plan Cycle:</b> 2022 - 2023, 2023 - 2024, 2024 - 2025, 2025 - 2026	
<b>Action Plan Status:</b> Active <b>Action Plan:</b> Identify & support student involvement with BLAS professional organizations (i.e., NCBS & A2MEND) <b>Action Plan Cycle:</b> 2022 - 2023, 2023 - 2024, 2024 - 2025, 2025 - 2026	



# **Program Review**

Summary and Reflections with Unit Goals, Action Plans,  
and Updates

Instructional Program - Building Construction  
(BLDC)

### Executive Summary

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**Describe the successes and challenges your unit has faced since the last comprehensive review.**

Successes:

- The program has been able to hire a highly qualified fulltime faculty to replace retiring faculty after having only adjuncts for the past two-plus years.
- BLDC has been able to collaborate with Architecture in continuing to provide scholarship opportunities for students.
- BLDC has been able to integrate the new BENQ Interactive displays and document cameras successfully into classroom presentations.

Challenges:

- Pivoting from a normal environment (in person face-to-face) program to pandemic mandated online environment.
- Pivoting from a 100% online format back to a post-pandemic environment (in person face-to-face).
- Similar to other programs and many other educational institutions the BLDC program has experienced a reduction in total students enrolling in the program.
- Aligning program goals and service delivery to support and enhance Mesa 2030 Objectives while keeping the program strong and relevant.

**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.**

Significant curricular changes that the unit has engaged in include the following:

- BLDC 060 was replaced with BLDC 062. This allowed the reduction of units from 4 to 3 and eliminated a hands-on lab.
- BLDC 061 was replaced with BLDC 063. This allowed the reduction of units from 4 to 3 and eliminated a hands-on lab.

The primary impetus is in support of the Certificate/AS Degree process through unit reduction.

The program will be reviewing assessment data and student feedback in order to evaluate the efficacy of this change.

Significant service changes that the unit has engaged in include the following:

- New tenure track fulltime faculty has been hired. The new hire is a PhD and has excellent practical experience in industry as well a recent teaching experience at the university level.

**If applicable, describe the impact of any new resources (human, fiscal, etc) on the unit and/or action plan implementation.**

During the update period, in conjunction with Architecture and Interior Design, the utilization and implementation of new classroom equipment seems to be progressing and enhancing the classroom experience for both faculty and students.

**If you assess OUTCOMES, please confirm that the outcomes have been reviewed for accuracy. If you do not assess Outcomes, skip this question.**

Reviewed Not Accurate - Update In Progress

**Related Documents for Charts and Graphs**

**Executive Summary Complete**

Yes

### Data Reflection

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**Trends observed in program/service area's data.**

Trends that appear have data support include the following:

- There is much greater diversity in student age in the BLDC Program versus Mesa as a whole.

## Summary and Reflection

- o Less than 1% of the students are under 18 for BLDC versus approximately 8% for all of Mesa.
- o Approximately 24% of BLDC students are 18-24 versus 56% for all of Mesa.
- o The percentage of students 25-29 years old is roughly equivalent for BLDC and all of Mesa.
- o The percentage of students 30-39 years old is roughly twice that for all of Mesa (24-30% for BLDC versus 14% for all of Mesa).
- o The percentage of 40-49 years old is approximately 16% for BLDC versus 4.8% for all of Mesa.
- o The percentage of students in BLDC that are 50 and over is greater than 13% versus 0.2% for all of Mesa.
- The educational goals of BLDC Program students also shows significant differences from Mesa as a whole.
- o A greater percentage of BLDC students have a Associate Degree as a goal versus Mesa as a whole (19% BLDC versus 10% Mesa).
- o Only 31% of BLDC students versus 53.6% of Mesa as a whole have a Bachelor's Degree as a goal.
- o 30% of BLDC versus 9% of all Mesa Students have are shown as Career/Skill Builders.
- o Other career goal categories show similar percentages and are relatively small compared to those specified.
- There is also skew in student characteristics related to gender of the BLDC program versus all of Mesa.
- o Based on 2021/22 data approximately 56.1% of the students identify as female, 42.8% of the students identify as male, and 1.1% as non-binary or unreported for all of Mesa. For the BLDC Program 67.9% of the students identify as male and 32.1% identify as female.
- ? While the female-to-male ratio has stayed relatively unchanged from 2017/2018 to 2021/2022 for Mesa as a whole, the BLDC Program has shown incremental increases in the female population from 21.8% in 2017/2018 to 32.1% in 2021/2022 (47.2% increase).
- Labor Market Data from US Bureau of Labor Statistics OCCUPATIONAL OUTLOOK HANDBOOK shows that there are opportunities for both Building Inspectors and Construction Managers (Degrees associated with BLDC/Architecture).
- o About 14,800 openings for construction and building inspectors are projected each year, on average, over the period 2021-2031.
- ? The median annual wage for construction and building inspectors was \$61,640 in May 2021.
- o Employment of construction managers is projected to grow 8 percent from 2021 to 2031, faster than the average for all occupations. About 41,500 openings for construction managers are projected each year, on average, over the decade.
- ? The median annual wage for construction managers was \$98,890 in May 2021.
- There appears to be both current and future demand from industry for persons with Building Inspection and Construction Management Skills.
- Couse Learning Outcomes for BLDC are similar to/slightly higher than Mesa as a whole.

## Describe any equity gaps in the data. Are there differences and/or patterns observed by demographics (e.g.race/ethnicity, gender, age, etc.)

Based on the data BLDC equity gaps are noted for the following:

- Related to age
    - o 18-24 year olds show a -6.6% equity gap
    - o 25-29 year olds show a -5% equity gap
    - o Mesa (all) shows a -4.1% equity gap for 18-25 year old students
- It should be noted that the BLDC success rate for 18-24 is 73.3% versus 71.8% for Mesa as a whole. The number of students in BLDC that are under 18 is virtually nil with a very small (if not nil) sample size.
- Related to gender
    - o Male students show a -5.8% equity gap with regards to success rate. Overall success rate is 77.1% for male students in BLDC versus 71.6% for Mesa as a whole.
  - Related to ethnicity
    - o The only equity gap based on ethnicity is for LatinX students which show a equity gap of -7.8%. This is very similar to the equity gap for LatinX for Mesa as a whole which shows -7.6%, however, BLDC success rate for LatinX is 74% versus 68.7% for Mesa as a whole.

## Related Documents for Charts and Graphs



## Summary and Reflection

### **Describe the discussion(s) that took place about the unit's learning outcomes assessment data.**

Discussions that have taken place regarding learning outcomes assessment data includes the following:

- In general it appears that the program is doing a reasonable job related to learning outcomes (slightly exceeding usual targets).
- Are we using the best assessment tools available?
- Due to the age diversity of our student population and the fact that different strategies may be needed to optimize content/service delivery for different age groups how can the program evolve and refine "best assessment practices"?
- How do we best incorporate and align assessment, course content, and delivery with Mesa 2030?
- Are we assessing outcomes that are the best predictors of student success?
- Is/are methodology/resources available to provide more direct student involvement in the design, application, and analysis of assessment efforts?

### **Data Reflection Complete**

Yes

## Practice Reflection

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### **Describe current practices your program/service area has engaged in that you believe impact the above data trends and equity gaps.**

Current practices include:

- Faculty endeavoring to provide a safe, respectful, and inclusive environment for students.
- Being responsive to student requests and inquiry
  - o In-person
  - o Email
  - o Other
- Support of Program Review
- Participation in the Assessment process
- Program/Department reflection/discussion
- Efforts to respond to other Mesa initiatives and goals

### **What other factors (internal or external) might also impact the above data trends and equity gaps?**

Internal Factors:

- Stability and Consistency of Leadership at both Mesa and District
- Enrollment numbers
- Budget Issues
- Finding proper balance between online versus face-to-face class offerings
- Community concerns
- Mesa 2030 implementation
- Mesa/District Culture
- Cooperation and synergies with other programs
- Student demographics
- Level of success in on-boarding new full-time instructor
- Ability to retain and recruit qualified adjuncts
- The unexpected

External Factors:

- Economic Factors
  - o Local
  - o State
  - o Federal
- Socio-Political trends and events
- US Supreme Court Actions
- The unexpected

## Summary and Reflection

### Related Documents for Charts and Graphs

#### Practice Reflection Complete

Yes

## Mid-Cycle Updates

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### YEAR 2 Updates (2023 - 2024)

Provide any edits or updates to the prompts originally documented in the Executive Summary section for Year 2.

Provide any edits or updates to the prompts originally documented in the Data Reflection section for Year 2.

Review Outcomes Report. Review the unit's outcomes assessment process for 2022 - 2023. Discuss connections to unit goals/action plans/resource requests.

Provide any edits or updates to the prompts originally documented in the Practice Reflection section for Year 2.

### YEAR 3 Updates (2024 - 2025)

Provide any edits or updates to the prompts originally documented in the Executive Summary section for Year 3.

Provide any edits or updates to the prompts originally documented in the Data Reflection section for Year 3.

Review Outcomes Report. Review the unit's outcomes assessment process for 2023 - 2024. Discuss connections to unit goals/action plans/resource requests.

Provide any edits or updates to the prompts originally documented in the Practice Reflection section for Year 3.

### YEAR 4 Updates (2025 - 2026)

Provide any edits or updates to the prompts originally documented in the Executive Summary section for Year 4.

Provide any edits or updates to the prompts originally documented in the Data Reflection section for Year 4.

Review Outcomes Report. Review the unit's outcomes assessment process for 2024 - 2025. Discuss connections to unit goals/action plans/resource requests.

Provide any edits or updates to the prompts originally documented in the Practice Reflection section for Year 4.

## New Faculty Onboarding

**Unit Goal:** Successfully onboard and retain new full-time faculty for a period of at least 5-years.

**Goal Status:** Active

**Beginning Year:** 2022 - 2023

**Projected Completion Year:** 2025 - 2026

### Mapping

Mesa College Strategic Plan: Roadmap to Mesa2030: (X - Highlight the X to Align)

- **Community - Objective 5:** Increase opportunities to be an asset and resource to the external community (X)
- **Pathways and Partnerships - Objective 1:** Develop and implement frameworks to create communities that can provide more targeted delivery of educational resources and support services. (X)

Action Plans	Action Plan Update
<p><b>Action Plan Status:</b> Active</p> <p><b>Action Plan:</b> 1. Provide support and mentoring/team building with new hire to assist them with the process of becoming a valued member of the Mesa Community. Both existing faculty and retired faculty will be providing support and assistance.</p> <p>2. Coordinate and assist with curricula review and revisions with input from Program Advisory Committee.</p> <p><b>Action Plan Cycle:</b> 2022 - 2023, 2023 - 2024, 2024 - 2025, 2025 - 2026</p>	

## Increase the Percentage of Female Students

**Unit Goal:** Increase the percentage of female students in the program to at least 40% by 2026-2027.

**Goal Status:** Active

**Beginning Year:** 2022 - 2023

**Projected Completion Year:** 2026 - 2027

### Mapping

Mesa College Strategic Plan: Roadmap to Mesa2030: (X - Highlight the X to Align)

- **Completion - Objective 1:** Develop pathways that provide students with clarity about degree, certificate, and transfer requirements. (X)
- **Pathways and Partnerships - Objective 1:** Develop and implement frameworks to create communities that can provide more targeted delivery of educational resources and support services. (X)

Action Plans	Action Plan Update
<p><b>Action Plan Status:</b> Active</p> <p><b>Action Plan:</b> 1. Both Architecture and Building Construction Technology are currently working with Career Education (Alexander Berry has the lead) in an effort to obtain funds through the Regional Strong Workforce Program (SWP) Request for Applications (RFA) process to assist with improving enrollment with a partial emphasis on increasing the participation of females in the program.</p> <p>2. In conjunction with others in the Architecture and Interior Design Program, the BLDC Program instructors are exploring ways of offering flexibility to students in the program who have issues related to:</p> <ul style="list-style-type: none"> <li>" Child Care</li> <li>" Primary Care for close relative</li> <li>" Military obligations</li> <li>" Other issues as they become apparent</li> </ul> <p><b>Action Plan Cycle:</b> 2022 - 2023, 2023 - 2024, 2024 - 2025, 2025 - 2026</p>	

### Sustainability and Environmental Stewardship Course

**Unit Goal:** Add at least 1 course devoted specifically to sustainability and environmental stewardship to the program.

**Goal Status:** Active

**Beginning Year:** 2022 - 2023

**Projected Completion Year:** 2025 - 2026

#### Mapping

Mesa College Strategic Plan: Roadmap to Mesa2030: (X - Highlight the X to Align)

- **Stewardship - Objective 2:** Support processes and initiatives that prioritize environmental sustainability and reduce Mesa College's impact on climate change (X)
- **Stewardship - Objective 3:** Increase student access and schedule efficiency by coordinating schedules among departments/disciplines (X)

Action Plans	Action Plan Update
<b>Action Plan Status:</b> Active	

Action Plans	Action Plan Update
<p><b>Action Plan:</b> 1. Work with new faculty to develop new curricula related to sustainability and environmental stewardship. Current timeline is expected to be 2-3 years.</p> <p>2. Find partnerships with industry, government, and other groups utilizing assistance from Architecture and Career Technical Educations sources. Currently this is in the exploration phase.</p> <p><b>Action Plan Cycle:</b> 2022 - 2023, 2023 - 2024, 2024 - 2025, 2025 - 2026</p>	



# **Program Review**

Summary and Reflections with Unit Goals, Action Plans,  
and Updates

Instructional Program - Business  
Administration/Management (BUSE)

## Executive Summary

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**Describe the successes and challenges your unit has faced since the last comprehensive review.**

The Business Administration program navigated a sustained period of fully online teaching as a response to COVID-19. Due to the fact that the program was an early adopter of online teaching, with most classes incorporating Canvas shells, the transition to fully online teaching happened smoothly and quickly, as necessitated by the pandemic. Beginning with the fall 2022 semester, the program has successfully shifted to integrate both online and in-person teaching.

The Business Administration program remains flexible and adaptive to changing trends, and makes use of available technology to support faculty and students with the goal of providing accessible curriculum.

With the shift back to face-to-face teaching, the program has been able to retain technological advances while also offering a more equitable experience that better meets the needs of our diverse student body.

**2024 Updated Trends:**

Degrees awarded by academic year peaked in 2017-18 with 2017 degrees awarded. This held steady with 2001 degrees awarded in 2018-19. Understandably, a low point occurred in 2019-20, coinciding with the beginning of the pandemic. Degrees awarded fell to 1867, then bounced back to 1985 in 2020-21. This indicates the resilience of students already working towards degrees who tolerated an interruption/disruption and then continued to pursue college education and complete their degree. A more troubling trend began in 2021-22, when degrees awarded fell again to 1858, and then again in 2022-23 to 1779. This reflects the impact the pandemic had on overall enrollment and completion. In the most current year for which data is available, 2023-24, degrees awarded have begun to climb, albeit slowly, to 1880.

**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.**

Students like the flexibility to choose between online and on-campus courses. For on-campus classes, students appreciate having full access to course materials online, even as classroom learning takes place in person. Students need not worry about missing out on information when they are absent, as videos, syllabi, and other course materials are still available through Canvas. This also allows students to review material at any time. The availability of various accessible formats meets the needs of our diverse student body.

This accessible approach will likely be the model maintained by the program. The program experimented with a hybrid model, where classes would be held one day/week on campus, and one day/week online. This model was not as popular with students, who prefer either fully online classes, or fully on-campus sections.

The Business Administration Degree for Transfer continues to be a popular degree, with 2369 degrees awarded between 2015-2024, and 220 degrees awarded in the 2023-24 academic year.

**If applicable, describe the impact of any new resources (human, fiscal, etc) on the unit and/or action plan implementation.**

The program has been hampered by the loss of a full-time faculty member who specialized in Business Law. Efforts were made to replace this position during the last program review cycle, and will be made again. Business Law is a required course in the program's degree for transfer, in high demand, and deserving of a dedicated faculty member who can concentrate on delivering this curriculum.

2024 Update: Two hiring committees have failed to hire a new faculty member. After departmental debate, it has been decided to forgo hiring a business faculty member at this time. Instead, the decision has been made to hire faculty for the Real Estate program. Business faculty will continue to support the RE program.

The business program curriculum needs updating, and this is added as a program goal.

## Summary and Reflection

If you assess **OUTCOMES**, please confirm that the outcomes have been reviewed for accuracy. If you do not assess Outcomes, skip this question.

Reviewed & Accurate

### Related Documents for Charts and Graphs

#### Executive Summary Complete

Yes

## Data Reflection

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### Trends observed in program/service area's data.

As with previous years, 83% of Business Administration certificates and degrees awarded are the degree for transfer, with another 14% awarded in Business Administration (not for transfer) or Business Studies (Liberal Arts emphasis). Fewer than 1% of students opt for degrees in Management or Small Business Management and Entrepreneurship.

The 3-year trend, which covers the years pre- and post-COVID, and also the lockdown period of the pandemic, shows a low in 2021-22 of 302, down slightly from the 2019-20 total of 326. Interestingly, the high for this period occurred in 2020-21, with a total of 383 degrees awarded. This seems to reflect a higher percentage of students taking advantage of fully online offerings.

The current post-pandemic period, with lower enrollment and fewer degrees awarded, indicates another period of adjustment for our students and the campus.

Course success rates have held fairly steady, with a high of .74 and a low .71. This speaks to the adaptability of our program in delivering courses in a variety of modalities, including fully online during the pandemic. Course retention has also held steady, with a low of .85 and a high of .90. Course outcomes are discussed each semester. Current outcomes assessments are up to date, and the program is meeting benchmarks.

#### 2024 Update:

The 18-24 year old age group continues to dominate the student body makeup at nearly 50%, and female students are in the majority at 58.5%. Interestingly, the 49.2% of students in the 18-24 age range represents a decrease of nearly 8%. This may be due to lower enrollment of students coming directly from high school, and may be pandemic related. Older age brackets show positive growth, with as much as 5.7% increase for the 25-29 age range. This may also be due to economic and pandemic disruptions, leading those who were in the work force to return to school.

The 2024-25 course outcomes have been reviewed and are up to date. The program is meeting and exceeding benchmarks. Faculty have met to discuss outcomes assessments. No resource requests are made at this time.

### Describe any equity gaps in the data. Are there differences and/or patterns observed by demographics (e.g. race/ethnicity, gender, age, etc.)

Degrees awarded continue to be predominately to the 18-24 age range, with gains in the number of students in the 25-29 and 30-39 ranges. Male students outnumber female students, and this gap has increased. Other significant increases in our program's population show gains in the number of Asian/Pacific Islander and Latinx populations.

Compared to the campus, Business course success rates trend slightly lower, averaging 72.5% for the program, compared to 73% for the campus. Analyzed by demographic, success and retention rates are highest for Asian, Filipino, Native American, and white students, and lowest for Black/African American and Latinx students. The equity gap analysis shows gaps of -12.9% for Black/African American and -8.2% for Latinx students.

#### 2024 Update:

Business programs are awarding degrees to more male than female students (55% compared to 45%). An almost equal number of degrees are awarded to Latinx and White students (35% and 34% respectively). African American students lag significantly, with only 5.6% receiving the Business Administration Degree for Transfer.

### Related Documents for Charts and Graphs



## Summary and Reflection

### **Describe the discussion(s) that took place about the unit's learning outcomes assessment data.**

The Business Administration program continues to engage in dialogue, training, course redevelopment and design, and equity practices to promote student success and retention for all of our students. Specific dialogue has occurred around strategies for closing equity gaps, with faculty sharing the results of training and best practices that improve outcomes.

Faculty continue to implement practices such as course and syllabus redesign, and grading for equity, as well as implementing career and strong workforce components into curriculum.

See the Outcomes Report for further reflection.

### **Data Reflection Complete**

Yes

## Practice Reflection

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### **Describe current practices your program/service area has engaged in that you believe impact the above data trends and equity gaps.**

The program has always emphasized small business and entrepreneurship. Business program faculty are working to create an entrepreneurial micro-climate, with added emphasis in our classes and campus activities designed to help students realize myriad business opportunities.

Activities and opportunities include entrepreneurial panels, clubs, and a virtual entrepreneurship incubator in which students receive assistance in developing business ideas.

### **What other factors (internal or external) might also impact the above data trends and equity gaps?**

While the business program includes faculty and administrators from different racial, ethnic, and gender identity backgrounds and experiences, we continue to strive to increase diversity and awareness of diversity issues in our program. Ongoing professional development, course redesign, and the hiring process, among other activities, are opportunities to work toward achieving greater program diversity.

2024 Update:

Statewide, the success for community college students enrolled in business and entrepreneurship programs is trending slightly upward, to reach an overall course success rate of 76% in 2021. The retention rate, statewide for these programs, is high, at 90%.

## Related Documents for Charts and Graphs

### **Practice Reflection Complete**

Yes

## Mid-Cycle Updates

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### **YEAR 2 Updates (2023 - 2024)**

#### **Provide any edits or updates to the prompts originally documented in the Executive Summary section for Year 2.**

The business program's resource request for one additional faculty in business law/real estate was approved and the hiring process is active. A new hire is expected to be onboarded and oriented during the Spring 2024 semester.

Update: no faculty were hired; the goal has been archived.

An additional resource request is being made for our marketing and entrepreneurship programs. IbisWorld is a marketing database used by start-ups and entrepreneurs, as well as established businesses to study market trends. This database is not currently supported by the Mesa Library. Access to this data will assist marketing and entrepreneurship students, as well as students in the Entrepreneurship Cohort with preparing business plans.

The business program, combined with the real estate program, has not been successful in hiring faculty. The

## Summary and Reflection

recommendation is to recruit solely in the area of real estate faculty.  
The business program was successful in achieving funding for the IBIS database.

### **Provide any edits or updates to the prompts originally documented in the Data Reflection section for Year 2.**

According to the 2022 CTE Employment Outcomes Survey, Business Administration ranks among the top degrees awarded, with a high level of job satisfaction reported. Disaggregated by race and ethnicity, the data shows 48% and 59% job satisfaction for African-American and LatinX populations respectively. Asian students reported being very satisfied or satisfied with their jobs after receiving their degree. The Business Administration Degree for Transfer continues to be the most awarded degree.

2024: Statewide, the success for community college students enrolled in business and entrepreneurship programs is trending slightly upward, to reach an overall course success rate of 76% in 2021. The retention rate, statewide for these programs, is high, at 90%.

### **Review Outcomes Report. Review the unit's outcomes assessment process for 2022 - 2023. Discuss connections to unit goals/action plans/resource requests.**

See Outcomes Report.

### **Provide any edits or updates to the prompts originally documented in the Practice Reflection section for Year 2.**

The program should continue to focus on building Marketing and Entrepreneurship opportunities for students. Equity gaps still exist. According to the 2021-22 data dashboard, African-American and LatinX Students lag slightly behind White and Asian students in degrees awarded, although gaps remain small at 1% or less compared to campus representation. According to PEW research conducted in 2022, Black Americans are more likely than other groups to hold negative views regarding capitalism, which may impact business ownership. Participation in entrepreneurship classes can help students overcome this barrier.

## **YEAR 3 Updates (2024 - 2025)**

### **Provide any edits or updates to the prompts originally documented in the Executive Summary section for Year 3.**

Business Administration Occupations, which include General and Operational Managers, Human Resources Specialists, Management Analysts, Service and Sales Managers have a labor market demand of 5840 annual job openings, with almost 7000 awards supplied for these occupations, which suggests an oversupply. The Labor Market brief recommends that colleges do not develop new programs, but instead support modifications to existing programs. The assessment is that too many degrees are awarded, and that too many colleges offer the same degrees. Furthermore, because a bachelor's degree, at minimum, is required for most of these occupations, students will need to pursue additional education beyond the community college level.

### **Provide any edits or updates to the prompts originally documented in the Data Reflection section for Year 3.**

Statewide, the success for community college students enrolled in business and entrepreneurship programs is trending slightly upward, to reach an overall course success rate of 76% in 2021. The retention rate, statewide for these programs, is high, at 90%.

The Business Administration Program is currently meeting benchmarks for course learning outcomes. Faculty have met to discuss learning outcomes, and assessments are up to date.

### **Review Outcomes Report. Review the unit's outcomes assessment process for 2023 - 2024. Discuss connections to unit goals/action plans/resource requests.**

The Business Administration Program is current and up to date with outcomes assessments. We have had program and department meetings to discuss outcomes reporting, and have reviewed outcomes for program syllabi. The program review lead writer is in communication with the program outcomes coordinator, and we have assessed outcomes by course. We are currently meeting benchmarks and are on track with goals. No resource requests are planned for this update.

### **Provide any edits or updates to the prompts originally documented in the Practice Reflection section for Year 3.**

According to the Bureau of Labor Statistics, the market for real estate brokers and sales agents is expected to grow by about 3% between now and 2032.

According to US News & World Report, Real Estate Agents rank 6th overall in best sales and marketing jobs, and 22nd in highest paying jobs without a degree. Retail Sales, by comparison, are often entry level jobs with significantly less growth potential. According to the Bureau of Labor Statistics, the national average wage of real estate agents in California is above \$77,000.

## Summary and Reflection

For the past academic year, the Real Estate program awarded 12 degrees and the Retail Management program awarded only 7. Over the 2015-2024 time period, Real Estate has awarded 103 degrees, and Retail Management has awarded only 25.

Degrees awarded for Business Management are 50 for this same time period. This shows that students seeking management expertise are seeking business management degrees over retail management.

Due to the current trends in Business Administration and Real Estate, the program goals have been updated. The recommendation is to shift resources to real estate.

Please see the goals section of program review.

### **YEAR 4 Updates (2025 - 2026)**

**Provide any edits or updates to the prompts originally documented in the Executive Summary section for Year 4.**

**Provide any edits or updates to the prompts originally documented in the Data Reflection section for Year 4.**

**Review Outcomes Report. Review the unit's outcomes assessment process for 2024 - 2025. Discuss connections to unit goals/action plans/resource requests.**

**Provide any edits or updates to the prompts originally documented in the Practice Reflection section for Year 4.**

## Goal 1: Promote small business management and entrepreneurship - ongoing

**Unit Goal:** Goal 1: Promote small business management and entrepreneurship ongoing

**Goal Status:** Active

**Beginning Year:** 2022 - 2023

**Projected Completion Year:** 2029 - 2030

### Mapping

Mesa College Strategic Plan: Roadmap to Mesa2030: (X - Highlight the X to Align)

- **Community - Objective 1:** Use technology to improve communication and accessibility across campus. (X)
- **Community - Objective 4:** Remove barriers to equitable participation by developing, incentivizing and creating structures for all employees to engage in and design professional learning (X)
- **Completion - Objective 1:** Develop pathways that provide students with clarity about degree, certificate, and transfer requirements. (X)
- **Completion - Objective 3:** Design and promote programs and services that intentionally target a reduction in equity gaps in completion outcomes (X)
- **Completion - Objective 4:** Support students' access to resources to mitigate the impact caused by technological and basic needs insecurity (X)
- **Pathways and Partnerships - Objective 1:** Develop and implement frameworks to create communities that can provide more targeted delivery of educational resources and support services. (X)
- **Scholarship - Objective 2:** Evaluate and improve Diversity, Equity, and Inclusion practice in classroom environments, campus activities, departments, schools, and administrative units (X)

Action Plans	Action Plan Update
<b>Action Plan Status:</b> Active <b>Action Plan:</b> Virtual Incubator <b>Action Plan Cycle:</b> 2022 - 2023, 2023 - 2024	<b>Submission Date:</b> 09/21/2023 <b>Action Plan Update:</b> Resource Request made for IBIS World database subscription <b>Update Year:</b> 2024 - 2025 <b>Action Plan Progress:</b> On Track
<b>Action Plan Status:</b> Active <b>Action Plan:</b> Entrepreneurship Panels <b>Action Plan Cycle:</b> 2022 - 2023, 2023 - 2024	

## Goal 2: Hire one additional faculty member with an emphasis in Business Law

**Unit Goal:** Goal 2: Hire one additional faculty member with an emphasis in Business Law

**Goal Status:** Archived

**Beginning Year:** 2022 - 2023

**Projected Completion Year:** 2024 - 2025

## Mapping

Mesa College Strategic Plan: Roadmap to Mesa2030: (X - Highlight the X to Align)

- **Community - Objective 4:** Remove barriers to equitable participation by developing, incentivizing and creating structures for all employees to engage in and design professional learning (X)
- **Completion - Objective 2:** Develop cross - functional teams that support student success and include integrated career and transfer counseling. (X)
- **Completion - Objective 3:** Design and promote programs and services that intentionally target a reduction in equity gaps in completion outcomes (X)
- **Completion - Objective 4:** Support students' access to resources to mitigate the impact caused by technological and basic needs insecurity (X)
- **Pathways and Partnerships - Objective 3:** Increase community engagement, experiential learning, integrated career planning, and workforce training to prepare students for future careers (X)
- **Scholarship - Objective 1:** Expand and prioritize professional learning experiences for all employees that create parity in outcomes across racial/ethnic groups and all disproportionately impacted groups (X)
- **Scholarship - Objective 2:** Evaluate and improve Diversity, Equity, and Inclusion practice in classroom environments, campus activities, departments, schools, and administrative units (X)
- **Stewardship - Objective 6:** Develop a proactive hiring plan that includes a review of advertising, screening, and interviewing with a goal of establishing a diverse and competent workforce that is reflective of the student population and the local community (X)

Action Plans	Action Plan Update
<b>Action Plan Status:</b> Archived <b>Action Plan:</b> Faculty Hiring Request - this action plan has been archived. No current plan to submit faculty hiring request for business. <b>Action Plan Cycle:</b> 2022 - 2023, 2023 - 2024	<b>Submission Date:</b> 09/21/2023 <b>Action Plan Update:</b> In fall 2023 a hiring committee has been formed. The hiring process will take place in fall 2023 for one faculty member in business law and/or real estate. This goal has been archived. <b>Update Year:</b> 2023 - 2024 <b>Action Plan Progress:</b> On Track

## Goal 3: Retire Retail Management program and certificate

**Unit Goal:** Goal 3: Retire Retail Management program

**Goal Status:** Archived

**Beginning Year:** 2025 - 2026

**Projected Completion Year:** 2026 - 2027

## Mapping

Mesa College Strategic Plan: Roadmap to Mesa2030: (X - Highlight the X to Align)

- **Community - Objective 3:** Build a culture of communication that is evidence based, race conscious, institutionally focused, systemically aware, and equity advancing (X)
- **Community - Objective 4:** Remove barriers to equitable participation by developing, incentivizing and creating structures for all employees to engage in and design professional learning (X)

- **Community - Objective 5:** Increase opportunities to be an asset and resource to the external community (X)
- **Completion - Objective 1:** Develop pathways that provide students with clarity about degree, certificate, and transfer requirements. (X)
- **Completion - Objective 3:** Design and promote programs and services that intentionally target a reduction in equity gaps in completion outcomes (X)
- **Pathways and Partnerships - Objective 1:** Develop and implement frameworks to create communities that can provide more targeted delivery of educational resources and support services. (X)
- **Scholarship - Objective 3:** Assess impact of prerequisites and corequisites on student success and revise curriculum, as needed (X)
- **Stewardship - Objective 6:** Develop a proactive hiring plan that includes a review of advertising, screening, and interviewing with a goal of establishing a diverse and competent workforce that is reflective of the student population and the local community (X)

Action Plans	Action Plan Update
Action Plan Status: Active	

**Action Plan:** Data shows the following:

1. current oversupply of general and operational managers, service and sales managers
2. current demand for real estate brokers and sales agents

According to US News & World Report, Real Estate Agents rank 6th overall in best sales and marketing jobs, and 22nd in highest paying jobs without a degree. Retail Sales, by comparison, are often entry level jobs with significantly less growth potential. According to the Bureau of Labor Statistics, the national average wage of real estate agents in California is above \$77,000.

The Labor Market brief from San Diego/Imperial County Labor Market Research recommends modifications to existing programs due to an oversupply of general and operational managers, service and sales managers.

According to the Bureau of Labor Statistics, the market for real estate brokers and sales agents is expected to grow by about 3% between now and 2032.

For the past academic year, the Real Estate program awarded 12 degrees and the Retail Management program awarded only 7. Over the 2015-2024 time period, Real Estate has awarded 103 degrees, and Retail Management has awarded only 25.

Degrees awarded for Business Management are 50 for this same time period. This shows that students seeking management expertise are seeking business management degrees over retail management.

Due to the current trends in Business Administration and Real Estate, the program goals have been updated. The recommendation is to retire retail management and shift resources to real estate.



Action Plans	Action Plan Update
<p>Recommendation: Move college resources from Retail Management (existing oversupply for low wage jobs) to Real Estate (existing demand for high wage jobs). Retire Retail Management program and certificate. Shift resources to Real Estate, with support for a new faculty hire.</p> <p><b>Action Plan Cycle:</b> 2024 - 2025</p>	

### Support Hiring Real Estate Faculty

**Unit Goal:** Support the hiring process and orientation for faculty in the real estate program.

**Goal Status:** Active

**Beginning Year:** 2025 - 2026

**Projected Completion Year:** 2025 - 2026

#### Mapping

Mesa College Strategic Plan: Roadmap to Mesa2030: (X - Highlight the X to Align)

- **Community - Objective 1:** Use technology to improve communication and accessibility across campus. (X)
- **Community - Objective 2:** Develop activities, spaces, and programs that support a sense of belonging with a focus on antiracism, historically minoritized groups, and inclusion. (X)
- **Community - Objective 3:** Build a culture of communication that is evidence based, race conscious, institutionally focused, systemically aware, and equity advancing (X)
- **Community - Objective 5:** Increase opportunities to be an asset and resource to the external community (X)
- **Completion - Objective 1:** Develop pathways that provide students with clarity about degree, certificate, and transfer requirements. (X)
- **Completion - Objective 2:** Develop cross - functional teams that support student success and include integrated career and transfer counseling. (X)
- **Completion - Objective 3:** Design and promote programs and services that intentionally target a reduction in equity gaps in completion outcomes (X)
- **Pathways and Partnerships - Objective 1:** Develop and implement frameworks to create communities that can provide more targeted delivery of educational resources and support services. (X)
- **Scholarship - Objective 1:** Expand and prioritize professional learning experiences for all employees that create parity in outcomes across racial/ethnic groups and all disproportionately impacted groups (X)
- **Scholarship - Objective 4:** Expand the use of innovative and high-quality teaching, learning, and support practices that achieve equitable outcomes and increase student success (X)
- **Stewardship - Objective 6:** Develop a proactive hiring plan that includes a review of advertising, screening, and interviewing with a goal of establishing a diverse and competent workforce that is reflective of the student population and the local community (X)

Action Plans	Action Plan Update
<b>Action Plan Status:</b> Active <b>Action Plan:</b> Work with Dean Romero to create hiring committee and complete hiring process. <b>Action Plan Cycle:</b> 2025 - 2026	

## Revise Business Program Curriculum

**Unit Goal:** Revise and Update Business Program Curriculum

**Goal Status:** Active

**Beginning Year:** 2025 - 2026

**Projected Completion Year:** 2025 - 2026

### Mapping

Mesa College Strategic Plan: Roadmap to Mesa2030: (X - Highlight the X to Align)

- **Community - Objective 1:** Use technology to improve communication and accessibility across campus. (X)
- **Community - Objective 3:** Build a culture of communication that is evidence based, race conscious, institutionally focused, systemically aware, and equity advancing (X)
- **Completion - Objective 1:** Develop pathways that provide students with clarity about degree, certificate, and transfer requirements. (X)
- **Completion - Objective 3:** Design and promote programs and services that intentionally target a reduction in equity gaps in completion outcomes (X)
- **Completion - Objective 4:** Support students' access to resources to mitigate the impact caused by technological and basic needs insecurity (X)
- **Pathways and Partnerships - Objective 5:** Develop and implement technologies, including website redesign, that will make pathways information available to students so that they can effectively utilize this information in their educational and career planning (X)
- **Scholarship - Objective 1:** Expand and prioritize professional learning experiences for all employees that create parity in outcomes across racial/ethnic groups and all disproportionately impacted groups (X)
- **Scholarship - Objective 3:** Assess impact of prerequisites and corequisites on student success and revise curriculum, as needed (X)
- **Scholarship - Objective 4:** Expand the use of innovative and high-quality teaching, learning, and support practices that achieve equitable outcomes and increase student success (X)
- **Stewardship - Objective 3:** Increase student access and schedule efficiency by coordinating schedules among departments/disciplines (X)
- **Stewardship - Objective 5:** Increase campus understanding, communication of and transparency in budget and resource allocation (X)

Action Plans	Action Plan Update
<b>Action Plan Status:</b> Active <b>Action Plan:</b> Work with Dean Romero to update and revise the curriculum for the business program.	

Action Plans	Action Plan Update
Action Plan Cycle: 2025 - 2026	



# **Program Review**

Summary and Reflections with Unit Goals, Action Plans,  
and Updates

Instructional Program - Certificate of Achievement  
in California General Education Transfer Curriculum  
(Cal-GETC)

## Summary and Reflection





# Program Review

Summary and Reflections with Unit Goals, Action Plans, and Updates

Instructional Program - Chemistry (CHEM)



## Executive Summary

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**Describe the successes and challenges your unit has faced since the last comprehensive review.**

Chemistry is considered to be the central science because physics, engineering, biology, and allied health majors, and many other majors require courses in chemistry. Because of this, the Chemistry Department offers many courses ranging from preparatory chemistry, general chemistry, organic chemistry, analytical chemistry, allied health prerequisites, and a general education course with an emphasis in environmental issues.

Currently, there are 10 full time faculty members and 18 adjuncts in the department. Adjunct FTEF is 9.0 for Fall 2023 which is 46% of our total FTEF. There are four Instructional Laboratory Technicians. Our fill rate for Fall 2023 is 96%, with a productivity (FTES/FTEF) of 14.5. The department is hiring a full time tenure track professor for Analytical Chemistry to start in Spring 2024.

The Chemistry Department creates a supportive learning environment that spans across our curriculum. We constantly assess our student success across courses that form a sequence (e.g. Majors Preparation Track 152->200->201 or Allied Health Track 100->130->160). Our department works hard to establish a set core of standards so that students can succeed as they move through our courses. Laboratory courses provide an equitable way to present hands-on learning that supports lecture material. Laboratory work also provides a venue for students to work collaboratively and make STEM relationships that can support them through their courses. The Chemistry department prides itself on having student centered teaching and providing high quality equitable instruction grounded in standards for scientific work that will allow students to be successful at four year schools. The hallmark skills that our department fosters are critical thinking and hands-on experiential learning. Our professors use lecture presentations, small group discussions, worksheets, application to the real world, and hands-on laboratory training to help students understand and learn what is considered to be a very difficult and intimidating subject. Critical also is our interaction with students via office hours, review sessions, support courses such as Chem 16 and Chem 20, and Canvas.

The Chemistry Department is committed to preparing students for transfer to four year schools and providing a foundation in future work in science or professional schools. The Chemistry Department is committed to preparing students for transfer to four year schools and provide a foundation in future work in science or professional schools. There were 6 Associate Degrees in Chemistry and 8 degrees in Liberal Arts and Sciences Science Studies-Chemistry conferred during Fall 2023. 21% were Asian American and 29% were Latinx.

Our departmental goal is to create spaces to greet students in the most positive way and to help them reach their potential as STEM students. San Diego is a STEM hub and has two of the most highly ranked schools for STEM in the State: UCSD and SDSU as our transfer institution. We take pride in preparing students for transfer and honing in on their analytical and critical thinking abilities. This is a process for students as they make their way through our courses to achieve their dreams of becoming scientists, engineering, pharmacists, doctors, nurses, physical therapists, and environmental scientists. Chemistry does not have many students majoring in chemistry (see previous paragraph). However, we are a highly enrolled program due to our role in supporting Biology (both Biology Majors and Allied Health Majors) and Engineering Majors. Our Department has worked together as a team and is proud of the work they have achieved to reduce barriers to student success. We have pivoted in so many ways and always worked as a team to provide quality learning for our students. These transitions required constant re-writing and adjusting of course materials and countless hours of work from our faculty. Many transitions occurred over the last three years including face-to-face, to online even in lab, to returning during the pandemic for limited labs, to full return Fall 2021, and then pivoting to first three week remote and then back to campus Spring 2022. Fall 2022-Spring 2023 feels a lot more "normal" and natural. The goal of the Chemistry Department has been to provide equitable quality education in a student centered and positive learning environment.

The philosophy of the department is to be student centered and equitable while upholding standards of excellence in scientific and critical thinking. Standards are important to our department while providing an engaging, supportive, and positive learning environment. This is achieved by communicating clear expectations to students, student centered pedagogy, equitable teaching practices, open door attitude to students, updating and improving laboratory courses, support courses, participation in embedded tutoring programs and Peer Mentoring, close relationship to counseling, and a focus on equity. Participation in and leading Professional Development training

## Summary and Reflection

and opportunities in the college is also an important practice in the Chemistry Department. Many faculty within the department are actively involved in leadership positions on campus to participate in shared governance.

**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.**

Please see Discussion of Accelerated Chemistry 200 in the Course Data Section.

**If applicable, describe the impact of any new resources (human, fiscal, etc) on the unit and/or action plan implementation.**

Need for New Faculty

The goal of the Chemistry Department has been to provide equitable quality education in a student centered and positive learning environment. To this end, the Department has taken leadership roles and participated in many events and programs to help students feel welcomed and supported. We have pivoted in so many ways and always worked as a team to provide quality learning for our students. These transitions required constant re-writing and adjusting of course materials and countless hours of work from our faculty. The goal of the Chemistry Department has been to provide equitable quality education in a student centered and positive learning environment. It is our belief that our department needs one additional full time faculty member to join our team of educators. We need an equity minded General Chemistry instructor with a strong analytical and thermodynamics background that leans towards physics/engineering. This is for reasons that will be explained in this narrative. In addition, we would like a faculty member that has an interest in forming partnerships with outside institutions and bringing research collaborations with four year colleges and universities.

The Chairs and Senior faculty of the Chemistry Department are excellent new faculty mentors. We assign each new faculty a mentor who works with them throughout their tenure process. Additionally, the department works to maintain a supportive, nurturing space for all department faculty. This has led to two of our tenure track faculty recently being tenured, and our most recent faculty hire being quickly integrated into the department activities and comradery. This requires regular meetings, as well as constant office/hallway discussion of everything from activity organization, to teaching techniques, to course content and pacing. It is a constant and regular part of our days for new, as well as senior faculty. It is what makes our department run so well and how we can easily integrate a new contract faculty members into the mix.

We are requesting one more full time faculty member and our data shows that we are able to justify this request. One of our full time faculty members will be retiring by Dec. 2023 and at least one more by Spring 2024. Mr. Fremland will be officially retired as of December 2023. He is an integral part of our General Chemistry sequence in particular Chemistry 152. As this program review discussed above, General Chemistry track, in particular, Chem 152 is most impacted by AB 705, and the other educational policies. Chemistry 152 and Chem 200 are considered the gateway courses to STEM because they are required for other majors such as Biology and Engineering. Our department has worked tirelessly to help students through the supportive student-facing interventions described in the excellence section below. This includes participation in Path to Stem Success, HSI E-3 Grant projects, STEM Success Days, and Peer Mentoring/Faculty Workshops. We need one full time faculty member that will focus exclusively on General Chemistry.

There are two major projects that justify the additional full time contract faculty.

One is the Chemistry 200 Acceleration that will eliminate barriers to General Chemistry and supports timely completion of educational goals. This project focuses on improving instructional effectiveness with a gateway STEM course. This is a data driven project that shows success in general chemistry if the student has completed pre-calculus (Math 121+). This change will require curriculum changes, discussion at District level, and support course curriculum. It has the potential to save many students 3.5 units. There is a contract faculty member leading these efforts who is also department chair, but this is a many year long process that needs a dedicated full time general chemistry professor. It is a goal for the department to analyze the data from this project next Program Review Cycle.

The second is adjusting curriculum to adjust for AB 705. Chemistry requires specific math skills upon entering our General Chemistry or Allied Health pathways. Because of changes in math prerequisites, our department will have

## Summary and Reflection

to adjust curriculum and work tightly with the math department to continue to provide quality chemistry education. This will require additional full time faculty members in our department. Department Chairs are working with Math Chairs and Dean to understand more fully what the legislation is requiring and the impact it will have on STEM majors. This conversation is occurring through chemistry departments' heavy involvement in the HSI Curriculum Work Group through the E-3 HSI Grant.

**If you assess OUTCOMES, please confirm that the outcomes have been reviewed for accuracy. If you do not assess Outcomes, skip this question.**

Reviewed & Accurate

### Related Documents for Charts and Graphs

[Chemistry Program Review Fall 2023.pdf](#)

### Executive Summary Complete

Yes

## Data Reflection

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### Trends observed in program/service area's data.

Analysis of Enrollment Trends

The Data dashboards used for this data is Mesa College Course Outcomes Dashboards

The enrollments have changed over time (Table 1). Since last Program Review focused on pandemic teaching and trend, the goal of this Program Review will be to discuss changes to enrollment and success rates pre-pandemic face to face average of Sp '18, Fall '18, Sp '19, and Fall '19 compared to face to face Fall '21 and Spring '22. Fall 2022 and Spring 2023 are included with enrollments. This report will exclude semesters that were discussed in last year's Program Review.

PLEASE NOTE THAT THE COMPLETE DOCUMENT WITH GRAPHS WAS UPLOADED AS A pdf.

#### \*\*TABLE 1-ENROLLMENT BY SEMESTER

Enrollment had dropped post pandemic which was consistent with local, State, and National trends in community college enrollment. For example, there was approximately a 30% enrollment drop from Fall '18 to Fall '21. (Table 1). However, now the trend is reversing and our enrollments are rising. This Fall 2023 has 2253 enrollments across 76 sections compared to Fall 2022 with 1979 enrollments, a 14% increase. All 76 of those sections are held completely on campus. We saw a significant drop in enrollment in F21/S22 when we brought the majority of our classes back to campus. We have seen a consistent increase since then, although we are still below Fall 2019 by 16%. Our department prides itself on excellence in managing enrollment. Our fill rates exceeded 93+% over the last year. This Fall 2023, our department is at a 96% fill rate.

The trends in Success Rates Disaggregated by Ethnicity in Chemistry are listed in Table 2. Note that the percentage of students enrolled in our course

\*\*Table 2 attached below.

Overall trends for Fall 2022-Spring 2023

-Overall chemistry success rates match or exceed college success rate. Fall '22 was a 76% success compared to the 75% success rate of the college. Spring 23 was a 78% success rate compared to a 75% college success rate. This overall success rate is similar to pre-pandemic success rates.

-White and Asian students exceed the overall chemistry success rates in all the semesters shown in Table 2. The percentage of White (~25%) and Asian (11%) students is fairly consistent among all the semesters.

-Latinx students represent a consistent percentage (~37%) of our students. This is lower, but similar to the campus

## Summary and Reflection

representation of Latinx students (~40%).

-Latinx student success rates tend to be fairly consistent between semesters, but lower than the average overall success rates. There is an equity gap. This gap and interventions will be discussed further in the next section.

-Black/African American students represent a very small percentage of our total student demographic. The percentage (~3% average) is lower than the campus representation (6%). This underrepresentation of Black/African American students will be discussed further in the next section. Black/African American student success rates in chemistry tend to fluctuate. The small number of —Black/African American students in our classes makes it difficult to discuss trends. Fluctuations in drops will significantly affect the overall success rates.

-Spring 2023 saw the highest success rate for Black/African American students in the last 8 semesters analyzed.

### **Describe any equity gaps in the data. Are there differences and/or patterns observed by demographics (e.g. race/ethnicity, gender, age, etc.)**

#### Student Success Rates at Course Level

Mesa College Data Dashboard for the department overall shows a similar success rate to the overall campus success rates taking into account data from face to face semesters F21-Sp 22 ( 73%). This includes the courses Chem 100, 103, 130, 160 (Allied Health and Nutrition track), General Chemistry (152, 200, 201 track), and Organic Chemistry (231, 233). An equity gap exists with Latinx students having an overall success rate of 66%.

Equity gaps are most prevalent in two of the three General Chemistry classes (Chem 152, 200) and Organic Chemistry (Chem 231). The General Chemistry courses consistently reflect the percentage of Latinx students at the college which is ~37%, the data that will be discussed is a comparison of Latinx and white student success rates. Please note that Asian success rates match or slightly exceed white student success rates (Table 2).

At the course level, discussions of Black/African American success rates become difficult due to the small numbers of students. In most classes after Chemistry 200, the numbers do not allow for the statistics to be recorded on the dashboards. Small changes in enrollments lead to large changes to success rates due to small numbers of students.

Note: This discussion will focus on Comparing Fall 21 and Spring 22 to previous on campus semesters (Sp 18, F 18, Sp 19, and F19).

#### Success Rates in General Chemistry

General Chemistry is defined as the pathway of courses of Chemistry 152?200? 201 that is part of the curriculum for most science majors: Biology, Chemistry, and Engineering (some programs only require Chem 200).

#### Chemistry 152: Preparation for General Chemistry

Graph 1 shows an equity gap for Latinx students of -7% for Fall '22 and an equity gap of -9 for Sp '23 that is consistent with pre-pandemic equity gaps.

Despite our best efforts, educational trends and legislation are making strides for lowering equity difficult. As science educators, we would be remiss to not discuss the impacts of AB 705 from the perspective of science education. AB 705 removed Intermediate Algebra from our course offerings at community colleges. Mesa College phased out Math 96 and there are currently no sections being offered. Support Course Models "x" classes to refresh material is the model being implemented. Returning students (adult learners, veterans, single mothers) that may have for a multitude of reasons chosen to take Math 96 are not allowed the choice to take an algebra course.

The effect of AB 705 implementation has not been properly vetted State wide in terms of the effects on science success rates. Physics and chemistry are required courses for Biology and Engineering Majors (top majors) and these subjects rely on strong algebraic abilities. There is a fluency in mathematics knowledge required for science courses. Data shows that students' ability to successfully complete chemistry and physics courses is linked to their math levels. The important connection between math knowledge and science courses' success rates was not taken into account with the legislation.

The prerequisite for Chemistry 152 is Math 96 or M50. However, due to AB 705, most students are clearing the

## Summary and Reflection

M50 level and can register for Chem 152 without actually being prepared with the algebra skills needed for the course. From data provided by IE, many students are taking Math 116, 104, or 119 concurrently with Chemistry 152. However, students may not have the algebra skills. Students can clear M50 with three years of high school math (IM 1, 2, and 3). It also means that a student can potentially take Chemistry 152 without having had math in high school senior year. Many students enrolling at Mesa are not coming directly from high school. So, recency of math is undoubtedly an issue. Many may clear M50 without having any recent recollection of algebra.

### Chemistry 200 General Chemistry I

Graph 2 shows success rate data disaggregated for Latinx and White students for Chemistry 200 shows a solid success rate for general chemistry- 78% (Sp '23) and 71% (F '22).

The equity gaps between Latinx students and White students varies from each semester. However, Fall '22 and Sp '23 show wider gaps of -15 & -19.

However, there is a positive trend. As discussed in the last program review, Latinx students' success rates were most affected by the pandemic with a low point in Sp '22. Latinx students' success rates have improved since then and match pre-pandemic success rates. There is still a significant equity gap when compared to white students.

### Accelerated Chemistry 200

As one important part of our contribution to the HSI Equity, Excellence, and Exito, Dr. Budzynski developed a course aimed to accelerate students and lower unit requirements thereby saving students time and money. Chem 200 is General Chemistry I Lecture (3 units) with a Chem 200L coreq (2 unit lab). Chem 152/L prereq (3 + 1 = 4 units) or pass Challenge Exam is the prerequisite. Chem 200 is required for many STEM majors: Chem, Biol, Phys, Enge, and Kinesiology.

In Accelerated Chem 200, students who have passed Math 121 or higher can skip Chem 152/L. Chem 20 is the support class coreq (0.5 units) and Chem 200L corequisite. This saves them 3.5 units.

In Fall 22 + Spring 23, the department offered one section each semester; mixed class with non-Acc students. There were a total of 36 Acc Chem 200 students. Approximately half were Enge majors and a quarter Biology majors. The success rate 75% (Average overall Chem 200 success rate is 70%). Acc Chem 200 Demographics: 31% Asian, 19% Latinx, 39% White while overall Chem 200 is 15% Asian, 36% Latinx, 31% White.

More data analysis will follow this year as more data will be collected by having more students complete the course and expanding course offerings in Spring '24. This will require one more full time faculty member (see need for new hire section).

### Chemistry 201

The data from Chemistry 201 is shown in Graph 3. In Fall '21 there were no equity gaps between White and Latinx students which is great news. In Spring '22, the equity gap was 4% but Latinx students' success rate was the same as the overall average. The data also shows that F '21 and Sp '22 had higher overall success rates than F '19. The overall success is slightly lower than Sp '18, F '18, and Sp '19, but the equity gaps are significantly better.

Fall '22 shows what is hopefully an anomalous semester. The overall success rate matched the college success rate 72%. But the Latinx students only had a 55% success rate compared to 77% for the white students. Spring '23 showed a high success rate of 85% with white students having a success rate of 97% compared to Latinx students at 77%.

There is not an explanation to this data and more analysis will come next program review.

### Organic Chemistry-Chemistry 231

Organic Chemistry is a course that is taken by most biology and all chemistry majors. Our program is smaller than General Chemistry. Graph 4 shows an increase in success rates for overall success rates, success rates for white and Latinx students in Chem 231 in Spring '23. In Fall '22, there was no data for Latinx students meaning that the number was lower than 10 students. The organic chemistry program appears to be strengthening and this is in part due to expanding our team to two devoted Organic Chemistry professors (Saidane & Chang). Our new tenure track



## Summary and Reflection

professor, Dr. Chang, has certainly been an excellent addition to our program.

### Chemistry 233

The success rate for Chem 233 for Fall 2022 is 65% and for Spring '23 was 90% compared to 77% in average of Sp 18, F 18, Sp 19, & F19. There is clearly not an overarching trend. There are not enough enrollments ~20 each semester to disaggregate the data.

### Success Rates in Allied Health Track

The following Table 7 shows a comparison of the Allied Health Courses:

All of the courses in our Allied Health Track exceed the overall college success rates in Fall '22 and Spring '23.

Chemistry 100 has an equity gap. Latinx students have a 65% success rate in Chemistry 100 in Spring '23 vs. 85% success rates for white students. Latinx students have a 81% success rate in Chemistry 100 in Fall '22 vs. 90% success rates for white students. Disaggregation of the remainder of the courses is not available due to lack of number of students.

### General Education Course-Chem 111

This course has a high success rate of Fall 2022 (75%) and Spring '23 (79%) which is slightly lower than the average success rate of 83% in Sp 18, F18, Sp 19, F19. This course is a great course to promote sustainability. Please see the Sustainability section of this document.

### Laboratory Courses

Chemistry courses have co-requisites that provide hands-on and active learning to supplement the lecture.

Chemistry lab provides a way of visualizing abstract concepts in a physical way.

In addition, students are encouraged to discuss their data as a class. In appropriate cases, they work in small groups. Laboratory is a way is a fantastic way to foster camaraderie among students and professors. Our success rates in all laboratory courses exceed college success rates (Table 8).

## Related Documents for Charts and Graphs

[TABLE 1.docx](#);

[TABLE 2.docx](#);

[GRAPH 1.docx](#);

[GRAPH 2.docx](#);

[GRAPH 3.docx](#);

[GRAPH 4.docx](#);

[GRAPH 5.docx](#);

[GRAPH 6.docx](#);

[GRAPH 7.docx](#);

[TABLE 7.docx](#);

[TABLE 8.docx](#)

## Describe the discussion(s) that took place about the unit's learning outcomes assessment data.

Course Outcomes Assessment Data:

This was discussed at CLO Department Meetings and Department Meetings in Spring 2022, Fall 2021, and Spring 2023.

Planning for next year has started.

Most likely we will continue similar evaluations for our courses and programs as was done in previous years. This includes:

-Measurements and Chemical Calculations

-Atoms and Compounds

-Structure and Properties

## Summary and Reflection

-Chemical Reactions  
-Nomenclature

Program Outcomes focus on the following areas:

Note: Program is defined as General Chemistry (152-200-201)

Critical Thinking

Communication

Personal Responsibility

? For the lecture courses:

? Questions were given to students as part of an exam.

? Results were collected and evaluated to see if the benchmark was met.

? For the lab courses

? Grade the materials, safety, and procedures of one experiment for each course.

? Results were collected, evaluated to see if the benchmark was met.

For the lecture courses: 70% of correct answers

For the lab courses: 70% of correct answers

For the lecture courses Benchmark met.

Chem 152 (71.4%) , Chem 200 (74.1%), Chem 201 (80%)

For the lab courses Benchmark met.

Chem 152L (85%) , Chem 200L (86%), Chem 201L (84%)

Target met and exceeded for all the courses.

### Data Reflection Complete

Yes

## Practice Reflection

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**Describe current practices your program/service area has engaged in that you believe impact the above data trends and equity gaps.**

Program Involvement & Best Practices

This academic year of Fall 2022-Spring 2023 and in light of the “post” pandemic learning and teaching obstacles, the Department has put all its efforts to provide as much support as possible to students in numerous ways. Our department is extremely active in participatory governance, campus wide committees, and the HSI Equity, Excellence, and Exito (E-3) Grant. We support high quality and culturally relevant curriculum as part of every day teaching. Many of our contract faculty members support Honors Contracts that allow students to make relevant connections to important research.

The Curriculum Work Group HSI E-3 Grant has five Chemistry full time faculty who have taken initiative in participating in the HSI Excellence, Equity, and Exito since Fall 2021. This is interdisciplinary work focusing on the elimination of barriers and to provide support for students entering Mesa College. We are collaborating heavily with the faculty from physics, math, engineering, and biology. This has led to many projects that will require a faculty lead to institutionalize a significant overhaul of General Chemistry.

The work group is discussing how AB 1705 will affect science courses. AB 1705 seeks to further remove choices for students to select the appropriate math journeys. Currently, Mesa course offerings offer students a wide variety of entrance points into mathematics and include both non-support and support options: Math 116/Math 116x (College Algebra and Matrix), Math 104/104x Trigonometry, and Math 141/141x Precalculus. Students have choices in their math journey. AB 1705 legislation seeks to validate the need for any course including transfer level courses such as Precalculus (Math 141) by Fall 2025. Mesa STEM faculty are extremely concerned that the validation process at the state level is not transparent and many questions remain on validation studies. The



## Summary and Reflection

validation process currently used on validating precalculus for business majors would be flawed if the same approach is used for validating precalculus for STEM majors. In addition, if validation is not shown, the most strict interpretation places ALL students in calculus. We support students with four years of math being able to register into Calculus without any barriers. We strongly oppose forcing ALL entering community college students into Calculus.

Students with two or three years of high school math should have the choice to take a one semester Precalculus course. Returning students, in particular Veterans that are adult students, should have the choice to take a one semester Precalculus course. Community college students should have the same options as University of California, California State University, and California High Schools students who will be able to teach Pre-Calculus. The double standard of not allowing community college students to take a precalculus is inequitable.

In addition, the use of support course models for Calculus fails to meet common sense and learning theory pedagogy. Teaching Calculus with a support course involves 6-8 hours a week of Calculus lecture + support (lab). Algebra, trigonometry, and precalculus are introduced while teaching Calculus. This places an undue burden on students and faculty. In addition, for students with less math preparation, students are not reviewing or refreshing information.

Important questions from Mesa Chemistry remain. Since most students begin their path with Chem 152 and Math. How will working students be able to register for other courses if the time and unit demand is so high for Calculus? Will Latino students be most impacted by the legislation? How will this affect our enrollment of Latino students in our pathways?

\*STEM Success Days Lead: Ms. Moore Interdisciplinary celebration of students. Two day event that brought in games, food, four year colleges, and "Wall of Fame". UCSD and SDSU representatives attend.

\*Peer Mentoring Lead: Dr. Chang Fall '19-present Chemistry has been actively involved in the Peer Mentoring Program. We have had two Peer Mentors over the last year. We continue to encourage students in General Chemistry to attend.

\*Participation in Classroom Tutoring Program: Chemistry 100 instructors (Ms. Moore, Mr. Fremland, & Dr. Gustin) participated in mentoring classroom tutors. This is a great way of providing more support for students.

\*Path to STEM Success: Dr. Fusco Hernandez In Summer 2022, this was a four day event welcoming students to STEM at Mesa College. In Intercession 2023, this was a two event with 40 participants. It has received much positive feedback and campus accolades. This program continues to grow under her leadership.

\*Enrollment Management-Campus Involvement

Chemistry has taken an active role in participating in campus efforts to write an Enrollment Management Plan. Our department sees equity in the details especially in providing a reliable and managed schedule with minimal cancellations. Dr. Budzynski is the lead faculty member in this campus wide effort. Other chemistry faculty are the co-leads in the subgroups and these include. Dr. Paula Gustin as a faculty co-lead in the Innovation and Partnership Work Group. Ms. Danica Moore is the faculty co-lead in the Communication and Marketing. Dr. Chang, Dr. Hernandez, and Dr. Sardo also participated in the subgroups.

\*Participation in Campus Wide Registration Days.

This work was done by Dr. Budzynski, Dr. Fusco Hernandez, Dr. Gustin, and Ms. Moore. Chemistry participated and coordinated with counseling in Registration Workshops (two different ones) and Financial Aid Workshop. These are great ways to informally help students and work with counselors (P. Rodriguez and G. Adona) and other STEM departments to answer questions regarding courses.

\*Faculty Led Workshops Lead: Dr. Sardo/Dr. Gustin Fall 2022: These workshops were funded in response to student success data and observations from 2021-2022. Students were struggling in post pandemic courses. Total 27 sessions, 196 total visits = 7.3 students on average per session.

\* Study Jams Lead: Dr. Fusco Hernandez Fall 2022 Interdisciplinary study time with faculty where students can

## Summary and Reflection

attend before midterms and finals.

\*Caffeine with Chemistry Lead: Ms Moore Fall 2022 This has been in response to the college feeling lifeless due to college being online. Caffeine with Chem was a way of creating a positive space where students can have coffee with professors. This has been very successful.

\*ACS Chem Club Lead: Dr. Chang Fall 2022 Dr. Chang resurrected the American Chemistry Society Chemistry Club. It had 40+ members! This was a great way of providing students with an in person collaboration and a place of belonging in STEM. Collaborations are campus wide with such areas as Fashion.

\*Lab Redesign: Many laboratory manuals have been updated or redesigned in Chem 100L, 152L, 231L, 233L and 103. Thanks to Dr. Fusco Hernandez, Ms. Moore, Dr. Saidane, and Dr. Sardo

### \*Sustainability

Our students show a strong interest in environmental issues and sustainability and our department has an environmentally focused curriculum in many courses. Our Chemistry 111/111L which discusses climate change, water and air pollution, and the disproportionate impact on communities of color. Many of our laboratory courses- Chem 200L and 201L- which serve our STEM majors of engineering and biology have laboratory analysis that is related to the environment. This is particularly focused on water pollution. There has also been an active effort on the part of our six Lab Coordinators to participate in Green Chemistry Lab Redesign to reduce chemical usage, and substitute more environmentally friendly chemicals into experiments where possible. New faculty can develop a new curriculum for Chem 200/20 that expands on environmental themes, as well as help in this development for other courses, workshops, and even work with our departments. The Allied Health track courses (Chem 100, 130, 103, 160) also have a curriculum module which discusses climate issues with respect to healthcare issues and racial inequities. Chemistry faculty (Mr. Fremland, Dr. Paula Gustin) have been involved with the campus efforts led by the Environmental Sustainability Committee by participating in their Climate Literacy Survey. This semester (Dr. Budzynski and Dr. Paula Gustin) have agreed to join the faculty workshops in the hopes of obtaining a LEAF designation on the course outline of record for Chem 111/111L. In addition, we have worked with the English Department faculty (Ranmali Rodrigo and Robert Pickford) and Chairs (Jill Moreno Ikari and Chris Sullivan) to form an interdisciplinary work group that we affectionately call STEMGLISH. This group worked collaboratively to not only have climate and healthcare focused topics for the English 101 class, but also to schedule one section in the STEM building and to actively encourage chemistry student enrollment in these English courses. It is part of our department's commitment to educating students regarding climate action and responsible stewardship.

### **What other factors (internal or external) might also impact the above data trends and equity gaps?**

This was addressed earlier in document:

The main consensus was that the source of this anomaly was that this semester started remotely for three weeks due to the Omicron wave. Faculty discussed how this completely changed the dynamics of the class as the first three weeks tend to focus on unit conversions which are foundations to the rest of the course. This remote period is most likely the cause of this unusually low success rate data.

There is also the major effect of AB 705. The prerequisite for Chemistry 152 is Math 96 or M50. However, due to AB 705, most students are clearing the M50 level and can register for Chem 152 without being prepared with the algebra skills needed for the course. From data provided by IE, many students are taking Math 116, 104, or 119 concurrently with Chemistry 152. However, students may not have the algebra skills. Students can clear M50 with three years of high school math (IM 1, 2, and 3). It also means that a student can potentially take Chemistry 152 without having had math in high school senior year. Many students enrolling at Mesa are not coming directly from high school. So, recency of math is undoubtedly an issue. Many may clear M50 without having any recent recollection of algebra.

In addition, students in Fall 2021 and Spring 2022 would have been in online coursework in high school. There have been many articles published regarding the negative impact online learning had on skills in math.

<https://www.nasbe.org/the-impact-of-covid-19-on-math-achievement/>

These are believed to be the factors in our Fall '21 and Sp '22 academic year.

### **Related Documents for Charts and Graphs**

## Mid-Cycle Updates

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### **YEAR 2 Updates (2023 - 2024)**

**Provide any edits or updates to the prompts originally documented in the Executive Summary section for Year 2.** Currently, there are 10 full time faculty members and 18 adjuncts in the department. Adjunct FTEF is 10.8 for Fall 2024 which is 54% of our total FTEF. There are four Instructional Laboratory Technicians. Our fill rate for Fall 2024 is 101%, with a productivity (FTES/FTEF) of 15.26. The department is hiring a full-time tenure track professor for Analytical Chemistry to start in Spring 2024. We are requesting one full time faculty member for General Chemistry track. See justification in resource page.

**Provide any edits or updates to the prompts originally documented in the Data Reflection section for Year 2.** There were some updates with success rate trends for Fall '22 and Spring '23.

PLEASE NOTE THAT THE COMPLETE DOCUMENT WAS UPLOADED AS A pdf in nuventive titled "Chemistry Program Review Fall 2023". This is the documents folder. Please see pdf for graphs.

It can also be viewed at the following link:

<https://docs.google.com/document/d/1h97MI3IFiWzW1WDSMAiHUIslcpPzTD6z4evO-KRX94Q/edit>

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### Success Rates in General Chemistry

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### Chemistry 152: Preparation for General Chemistry

Graph 1 shows an equity gap for Latinx students of -7% for Fall '22 and an equity gap of -9 for Sp '23 that is consistent with pre-pandemic equity gaps.

Despite our best efforts, educational trends and legislation are making strides for lowering equity difficult. As science educators, we would be remiss to not discuss the impacts of AB 705 from the perspective of science education. AB 705 removed Intermediate Algebra from our course offerings at community colleges. Mesa College phased out Math 96 and there are currently no sections being offered. Support Course Models "x" classes to refresh material is the model being implemented. Returning students (adult learners, veterans, single mothers) that may have for a multitude of reasons chosen to take Math 96 are not allowed the choice to take an algebra course.

## Summary and Reflection

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### Chemistry 200 General Chemistry I

Graph 2 shows success rate data disaggregated for Latinx and White students for Chemistry 200 shows a solid success rate for general chemistry- 78% (Sp '23) and 71% (F '22).

The equity gaps between Latinx students and White students varies from each semester. However, Fall '22 and Sp '23 show wider gaps of -15 & -19.

However, there is a positive trend. As discussed in the last program review, Latinx students' success rates were most affected by the pandemic with a low point in Sp '22. Latinx students' success rates have improved since then and match pre-pandemic success rates. There is still a significant equity gap when compared to white students.

### Accelerated Chemistry 200

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In Accelerated Chem 200, students who have passed Math 121 or higher can skip Chem 152/L. Chem 20 is the support class coreq (0.5 units) and Chem 200L corequisite. This saves them 3.5 units.

In Fall 22 + Spring 23, the department offered one section each semester; mixed class with non-Acc students. There were a total of 36 Acc Chem 200 students. Approximately half were Enge majors and a quarter Biology majors. The success rate 75% (Average overall Chem 200 success rate is 70%). Acc Chem 200 Demographics: 31% Asian, 19% Latinx, 39% White while overall Chem 200 is 15% Asian, 36% Latinx, 31% White. ?

More data analysis will follow this year as more data will be collected by having more students complete the course and expanding course offerings in Spring '24. This will require one more full time faculty member (see need for new hire section).

### Chemistry 201

The data from Chemistry 201 is shown in Graph 3. In Fall '21 there were no equity gaps between White and Latinx students which is great news. In Spring '22, the equity gap was 4% but Latinx students' success rate was the same as the overall average. The data also shows that F '21 and Sp '22 had higher overall success rates than F '19. The overall success is slightly lower than Sp '18, F '18, and Sp '19, but the equity gaps are significantly better.

Fall '22 shows what is hopefully an anomalous semester. The overall success rate matched the college success rate 72%. But the Latinx students only had a 55% success rate compared to 77% for the white students. Spring '23 showed a high success rate of 85% with white students having a success rate of 97% compared to Latinx students at 77%.

There is not an explanation to this data and more analysis will come next program review.

## Summary and Reflection

### Organic Chemistry-Chemistry 231

Organic Chemistry is a course that is taken by most biology and all chemistry majors. Our program is smaller than General Chemistry. Graph 4 shows an increase in success rates for overall success rates, success rates for white and Latinx students in Chem 231 in Spring '23. In Fall '22, there was no data for Latinx students meaning that the number was lower than 10 students. The organic chemistry program appears to be strengthening and this is in part due to expanding our team to two devoted Organic Chemistry professors (Saidane & Chang). Our new tenure track professor, Dr. Chang, has certainly been an excellent addition to our program.

### Chemistry 233

The success rate for Chem 233 for Fall 2022 is 65% and for Spring '23 was 90% compared to 77% in average of Sp 18, F 18, Sp 19, & F19. There is clearly not an overarching trend. There are not enough enrollments ~20 each semester to disaggregate the data.

### Success Rates in Allied Health Track

The following Table 7 shows a comparison of the Allied Health Courses:

All of the courses in our Allied Health Track exceed the overall college success rates in Fall '22 and Spring '23.

Chemistry 100 has an equity gap. Latinx students have a 65% success rate in Chemistry 100 in Spring '23 vs. 85% success rates for white students. Latinx students have a 81% success rate in Chemistry 100 in Fall '22 vs. 90% success rates for white students. Disaggregation of the remainder of the courses is not available due to lack of number of students.

### General Education Course-Chem 111

This course has a high success rate of Fall 2022 (75%) and Spring '23 (79%) which is slightly lower than the average success rate of 83% in Sp 18, F18, Sp 19, F19. This course is a great course to promote sustainability. Please see the Sustainability section of this document.

### Laboratory Courses

Chemistry courses have co-requisites that provide hands-on and active learning to supplement the lecture.

Chemistry lab provides a way of visualizing abstract concepts in a physical way.

In addition, students are encouraged to discuss their data as a class. In appropriate cases, they work in small groups. Laboratory is a way is a fantastic way to foster camaraderie among students and professors. Our success rates in all laboratory courses exceed college success rates (Table 8).

**Review Outcomes Report. Review the unit's outcomes assessment process for 2022 - 2023. Discuss connections to unit goals/action plans/resource requests.**

**Provide any edits or updates to the prompts originally documented in the Practice Reflection section for Year 2.**  
Significant Impacts of AB 1705

This academic year of Fall 2022-Spring 2023 and in light of the "post" pandemic learning and teaching obstacles, the Department has put all its efforts to provide as much support as possible to students in numerous ways. Our department is extremely active in participatory governance, campus wide committees, and the HSI Equity, Excellence, and Exito (E-3) Grant. We support high quality and culturally relevant curriculum as part of every day teaching. Many of our contract faculty members support Honors Contracts that allow students to make relevant connections to important research.



## Summary and Reflection

The Curriculum Work Group HSI E-3 Grant has five Chemistry full time faculty who have taken initiative in participating in the HSI Excellence, Equity, and Exit0 since Fall 2021. This is interdisciplinary work focusing on the elimination of barriers and to provide support for students entering Mesa College. We are collaborating heavily with the faculty from physics, math, engineering, and biology. This has led to many projects that will require a faculty lead to institutionalize a significant overhaul of General Chemistry.

The work group is discussing how AB 1705 will affect science courses. AB 1705 seeks to further remove choices for students to select the appropriate math journeys. Currently, Mesa course offerings offer students a wide variety of entrance points into mathematics and include both non-support and support options: Math 116/Math 116x (College Algebra and Matrix), Math 104/104x Trigonometry, and Math 141/141x Precalculus. Students have choices in their math journey. AB 1705 legislation seeks to validate the need for any course including transfer level courses such as Precalculus (Math 141) by Fall 2025. Mesa STEM faculty are extremely concerned that the validation process at the state level is not transparent and many questions remain on validation studies. The validation process currently used on validating precalculus for business majors would be flawed if the same approach is used for validating precalculus for STEM majors. In addition, if validation is not shown, the most strict interpretation places ALL students in calculus. We support students with four years of math being able to register into Calculus without any barriers. We strongly oppose forcing ALL entering community college students into Calculus.

Students with two or three years of high school math should have the choice to take a one semester Precalculus course. Returning students, in particular Veterans that are adult students, should have the choice to take a one semester Precalculus course. Community college students should have the same options as University of California, California State University, and California High Schools students who will be able to teach Pre-Calculus. The double standard of not allowing community college students to take a precalculus is inequitable.

In addition, the use of support course models for Calculus fails to meet common sense and learning theory pedagogy. Teaching Calculus with a support course involves 6-8 hours a week of Calculus lecture + support (lab). Algebra, trigonometry, and precalculus are introduced while teaching Calculus. This places an undue burden on students and faculty. In addition, for students with less math preparation, students are not reviewing or refreshing information.

Important questions from Mesa Chemistry remain. Since most students begin their path with Chem 152 and Math. How will working students be able to register for other courses if the time and unit demand is so high for Calculus? Will Latino students be most impacted by the legislation? How will this affect our enrollment of Latino students in our pathways?

### **YEAR 3 Updates (2024 - 2025)**

**Provide any edits or updates to the prompts originally documented in the Executive Summary section for Year 3.**

Currently, there are 9 full time faculty members (and will be 10 in Sp 2025) and 21 adjuncts in the department. Adjunct FTEF is 10.8 for Fall 2024 which is 54% of our total FTEF. There are three Instructional Laboratory Technicians (ILT). We are currently in the process of hiring an ILT to return to our normal staffing.

**Provide any edits or updates to the prompts originally documented in the Data Reflection section for Year 3.**

For a much easier to read format, PLEASE READ THE ATTACHED DOCUMENT The graphs will be shown in that document and did not copy into here.

The Data dashboards used for this data is Mesa College Course Outcomes Dashboards

The enrollments have changed over time (Table 1). Since last Program Review focused on pandemic teaching and trend, the goal of this Program Review will be to discuss changes to enrollment and success rates pre-pandemic face to face average of Sp '18, Fall '18, Sp '19, and Fall '19 compared to face-to-face Fall '21, Spring '22, Fall '23, and Spring '24.

TABLE 1-ENROLLMENT BY SEMESTER

Semester

4/14/2025

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## Summary and Reflection

### Enrollment

Spring 2018

2658

On campus

Fall 2018

2786

On campus

Spring 2019

2859

On campus

Fall 2019

2680

On campus

Spring 2020

2773

On campus/

remote flip

Fall 2020

2625

Remote except a few selected labs

Spring 2021

2613

Remote except a few selected labs

Fall 2021

1924

On campus

Spring 2022

1762

On campus-

First three weeks remote

Fall 2022

1979

On campus

Spring 2023

2165

On campus

Fall 2023

2253

On campus

Spring 2024

2342

On campus

Fall 2024

2382

On campus

Enrollment has been steadily climbing back since the low point in Spring 2022. Our department prides itself on excellence in managing enrollment. Our fill rates exceeded 101+% in Fall 2024. We believe that our department's commitment to excellence in a supportive and positive learning environment draws students to Mesa College Chemistry.

Currently, there are 9 full time faculty members and 21 adjuncts in the department. Adjunct FTEF is 9.0 for Fall 2023 which is 46% of our total FTEF. There are three Instructional Laboratory Technicians (ILT). We are currently in the process of hiring an ILT to return to our normal staffing.

Last few semesters FTEF, fill rate, and productivity

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## Summary and Reflection

Semester

FTEF

Fill Rate

Productivity

F24

20.0

101%

15.26

S24

20.0

97%

14.88

F23

19.8

96%

14.54

General Chemistry is driving the high fill rates. This semester we have 152 (105%), 200 (108%), and 201 (104%). Similar high fills for those classes in S24 well, and 152 and 200 were over 100% in F23. FTEF planned for S25: 20.4. Pre-pandemic we were at 24.4 FTEF (Sp 20). Rob Fremland retired after F23. Dwayne resigned after S24. We will lose some long-time adjuncts in Gen Chem: Mona (0.6 FTEF) left with Bahman (0.6 FTEF) leaving after this semester. We have been hiring new adjuncts every semester, but some leave after taking full time jobs and others have scheduling conflicts. We would like to increase our FTEF even more, especially in General Chemistry, but finding adjuncts has become more difficult. For example, we were granted more FTEF for Sp 25 but could not add those sections due to lack of qualified faculty. There would have been enough FTEF for Sp 25 to easily fill two new contract spots, without impacting current adjuncts. We did hire one new contract, who will be starting in Spring 25.

The trends in Success Rates Disaggregated by Ethnicity in Chemistry are listed in Table 2. Note that the percentage of students enrolled in our course

### Overall trends in Fall 2023-Spring 2024

Overall chemistry success rates match or exceed college success rates. Fall '23 was a 74% success compared to the 74% success rate of the college. Spring 24 was an 80% success rate compared to a 76% college success rate. This overall success rate in Spring 2024 was the highest success rate in the ten semesters shown above! This could be attributed to very high success rates in Chemistry 200/200A.

White and Asian students exceed the overall chemistry success rates in all the semesters shown in Table 2.

Latinx students represent a consistent percentage (~37%) of our students. This is lower, but similar to the campus representation of Latinx students (~40%).

Latinx student success rates tend to be fairly consistent between semesters, but lower than the average overall success rates with the exception of Spring 24 where Latinx success rates in chemistry matched the college success rate.

An equity gap exists for Latinx students. This gap and interventions will be discussed further in the next section.

Black/African American students represent a very small percentage of our total student demographic. The percentage (~4% average) is lower than the campus representation (6%). This underrepresentation of Black/African American students will be discussed further in the next section. Black/African American student success rates in chemistry tend to fluctuate. The small number of Black/African American students in our classes makes it difficult to discuss trends. Fluctuations in drops will significantly affect the overall success rates.

### Student Success Rates at Course Level for Fall '23-Sp '24 Update

Mesa College Data Dashboard for the department overall shows a similar success rate to the overall campus success rates taking into account data from face to face semesters. This comparison will focus on a comparison of Latinx students & White Students.

At the course level, discussions of Black/African American success rates become difficult due to the small numbers of students. In most classes after Chemistry 200, the numbers do not allow for the statistics to be recorded on the dashboards. Small changes in enrollments lead to large changes to success rates due to small numbers of students.



## Summary and Reflection

Note: This discussion will focus on Comparing Fall 23 and Spring 24 to previous on campus semesters (Sp 18, F 18, Sp 19, F19, F 22, Sp 23).

### Chemistry 152: Preparation for General Chemistry

Graph 1 shows an equity gap for Latinx students of -19% for Fall '23 and an equity gap of -15% for Sp '24 that is consistent with pre-pandemic equity gaps.

Despite our best efforts, educational trends and legislation are making strides for lowering equity gaps difficult. As science educators, we would be remiss to not discuss the impacts of AB 705 from the perspective of science education. AB 705 removed Intermediate Algebra from our course offerings at community colleges. Mesa College phased out Math 96 and there are currently no sections being offered. Support Course Models "x" classes to refresh material is the model being implemented. Returning students (adult learners, veterans, single mothers) that may have for a multitude of reasons chosen to take Math 96 are not allowed the choice to take an algebra course. The effect of AB 705 implementation has not been properly vetted State wide in terms of the effects on science success rates. Physics and chemistry are required courses for Biology and Engineering Majors (top majors) and these subjects rely on strong algebraic abilities. There is a fluency in mathematics knowledge required for science courses. Data shows that students' ability to successfully complete chemistry and physics courses is linked to their math levels. The important connection between math knowledge and science courses' success rates was not taken into account with the legislation.

The prerequisite for Chemistry 152 is Math 96 or M50. However, due to AB 705, most students are clearing the M50 level and can register for Chem 152 without actually being prepared with the algebra skills needed for the course. From data provided by IE, many students are taking Math 116, 104, or 119 concurrently with Chemistry 152. However, students may not have the algebra skills. Students can clear M50 with three years of high school math (IM 1, 2, and 3). It also means that a student can potentially take Chemistry 152 without having had math in high school senior year. Many students enrolling at Mesa are not coming directly from high school. So, recency of math is undoubtedly an issue. Many may clear M50 without having any recent recollection of algebra. We highly recommend that the district allow offering algebra as non-credit as an option for students as other colleges in the state have done in response to 1705.

### Chemistry 200 General Chemistry I

Graph 2 shows success rate data disaggregated for Latinx and White students for Chemistry 200 shows success rates for general chemistry- 68% (F '23) and 81% (Sp '24). The latter is the highest success rate in the last ten semesters that are tracked.

The equity gaps between Latinx students and White students varies from each semester. However, Fall '23 and Sp '24 show gaps of -22 & -12.

However, there is a positive trend. As discussed in the last program review, Latinx students' success rates were most affected by the pandemic with a low point in Sp '22. Latinx students' success rates have improved since then and match pre-pandemic success rates. There is still a significant equity gap when compared to white students.

### Accelerated Chemistry 200

Chem 200 is General Chemistry I Lecture (3 units) ?with a Chem 200L coreq (2 unit lab). ?

Chem 152/L prereq (3 + 1 = 4 units) or pass a Challenge Exam is the prerequisite. Chem 200 is required for many STEM majors: Chem, Biol, Phys, Enge, and Kinesiology.

As part of the E3 HSI STEM Grant, we have been offering Accelerated Chem 200 since Fall 22. This course has a regular Chem 200 section (3 units) offered with a required Chem 20 section (0.5 units) as a supplemental course. The purpose of this is to allow students with high math levels to skip the prerequisite Chem 152 course and go directly to Chem 200. The Chem 20 course covers the most essential background chemistry 152 topics students need to be successful in Chem 200. Because there are not enough Accelerated Chem 200 students in a given semester to fill an entire section, traditional non-accelerated students who had met the Chem 152 prerequisite were also enrolled in these sections. These students also participated in Chem 20, except during the first semester, Fa 22, where only Accelerated students took Chem 20.

Students with higher math levels (Math 121 or above) were chosen because previous data had 200 are mathematical in nature so it was hypothesized that these students would be most likely to succeed in a faster paced course. These accelerated students would save 3.5 units since they would be skipping Chem 152 and 152L (four units total). This is especially important for high unit majors such as Engineering.

In July 2024, a study was conducted by Mesa researcher Adriana Caetano on the 78 total Accelerated Chem 200

## Summary and Reflection

students enrolled during the first four semesters offered from Fa22 through Sp24. The main take away from the study is that Accelerated Chem 200 has been a success. The accelerated students had a 79% success rate, and a 3.09 GPA compared to a 75% success rate and 2.79 GPA for non-accelerated students in the same sections. During this period, the overall success rate for all sections of Chem 200 was also 75%. The full report has been attached in Nuventive.

Thanks to Dr. Budzynski who began this curriculum and taught for many semesters and Dr. Fusco who is currently the lead on the course. shown these students to be most successful in Chem 152 and 200. Many of the topics in Chem

### Chemistry 201

The data from Chemistry 201 is shown in Graph 3. In Fall '23 there was a -10 equity gap between White and Latinx students, but Latinx students closely match the college overall success rate. In Spring '24, there was not a significant equity gap -1%. Both groups significantly exceeded the college success rates.

### Organic Chemistry-Chemistry 231

Organic Chemistry is a course that is taken by most biology and all chemistry majors. Graph 4 shows solid success rates for overall success rates, success rates for white and Latinx students. In Fall '23, the success rate was 75% overall with a -9% equity gap for Latinx students. In Spring '24, the overall success rate was 81% with a -17% gap. The organic chemistry program appears to be strengthening overall in the last four semesters. This is in part due to expanding our team to two devoted Organic Chemistry professors (Saidane & Chang). Our new tenure track professor, Dr. Chang has certainly been an excellent addition to our program.

With the impending retirement of Dr. Saidane in May '25, it will be important to hire a full time tenure track Organic Chemistry professor in order to maintain the improved program.

### Chemistry 233

The success rate for Chem 233 for Fall 2023 is 87% and for Spring '24 was 81% compared to 77% in average of Sp 18, F 18, Sp 19, & F19. It appears that last year, the success rates are improving in this class. There are not enough enrollments ~20 each semester to disaggregate the data.

### Success Rates in Allied Health Track

The following Table 7 shows a comparison of the Allied Health Courses:

All of the courses in our Allied Health Track exceed the overall college success rates in Fall '23 and Spring '24 with the exception of Chem 100.

Chemistry 100 has an equity gap of -10% in both Fall '23 and Spring '24. Disaggregation of the remainder of the courses is not available due to lack of number of students.

### General Education Course-Chem 111

This course had success rates of Fall 23 (61%) and Spring 24 (95%) which were inconsistent from the average success rate of 83% in Sp18, F18, Sp19, F19. This course is a great course to promote sustainability. Please see the Sustainability section of this document.

### Laboratory Courses

Chemistry courses have co-requisites that provide hands-on and active learning to supplement the lecture.

Chemistry lab provides a way of visualizing abstract concepts in a physical way.

In addition, students are encouraged to discuss their data as a class. In appropriate cases, they work in small groups. Laboratory is a fantastic way to foster camaraderie among students and professors. Our success rates in all laboratory courses exceed college success rates (Table 8). The laboratory courses show consistently solid success rates.

### Chemistry 251-Analytical Chemistry

This course is an important course for chemistry majors as it is required for transfer preparation for SDSU.

Chemistry 251 was offered for the first time in Spring 2024 since Spring 2020. The success rates are shown in Table 9.

Dr. Chadeghani with the mentoring of Dr. Budzynski allowed for the revival of this course. There is a learning curve in teaching this course since it is heavy on instrumentation. The success rates can be analyzed further as we can continue to offer the course each Spring.

This course highlights the need for qualified Instructional Laboratory Technicians. It has been very difficult to hire and keep ILT in our department over the last 4 years. Our department feels that it is necessary to increase wages

## Summary and Reflection

for Chemistry ILTs in order to attract and keep qualified people. (see goals)

### Need for New Faculty

The goal of the Chemistry Department has been to provide equitable quality education in a student centered and positive learning environment. To this end, the Department has taken leadership roles and participated in many events and programs to help students feel welcomed and supported. We have pivoted in so many ways and always worked as a team to provide quality learning for our students. These transitions required constant re-writing and adjusting of course materials and countless hours of work from our faculty. The goal of the Chemistry Department has been to provide equitable quality education in a student centered and positive learning environment. It is our belief that our department needs one additional full time faculty member to join our team of educators. We need an equity minded Organic Chemistry instructor. This is for reasons that will be explained in this narrative. In addition, we would like a faculty member that has an interest in forming partnerships with outside institutions and bringing research collaborations with four year colleges and universities.

The Chairs and Senior faculty of the Chemistry Department are excellent new faculty mentors. We assign each new faculty a mentor who works with them throughout their tenure process. Additionally, the department works to maintain a supportive, nurturing space for all department faculty. This has led to two of our tenure track faculty recently being tenured, and our most recent faculty hire being quickly integrated into the department activities and comradery. This requires regular meetings, as well as constant office/hallway discussion of everything from activity organization, to teaching techniques, to course content and pacing. It is a constant and regular part of our days for new, as well as senior faculty. It is what makes our department run so well and how we can easily integrate one new contract faculty member into the mix. We are requesting one more full time faculty member and our data shows that we are able to justify this request.

One of our full-time faculty members actively involved in our Organic Chemistry program will be retiring by May 2025. Additionally, Dr. Gergens officially resigned in Spring 2024. He was also part of our Organic Chemistry sequence. The expertise required for the course is specific and when Dr. Saidane retires, it will be difficult for us to properly staff our organic program. Therefore, it is critical that we have a replacement in the next hiring cycle. As this program review discussed above, Organic Chemistry track has been steadily increasing each semester since the pandemic. This track is so important to allow students to complete the sequence in a small supportive environment. This contrasts the large impersonal and sink or swim environments of O-Chemistry at four-year universities. ADD sequence

Our department has worked tirelessly to help students through the supportive student-facing interventions described in the excellence section below. This includes participation in Path to Stem Success, HSI E-3 Grant projects, and Peer Mentoring/Faculty Workshops. We need one full time faculty member that will focus exclusively on Organic Chemistry and form a team with Dr. Chang (our current full time tenure track professor) and replace Dr. Saidane who retires in May 2025. The expertise required for the course is specific and when Dr. Saidane retires, it will be difficult for us to properly staff our organic program. Therefore, it is critical that we have a replacement in the next hiring cycle.

### Program Involvement: Department and College

In the academic year of Fall 2023-Spring 2024, the Department has put all its efforts to provide as much support as possible to students in numerous ways. Our department is extremely active in participatory governance, campus wide committees, and the HSI Equity, Excellence, and Exito (E-3) Grant. We support high quality and culturally relevant curriculum as part of everyday teaching. Many of our contract faculty members support Honors Contracts that allow students to make relevant connections to important research.

Dr. Fusco has led the development and expansion of zero cost online homework for Chemistry 152 and Chem 20. This time-consuming endeavor has been very successful and been adopted by five other instructors. This was surveyed and it was given a 4.8/5.0 with 38/48 students responding. The students' comments were very positive regarding built in student support.

Ms. Danica Moore has been the Professional Development Lead for the grant. She recruited 30 faculty in the Math and Natural Sciences faculty to participate in ESCALA in Spring 2024-December 2024. Dr. Fusco is one the ESCALA Table Leads on the program. Dr. Chang and Dr. Chadegani along with two adjuncts from the Chemistry department participated in this important equity minded program.

Dr. Gustin is the lead on the Curriculum Work Group (CWG) HSI Equity, Excellence, and Equity Grant. The CWG had six Chemistry faculty participate last year (Dr. Budzynski, Ms. Moore, Dr. Fusco, Dr. Chang, Dr. Chadegani, and Dr.

## Summary and Reflection

Sardo). This is interdisciplinary work focusing on the elimination of barriers and to provide support for students entering Mesa College. We are collaborating heavily with the faculty from physics, math, engineering, and biology. This year, our group helped Biology Chair Dr. Brahmbhatt finalize the Biology pathways and 2, 3, and 4 year plans that can help students.

Dr. Sardo and Dr. Saidane have been strong senators at the Academic Senate. They have voiced our concerns over safety issues at the college that we feel needed to be discussed and fixed. Dr. Sardo and one adjunct have done the C-Cert Training. Dr. Chadehghani completed the active shooter training. The chemistry department is committed to safety training that can help to better prepare for earthquakes, emergencies, and school shootings. We hope that the college continues to improve in its commitment to keep the campus safe.

Dr. Budzynski and Dr. Gustin worked with Mathematics Chairs Juan Bernal and Ken Kuniyuki to bring awareness and legislative changes to an extremely inequitable law, AB 1705. The chemistry department adamantly opposes AB 1705. AB 1705 seeks to further remove choices for students to select the appropriate math journeys that are critical to student success in chemistry. Data was referenced above that shows that student fluency in math is critical to success in our program. We strongly oppose forcing ALL entering community college STEM students into Calculus. Students with two or three years of high school math should have the choice to take a two course sequence in precalculus/trigonometry. Returning students, in particular Veterans that have been out of school for a while, should have the choice to take a one semester Precalculus course. Community college students should have the same options as University of California, California State University, and California High Schools students who will be able to take Pre-Calculus. The double standard of not allowing community college students to take precalculus is inequitable.

Summary of our advocacy against AB 1705:

1. Communicated via email John Hetts (Vice Chancellor of IE at State Chancellor Office) & Dr. Lowe's Office regarding our concerns over the data collection and the negative impacts of the law on science education.
2. We attended to the State Chancellor's/RP Group Webinars on Mar 7th (Spotlight on STEM Calculus 1: Impact of Preparatory Pathways on Completion) and March 4th (AB 1705 Equitable Placement, Support, and Completion STEM Validation of Practices) regarding the validation of the prerequisites for STEM Calculus. We analyzed the RP Group study (Preparatory Pathways and STEM Calculus Completion: Implications of the AB 1705 Standards). Because of our teams' expertise in statistics and science, we have concluded that the statistical sampling and methodology used by the RP Group study (Preparatory Pathways and STEM Calculus Completion: Implications of the AB 1705 Standards) is invalid. It needs to be retracted and independent groups should audit their work. We believe that RP Group should be defunded as they have abused their power in a taxpayer institution.
3. Mr. Bernal, Dr. Gustin, Dr. Budzynski, and Student Leaders addressed the San Diego Community College Board of Trustees stating our opposition to the legislation.
4. Mesa Chemistry Department supported an OpEd article for SD Union Tribune written by Mathematics faculty.
5. We developed partnerships with City College faculty, Grossmont College, and Southwestern College.
6. We met with Chancellor Smith, Vice Chancellor of Instruction Susan Topham, and Dean of Instructional Services Shelly Hess.
7. Dr. Budzynski, Dr. Gustin, Juan Bernal and ASG Student Leaders met with Assemblyman Christopher Ward. We met with Assemblywoman Tasha Boerner. There were a total of 5 assembly representatives that were visited.
8. Dr. Lowe met with Dr. Budzynski and Ken Kuniyuki (Math).
9. We met with the UC San Diego Mathematics Department who concurred with our assessment of the RP Group's Data.
10. Dr. Budzynski, Ms. Danica Moore, Juan Bernal, and Paula Gustin addressed the Board of Governors.
11. Assemblyman Ward contacted us to meet with his State Legislator underwriter to discuss changes to the legislation.

The department would like to express how upsetting it has been to have our expertise dismissed by the State Chancellor's Office & Legislators. Our department does not feel supported. We don't believe that we work in a healthy vibrant professional environment where we are valued as employees, science educators, and scientists. Our department works hard to be there for students. Students have choices of where they want to study chemistry. Our high fill rates, success rates, and evaluations explain why they chose to be at San Diego Mesa College for their chemistry. This legislation directly impacts our ability to do our jobs.

Highlights our department's commitment to equity and excellence.

\*Timely Assessment of Student/Course Learning Outcomes



## Summary and Reflection

Thanks to Dr. Saidane who represents us at the college campus wide committee on Course Learning Outcomes. Our department is on track to assess all of our courses and the four Course Learning Outcomes that were refined and adjusted. The department is using this information to make data driven requests such as institutionalization of Peer Mentoring Model and Faculty Workshops provided by AB 1705 funds.

\*ESCALA participation (see above)

\*Amend/Repeal AB 1705 at state level (see above). Defund RP Group!

\*Peer Mentoring Lead:

Dr. Chang and Dr. Fusco have been actively involved in the Peer Mentoring Program. We had 6 Peer Mentors in Spring 2024 and 5 in Fall 2023. Participation of the students is very high with 225 students which is 25% of General Chemistry/Organic Chemistry I students participating! Chemistry non-participants' success rate is 73% and course GPA 2.61. Peer Mentor participants that went fewer than 10 times had an 87% success rate and course GPA of 2.98. More than 10 times was 90% success and course GPA 3.24.

\*Participation in Classroom Tutoring Program:

Chemistry 100 instructors (Ms. Moore) and Dr. Chadeghani (Chem 152) participated in mentoring classroom tutors. This is a great way of providing more support for students. During this timeframe, Classroom Tutoring (under MT2C) provided tutors that would work with students 3 hours a week. (See concerns below). But, we are not supported in this area. (See section below).

\*Path to STEM Success:

In Summer 2024, the program merged with Summer Cruise and 100 students participated. It has received much positive feedback and campus accolades. This program continues to grow under Dr. Fusco's leadership.

\*Enrollment Management-

Chemistry has taken an active role in participating in campus efforts to write an Enrollment Management Plan. Dr. Budzynski is the lead faculty member in this campus wide effort. Our department sees equity in the details especially in providing a reliable and managed schedule with minimal cancellations. Kudos to Dr. Budzynski with her acumen in building a schedule with high productivity and that is student centered.

\*Faculty Led Workshops Lead: Total 20+ sessions, 196 total visits = 7.3 students on average per session.

\*Dr. Chadegani is leading the Classroom Redesign project for MS 422 to be completed by Fall 2025.

\* Study Jams Lead: Dr. Fusco worked with the Mathematics department to offer sessions over Intercession 2024 and Summer 2024. 30 students attended per session. Chemistry and Math are the subjects that students are seeking help in.

\*ACS Chem Club: Dr. Chang continues to be the faculty advisor of the San Diego Mesa College ChemClub and active in the San Diego local American Chemical Society Section. Besides organizing campus events, the club participated in the ChemExpo last Fall, visited Pfizer Pharmaceutical Company in November 2023 and the General Atomic DIII-D National Fusion Facility in Spring 2024. This Fall, the club is occupied with several on-campus Green Chemistry events (The first one, Bioplastic-making rice paper, was completed in September), Encina Wastewater Pollution Control facility tour in November, and a poster presentation in the San Diego ACS National meeting in March. Currently, Dr. Chang is working with the Office of Student Affairs for the application of a professional travel grant that will help pay for several student's ACS National meeting registration. A student club is best to welcome diversity and equity.

## Sustainability

Our students show a strong interest in environmental issues and sustainability and our department has an environmentally focused curriculum in many courses. Our Chemistry 111/111L which discusses climate change, water and air pollution, and the disproportionate impact on communities of color. Many of our laboratory courses- Chem 200L and 201L- which serve our STEM majors of engineering and biology have laboratory analysis that is related to the environment. This is particularly focused on water pollution. There has also been an active effort on the part of our six Lab Coordinators to participate in Green Chemistry Lab Redesign to reduce chemical usage, and

## Summary and Reflection

substitute more environmentally friendly chemicals into experiments where possible.

### Chemistry Department Concerns Regarding Lack of Support for Institutionalizing Peer Mentoring

Over the last year, Mesa Chemistry Department has been actively involved in Peer Mentoring. The program has been an amazing asset in our equity efforts. Over the last year, 225 students have attended Peer Mentoring. It has become an important component of our General Chemistry & Organic Chemistry Program. It builds strong relationships for the students with the faculty. It allows the Peer Mentors to develop their communication skills. We are concerned that this amazing program that is part of our department will end with the end of the grant in Spring 2026. The Peer Mentor Model works for us! As professors, we can encourage students to be Peer Mentors. This is always with an equity focus. Many times we try and recommend students that may have never seen themselves in a leadership role. The interview process is straightforward. Students receive training and then are hired fairly quickly. They can begin the next semester. They work closely with faculty. Students feel comfortable with them because they tend to be of similar age and shared experiences. They also will have just taken the class they are mentoring.

We had six Peer Mentors in Spring 2024 and five in Fall 2023. Participation of the students is very high with 225 students which is 25% of General Chemistry/Organic Chemistry I students participating! Chemistry non-participants' success rate is 73% and course GPA 2.61. Peer Mentor participants that went fewer than 10 times had an 87% success rate and course GPA of 2.98. More than 10 times was 90% success and course GPA 3.24.

Our experiences with MT2C are not the same and we have concerns that have been voiced over the last five years in meetings and directly to the MT2C staff and leadership. Here is a summary of our experiences. Although we work with the staff at MT2C to interview and place students, the MT2C model for approaching our needs as a department is lacking.

The students have to take Education 100 before even applying and there is no guarantee of employment. ED 100 extends the time that students are hired.

The tutors do not typically work closely with faculty.

Classroom tutoring hours have been cut from 3 hours with students to 1 hour with students

Responses to requests for Classroom Tutors are slow. It is unclear if any will be processed in time for Spring 2025.

There is a major disconnect between the needs of the department and how MT2C Tutoring is run as a department. Why is this being mentioned? Chemistry accounts for one of tutoring's largest demand subjects to be tutored. 80% of the tutoring requested from MT2C is from Chemistry and Math. Yet, our faculty and student needs are dismissed.

We are concerned that when Peer Mentoring ends that the Chemistry students will have essentially no support from tutoring, yet we have a LARGE demand from students for tutoring.

### Future Work & Goals for Chemistry Department

The Chemistry Department has numerous goals for the next academic year.

Goal 1: Continued involvement and leadership in the HSI Equity, Excellence, and Exito Grant. Currently, five chemistry faculty are heavily involved in the grant. Dr. Fusco Hernandez is the Principal Investigator, Dr. Paula Gustin is the faculty chair of the Curriculum Work Group, Ms. Moore is Professional Development Lead. Dr. Chadegani is chairing the Classroom Redesign Project. IN PROGRESS

Goal 2: Analyze data from the Acceleration Chemistry 200 Project in the next Program Review Year. General Chemistry faculty are working through the Interdisciplinary STEM Curriculum Writing Group, focusing on pathways for students to accelerate in the General Chemistry path for students with higher math levels. -DATA ANALYSIS COMPLETED

Goal 3: Hire two faculty- one for General Chemistry & one for Organic Chemistry. In light of impending retirements and enormous amounts of faculty participation in college, it is critical that we obtain a replacement for Dr. Gergens and Dr. Saidane-IN PROGRESS

Goal 4: Create more student-centered spaces: Under Dr. Chadegani, we are looking forward to redesigning a classroom to be a warm, inviting space for instructor and student interaction. -IN PROGRESS FOR COMPLETION BY FALL 2025

Goal 5: Increase representation of African American students:

The goal of the department will be to seek ways to improve the numbers of African American students in General Chemistry and Organic Chemistry to at least match the 6% representation of the college. One approach is to work more closely with counseling. Recruiting and retaining African American students in STEM will require more community outreach with high schools and working closely with a counseling representative. Actively recruiting for

## Summary and Reflection

our Chemistry Club may also be a possible venue to support Black/African American students. -IN PROGRESS

Goal 6: Increase Work Based Learning Opportunities for students.

Working with the Faculty Work Based Learning STEM Coordinator, we can provide more opportunities for students in the area of work based learning. -IN PROGRESS

Goal 7: Analyze Enrollment Trends and Latinx Representation in Organic Chemistry

Survey Chemistry 201 students to learn more about their plans for Organic Chemistry. Are they transferring before taking this class? This will help us to determine enrollment trends and perhaps understand why the Latinx representation is lower in that sequence. -IN PROGRESS

(NEW) Goal 8: Focus on Curriculum Alignment

Discuss topics in Chem 152-200-201. Also included in this discussion are laboratory classes and how we can standardize lab skills, notebook, and group vs. individual work.

Chem 100-130-160 with emphasis on key skills needed for allied health majors

(NEW) Goal 9: Reclassification of Instructional Laboratory Technicians Payroll

## **Review Outcomes Report. Review the unit's outcomes assessment process for 2023 - 2024. Discuss connections to unit goals/action plans/resource requests.**

Student/Course Learning Outcomes (CLO/SLO) Update for Fall 2023/Spring 2024 & CLO Action Plan

Chairs worked on ensuring that all syllabi in the department contained the correct student learning outcomes. The department assessed all of our courses for the following Course Learning Outcomes: Lecture: Use and/or understand accepted standards in measuring and analyzing data/mathematical applying models/calculations. Lab: Write detailed discussion and summary of results. Draw conclusions that correlate to the purpose of the experiment and show a clear understanding of the experiment.

We met during Fall 2024 to discuss the assessment results to review the results and determine ways of improving. Most of our lecture courses met a threshold of 70% or above on the assessment and all laboratory courses meet a ? on the departmental rubric for laboratory. Even if courses did meet the assessment targets, we discussed in what ways we can further support students to improve. The two courses that did not meet the 70% mark are Chem 152 and Chem 200. The department discussed any ambiguities with the questions that may play a bias in the results. Repeating this with another set of students will be important.

Faculty feel that post pandemic learning loss and the AB 1705 with the loss of our prerequisite algebra courses is deeply affecting us. Algebraic skills are low for students. How will our department help students?

Student/Course Learning Outcomes Action Plan

\*Continued our support for Peer Mentoring by participating in peer mentor recruitment and guidance.

\*Increased communications and resources for Chem 152 faculty

\*Applied for a stipend from AB 1705 funds to have faculty workshops for these courses. These were approved and over 20+ workshops were offered last year.

\*Made pathway changes and informed counseling so they can better guide students. This included a detailed document to the counseling department from Chairs that students entering into Chem 152 should take a math course before starting in Chem 152. This is data driven (see data).

\*For laboratory courses, we also discussed a new department goal to discuss the curriculum throughout the sequence of courses. This would include notebook usage and the amount of individual vs. group work that the students should do as they progress from course to course.

\*Worked with the Math Department to encourage/pressure the District to allow offering algebra as non-credit as an option for students as other colleges in the state have done in response to 1705.

\*Working within the HSI Curriculum Work Group to discuss standardized curriculum from Chem 152-200-201 and

## Summary and Reflection

100-130-160 so as to better train new tenure track faculty and adjunct professors.

\*Working to institutionalize Chemistry 200 Acceleration (see section below).

**Provide any edits or updates to the prompts originally documented in the Practice Reflection section for Year 3.**

The San Diego Mesa College Chemistry Department continues to provide high quality instruction. Our faculty give 100% to students and the college.

Sadly, our department does not feel fully supported by SD Mesa College and SDCCD. AB 1705 has already affected our Chem 152 success rates and this is a gateway course to STEM for underserved groups. We encourage District to offer algebra as a non-credit option like other colleges in the State of California. Also, we are seriously concerned about losing Peer Mentoring as our tutoring model. Institutionalize Peer Mentoring! Until these issues are properly addressed by Campus and District Leadership, there is a disconnect for our department and the College. Please see the above section in Program Review for the details.

### **YEAR 4 Updates (2025 - 2026)**

**Provide any edits or updates to the prompts originally documented in the Executive Summary section for Year 4.**

**Provide any edits or updates to the prompts originally documented in the Data Reflection section for Year 4.**

**Review Outcomes Report. Review the unit's outcomes assessment process for 2024 - 2025. Discuss connections to unit goals/action plans/resource requests.**

**Provide any edits or updates to the prompts originally documented in the Practice Reflection section for Year 4.**



## Goal 1: Continued involvement and leadership in the HSI Equity, Excellence, and Exito Grant.

**Unit Goal:** Goal 1: Continued involvement and leadership in the HSI Equity, Excellence, and Exito Grant. Currently, five chemistry faculty are heavily involved in the grant. Dr. Fusco Hernandez is the PI, Dr. Paula Gustin is the faculty chair of the Curriculum Work Group, Dr. Budzynski is the chair of the Classroom Redesign Project. We intend on being active in STEM Curriculum Alignment Projects, Curriculum Maps, and AB 1705 discussions.

**Goal Status:** Active

**Beginning Year:** 2022 - 2023

**Projected Completion Year:** 2025 - 2026

### Mapping

Mesa College Strategic Plan: Roadmap to Mesa2030: (X - Highlight the X to Align)

- **Community - Objective 1:** Use technology to improve communication and accessibility across campus. (X)
- **Community - Objective 2:** Develop activities, spaces, and programs that support a sense of belonging with a focus on antiracism, historically minoritized groups, and inclusion. (X)
- **Community - Objective 3:** Build a culture of communication that is evidence based, race conscious, institutionally focused, systemically aware, and equity advancing (X)
- **Community - Objective 4:** Remove barriers to equitable participation by developing, incentivizing and creating structures for all employees to engage in and design professional learning (X)
- **Community - Objective 5:** Increase opportunities to be an asset and resource to the external community (X)
- **Completion - Objective 1:** Develop pathways that provide students with clarity about degree, certificate, and transfer requirements. (X)
- **Completion - Objective 2:** Develop cross - functional teams that support student success and include integrated career and transfer counseling. (X)
- **Completion - Objective 3:** Design and promote programs and services that intentionally target a reduction in equity gaps in completion outcomes (X)
- **Completion - Objective 4:** Support students' access to resources to mitigate the impact caused by technological and basic needs insecurity (X)
- **Pathways and Partnerships - Objective 1:** Develop and implement frameworks to create communities that can provide more targeted delivery of educational resources and support services. (X)
- **Pathways and Partnerships - Objective 2:** Expand partnerships with K-12 institutions to enhance program offerings and increase access for minoritized students. (X)
- **Pathways and Partnerships - Objective 3:** Increase community engagement, experiential learning, integrated career planning, and workforce training to prepare students for future careers (X)
- **Pathways and Partnerships - Objective 4:** Expand intersegmental pathways to create a seamless transition between Mesa and k-12, non-credit, Universities, and careers (X)
- **Pathways and Partnerships - Objective 5:** Develop and implement technologies, including website redesign, that will make pathways information available to students so that they can effectively utilize this information in their educational and career planning (X)

- **Scholarship - Objective 1:** Expand and prioritize professional learning experiences for all employees that create parity in outcomes across racial/ethnic groups and all disproportionately impacted groups (X)
- **Scholarship - Objective 2:** Evaluate and improve Diversity, Equity, and Inclusion practice in classroom environments, campus activities, departments, schools, and administrative units (X)
- **Scholarship - Objective 3:** Assess impact of prerequisites and corequisites on student success and revise curriculum, as needed (X)
- **Scholarship - Objective 4:** Expand the use of innovative and high-quality teaching, learning, and support practices that achieve equitable outcomes and increase student success (X)
- **Scholarship - Objective 5:** Reduce costs associated with instructional materials to support the elimination of equity gaps (X)
- **Stewardship - Objective 1:** In collaboration with students, develop a climate action plan aligned with state and city goals that includes a timeline to reduce Mesa College's carbon footprint, focuses on climate literacy and student action, and mitigates Mesa's impact on climate change (X)
- **Stewardship - Objective 2:** Support processes and initiatives that prioritize environmental sustainability and reduce Mesa College's impact on climate change (X)
- **Stewardship - Objective 3:** Increase student access and schedule efficiency by coordinating schedules among departments/disciplines (X)
- **Stewardship - Objective 4:** Establish a college-wide practice and schedule that addresses routine maintenance and renewal of equipment, facilities and technology to ensure access to adequate resources and better serve students (X)
- **Stewardship - Objective 5:** Increase campus understanding, communication of and transparency in budget and resource allocation (X)
- **Stewardship - Objective 6:** Develop a proactive hiring plan that includes a review of advertising, screening, and interviewing with a goal of establishing a diverse and competent workforce that is reflective of the student population and the local community (X)

Action Plans	Action Plan Update
<b>Action Plan Status:</b> Active <b>Action Plan:</b> Curriculum Alignment Projects, Curriculum Maps, and AB 1705 discussions. <b>Action Plan Cycle:</b> 2022 - 2023, 2023 - 2024, 2024 - 2025, 2025 - 2026	<b>Submission Date:</b> 12/01/2024

**Action Plan Update:** In the academic year of Fall 2023-Spring 2024, the Department has put all its efforts to provide as much support as possible to students in numerous ways. Our department is extremely active in participatory governance, campus wide committees, and the HSI Equity, Excellence, and Exito (E-3) Grant. We support high quality and culturally relevant curriculum as part of every day teaching. Many of our contract faculty members support Honors Contracts that allow students to make relevant connections to important research.

Dr. Fusco has led the development and expansion of zero cost online homework for Chemistry 152 and Chem 20. This time consuming endeavor has been very successful and been adopted by five other instructors. This was surveyed and it was given a 4.8/5.0 with 38/48 students responding. The students' comments were very positive regarding built in student support.

Ms. Danica Moore has been the Professional Development Lead for the grant. She recruited 30 faculty in the Math and Natural Sciences faculty to participate in ESCALA in Spring 2024-December 2024. Dr. Fusco is one the ESCALA Table Lead on the program. Dr. Chang and Dr. Chadegani participated and two adjuncts from the Chemistry department participated in this important equity minded program.

Dr. Gustin is the lead on the Curriculum Work Group HSI Equity, Excellence, and Equity Grant has six Chemistry full time faculty who have taken initiative in participating in the HSI Excellence, Equity, and Exito. This is interdisciplinary work focusing on the elimination of barriers and to provide support for students entering Mesa College. We are collaborating heavily with the faculty from physics, math, engineering, and biology. This year, our group helped Biology Chair Dr. Brahmbhatt finalize the Biology pathways and 2, 3, and 4 year plans that can help students.

Dr. Budzynski and Dr. Gustin worked with Mathematics Chairs Juan Bernal and Ken Kuniyuki to bring awareness and legislative changes to an extremely inequitable law, AB 1705. The chemistry department adamantly opposes AB 1705. AB 1705 seeks to further remove choices for students to select the appropriate math journeys that are critical to student success in chemistry. Data was referenced above that shows that student fluency in math is critical to success in our program. We strongly oppose forcing ALL entering community college students into Calculus. Students with two or three years of high school math should have the choice to take a two course sequence in precalculus/trigonometry course. Returning students, in particular Veterans that are adult students, should have the choice to take a one semester Precalculus course. Community college students should have the same options as University of California, California State University, and California High Schools students who will be able to teach Pre-Calculus. The double standard of not allowing community college students to take a precalculus is inequitable.

Summary of our advocacy against AB 1705:

1. Communicated via email John Hetts (Vice Chancellor of IE at State Chancellor Office) & Dr. Lowe's Office regarding our concerns over the data collection and the negative impacts of the law on science education.
2. We attended to the State Chancellor's/RP Group Webinars on Mar 7th (Spotlight on STEM Calculus 1: Impact of Preparatory Pathways on Completion) and March 4th (AB 1705 Equitable

Action Plans	Action Plan Update
	<p>Placement, Support, and Completion STEM Validation of Practices) regarding the validation of the prerequisites for STEM Calculus. We analyzed the RP Group study (Preparatory Pathways and STEM Calculus Completion: Implications of the AB 1705 Standards). Because of our teams' expertise in statistics and science, we have concluded that the statistical sampling and methodology used by the RP Group study (Preparatory Pathways and STEM Calculus Completion: Implications of the AB 1705 Standards) is invalid. It needs to be retracted and independent groups should audit their work. We believe that RP Group should be defunded as they have abused their power in a taxpayer institution.</p> <p>3. Mr. Bernal, Dr. Gustin, Dr. Budzynski, and Student Leaders addressed the San Diego Community College Board of Trustees stating our opposition to the legislation.</p> <p>4. Mesa Chemistry Department supported an OpEd article for SD Union Tribune written by Mathematics faculty.</p> <p>5. We developed partnerships with City College faculty, Grossmont College, and Southwestern College.</p> <p>6. We met with Chancellor Smith, Vice Chancellor of Instruction Susan Topham, and Dean of Instructional Services Shelly Hess.</p> <p>7. Dr. Budzynski and I and Juan Bernal and ASG Student Leaders met with Assemblyman Christopher Ward. We met with Tasha Boerner. There were a total of 5 assembly representatives that were visited.</p> <p>8. Dr. Lowe met with Dr. Budzynski and Ken Kuniyuki (Math).</p> <p>9. We met with the UC San Diego Mathematics Department who concurred with our assessment of the RP Group's Data.</p> <p>10. Dr. Budzynski, Ms. Danica Moore, Juan Bernal, and Paula Gustin addressed the Board of Governors.</p> <p>11. Assemblyman Ward contacted us to meet with his State Legislator underwriter to discuss changes to the legislation.</p> <p>The department would like to express how upsetting it has been to have our expertise dismissed by the State Chancellor's Office &amp; Legislators. Our department does not feel supported. We don't believe that we work in a healthy vibrant professional environment where we are valued as employees, science educators, and scientists. Our department works hard to be there for students. Students have choices of where they want to study chemistry. Our high fill rates, rate of my professor, and evaluations explain why they chose to be at San Diego Mesa College for their chemistry. This legislation directly impacts our ability to do our jobs.</p> <p><b>Update Year:</b> 2023 - 2024  <b>Action Plan Progress:</b> On Track</p>
<b>Action Plan Status:</b> Active	<b>Submission Date:</b> 01/29/2024

Action Plans	Action Plan Update
<b>Action Plan:</b> Path to STEM Success Day & Noche de La Familia <b>Action Plan Cycle:</b> 2022 - 2023, 2023 - 2024, 2024 - 2025, 2025 - 2026	<b>Action Plan Update:</b> Active <b>Update Year:</b> 2023 - 2024 <b>Action Plan Progress:</b> Completed

## Goal 2: Analyze data from the Acceleration Chemistry 200 Project in the next Program Review Year

**Unit Goal:** Goal 2: Analyze data from the Acceleration Chemistry 200 Project in the next Program Review Year. General Chemistry faculty are working through the Interdisciplinary STEM Curriculum Writing Group, focusing on pathways for students to accelerate in the General Chemistry path for students with higher math levels. Next cycle there will be enough data to discuss the approach and begin institutionalizing this pathway.

**Goal Status:** Active

**Beginning Year:** 2022 - 2023

**Projected Completion Year:** 2023 - 2024

### Mapping

Mesa College Strategic Plan: Roadmap to Mesa2030: (X - Highlight the X to Align)

- **Completion - Objective 1:** Develop pathways that provide students with clarity about degree, certificate, and transfer requirements. (X)
- **Completion - Objective 2:** Develop cross - functional teams that support student success and include integrated career and transfer counseling. (X)
- **Completion - Objective 3:** Design and promote programs and services that intentionally target a reduction in equity gaps in completion outcomes (X)
- **Pathways and Partnerships - Objective 1:** Develop and implement frameworks to create communities that can provide more targeted delivery of educational resources and support services. (X)
- **Pathways and Partnerships - Objective 2:** Expand partnerships with K-12 institutions to enhance program offerings and increase access for minoritized students. (X)
- **Pathways and Partnerships - Objective 3:** Increase community engagement, experiential learning, integrated career planning, and workforce training to prepare students for future careers (X)
- **Pathways and Partnerships - Objective 4:** Expand intersegmental pathways to create a seamless transition between Mesa and k-12, non-credit, Universities, and careers (X)
- **Pathways and Partnerships - Objective 5:** Develop and implement technologies, including website redesign, that will make pathways information available to students so that they can effectively utilize this information in their educational and career planning (X)
- **Scholarship - Objective 1:** Expand and prioritize professional learning experiences for all employees that create parity in outcomes across racial/ethnic groups and all disproportionately impacted groups (X)
- **Scholarship - Objective 2:** Evaluate and improve Diversity, Equity, and Inclusion practice in classroom environments, campus activities, departments, schools, and administrative units (X)
- **Scholarship - Objective 3:** Assess impact of prerequisites and corequisites on student success and revise curriculum, as needed (X)
- **Scholarship - Objective 4:** Expand the use of innovative and high-quality teaching, learning, and support practices that achieve equitable outcomes and increase student success (X)

- **Scholarship - Objective 5:** Reduce costs associated with instructional materials to support the elimination of equity gaps (X)

Action Plans	Action Plan Update
<p><b>Action Plan Status:</b> Active</p> <p><b>Action Plan:</b> Work with IE to collect data</p> <p><b>Action Plan Cycle:</b> 2022 - 2023, 2023 - 2024</p>	<p><b>Submission Date:</b> 12/01/2024</p> <p><b>Action Plan Update:</b> Chem 200 is General Chemistry I Lecture (3 units) with a Chem 200L coreq (2 unit lab). Chem 152/L prereq (3 + 1 = 4 units) or pass a Challenge Exam is the prerequisite. Chem 200 is required for many STEM majors: Chem, Biol, Phys, Enge, and Kinesiology. As part of the E3 HSI STEM Grant, we have been offering Accelerated Chem 200 since Fall 22. This course has a regular Chem 200 section (3 units) offered with a required Chem 20 section (0.5 units) as a supplemental course. The purpose of this is to allow students with high math levels to skip the prerequisite Chem 152 course and go directly to Chem 200. The Chem 20 course covers the most essential background chemistry 152 topics students need to be successful in Chem 200. Because there are not enough Accelerated Chem 200 students in a given semester to fill an entire section, traditional non-accelerated students who had met the Chem 152 prerequisite were also enrolled in these sections. These students also participated in Chem 20, except during the first semester, Fa 22, where only Accelerated students took Chem 20.</p> <p>Students with higher math levels (Math 121 or above) were chosen because previous data had shown these students to be most successful in Chem 152 and 200. Many of the topics in Chem 200 are mathematical in nature so it was hypothesized that these students would be most likely to succeed in a faster paced course. These accelerated students would save 3.5 units since they would be skipping Chem 152 and 152L (four units total). This is especially important for high unit majors such as Engineering.</p> <p>In July 2024, a study was conducted by Mesa researcher Adriana Caetano on the 78 total Accelerated Chem 200 students enrolled during the first four semesters offered from Fa22 through Sp24. The main take away from the study is that Accelerated Chem 200 has been a success. The accelerated students had a 79% success rate, and a 3.09 GPA compared to a 75% success rate and 2.79 GPA for non-accelerated students in the same sections. During this period, the overall success rate for all sections of Chem 200 was also 75%. The full report has been attached in Nuventive.</p> <p>This data was presented to the Curriculum Work Group Fall 2024. Thanks to Dr. Budzynski who began this curriculum and taught for many semesters and Dr. Fusco who is currently the lead on the course.</p> <p><b>Update Year:</b> 2023 - 2024</p> <p><b>Action Plan Progress:</b> Completed</p>
<p><b>Action Plan Status:</b> Active</p>	<p><b>Submission Date:</b> 12/01/2024</p>

Action Plans	Action Plan Update
<b>Action Plan:</b> Present data to department and Curriculum Work Group <b>Action Plan Cycle:</b> 2022 - 2023, 2023 - 2024	<b>Action Plan Update:</b> This data was presented to Curriculum Work Group Fall 2024. Only concern was from Biology Chair that was concerned about students being cleared into Biology 210A from accelerated project. This presents challenges for students because they will not have the chemistry knowledge. Solutions were discussed to advise students not to take Chem 200A with Biology 210A. <b>Update Year:</b> 2023 - 2024 <b>Action Plan Progress:</b> Completed

### Goal 3: Hire one full time faculty- General Chemistry Faculty

**Unit Goal:** Goal 3: Hire one full time faculty- General Chemistry Faculty. In light of impending retirements and enormous amounts of faculty participation in college, it is critical that we hire one full time faculty for General Chemistry.

Update: One full time faculty-Analytical Chemistry has been hired for Spring 2024. One full time faculty still needed in General Chemistry.

**Goal Status:** Active

**Beginning Year:** 2022 - 2023

**Projected Completion Year:** 2023 - 2024

#### Mapping

Mesa College Strategic Plan: Roadmap to Mesa2030: (X - Highlight the X to Align)

- **Completion - Objective 1:** Develop pathways that provide students with clarity about degree, certificate, and transfer requirements. (X)
- **Completion - Objective 2:** Develop cross - functional teams that support student success and include integrated career and transfer counseling. (X)
- **Completion - Objective 3:** Design and promote programs and services that intentionally target a reduction in equity gaps in completion outcomes (X)
- **Completion - Objective 4:** Support students' access to resources to mitigate the impact caused by technological and basic needs insecurity (X)
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- **Pathways and Partnerships - Objective 3:** Increase community engagement, experiential learning, integrated career planning, and workforce training to prepare students for future careers (X)
- **Pathways and Partnerships - Objective 4:** Expand intersegmental pathways to create a seamless transition between Mesa and k-12, non-credit, Universities, and careers (X)
- **Pathways and Partnerships - Objective 5:** Develop and implement technologies, including website redesign, that will make pathways information available to students so that they can effectively utilize this information in their educational and career planning (X)
- **Scholarship - Objective 1:** Expand and prioritize professional learning experiences for all employees that create parity in outcomes across racial/ethnic groups and all disproportionately impacted groups (X)



- **Scholarship - Objective 2:** Evaluate and improve Diversity, Equity, and Inclusion practice in classroom environments, campus activities, departments, schools, and administrative units (X)
- **Scholarship - Objective 3:** Assess impact of prerequisites and corequisites on student success and revise curriculum, as needed (X)
- **Scholarship - Objective 4:** Expand the use of innovative and high-quality teaching, learning, and support practices that achieve equitable outcomes and increase student success (X)
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- **Stewardship - Objective 1:** In collaboration with students, develop a climate action plan aligned with state and city goals that includes a timeline to reduce Mesa College's carbon footprint, focuses on climate literacy and student action, and mitigates Mesa's impact on climate change (X)
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- **Stewardship - Objective 3:** Increase student access and schedule efficiency by coordinating schedules among departments/disciplines (X)
- **Stewardship - Objective 4:** Establish a college-wide practice and schedule that addresses routine maintenance and renewal of equipment, facilities and technology to ensure access to adequate resources and better serve students (X)
- **Stewardship - Objective 5:** Increase campus understanding, communication of and transparency in budget and resource allocation (X)
- **Stewardship - Objective 6:** Develop a proactive hiring plan that includes a review of advertising, screening, and interviewing with a goal of establishing a diverse and competent workforce that is reflective of the student population and the local community (X)

Action Plans	Action Plan Update
<b>Action Plan Status:</b> Active <b>Action Plan:</b> Participate in hiring committee <b>Action Plan Cycle:</b> 2022 - 2023, 2023 - 2024	<b>Submission Date:</b> 12/01/2024 <b>Action Plan Update:</b> One full time tenure track professor was hired for General Chemistry-Julia Shaefer <b>Update Year:</b> 2024 - 2025 <b>Action Plan Progress:</b> Completed

#### Goal 4: Create more student-centered spaces

**Unit Goal:** Goal 4: Create more student-centered spaces: Under Dr. Budzynski's leadership, we are looking forward to redesigning our computer lab area to be a warm, inviting space for instructor and student interaction. A permanent home for our Caffeine with Chemistry. We would love the vibe of the STEM Center or LOFT.

**Goal Status:** Active

**Beginning Year:** 2022 - 2023

**Projected Completion Year:** 2025 - 2026

#### Mapping

Mesa College Strategic Plan: Roadmap to Mesa2030: (X - Highlight the X to Align)

- **Community - Objective 1:** Use technology to improve communication and accessibility across campus. (X)

- **Community - Objective 2:** Develop activities, spaces, and programs that support a sense of belonging with a focus on antiracism, historically minoritized groups, and inclusion. (X)
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- **Scholarship - Objective 1:** Expand and prioritize professional learning experiences for all employees that create parity in outcomes across racial/ethnic groups and all disproportionately impacted groups (X)
- **Scholarship - Objective 2:** Evaluate and improve Diversity, Equity, and Inclusion practice in classroom environments, campus activities, departments, schools, and administrative units (X)
- **Scholarship - Objective 3:** Assess impact of prerequisites and corequisites on student success and revise curriculum, as needed (X)
- **Scholarship - Objective 4:** Expand the use of innovative and high-quality teaching, learning, and support practices that achieve equitable outcomes and increase student success (X)
- **Scholarship - Objective 5:** Reduce costs associated with instructional materials to support the elimination of equity gaps (X)

Action Plans	Action Plan Update
<b>Action Plan Status:</b> Active <b>Action Plan:</b> Participate in STEM classroom redesign. <b>Action Plan Cycle:</b> 2022 - 2023, 2023 - 2024, 2024 - 2025, 2025 - 2026	<b>Submission Date:</b> 12/01/2024 <b>Action Plan Update:</b> Dr. Chadegani is leading the Classroom Redesign project for MS 422 to be completed by Fall 2025.  <b>Update Year:</b> 2023 - 2024 <b>Action Plan Progress:</b> On Track
<b>Action Plan Status:</b> Active <b>Action Plan:</b> Seek funding for STEM LOFT on Fourth Floor <b>Action Plan Cycle:</b> 2022 - 2023, 2023 - 2024, 2024 - 2025, 2025 - 2026	

## Goal 5: Increase representation of African American students

**Unit Goal:** The goal of the department will be to seek ways to improve the numbers of African American students in General Chemistry and Organic Chemistry to at least match the 6% representation of the college. One approach is to work more closely with counseling. Recruiting and retaining African American students in STEM will require more community outreach with high schools and working closely with a counseling representative. Actively recruiting for our Chemistry Club may also be a possible venue to support Black/African American students.

**Goal Status:** Active

**Beginning Year:** 2022 - 2023

**Projected Completion Year:** 2025 - 2026

### Mapping

Mesa College Strategic Plan: Roadmap to Mesa2030: (X - Highlight the X to Align)

- **Community - Objective 1:** Use technology to improve communication and accessibility across campus. (X)
- **Community - Objective 2:** Develop activities, spaces, and programs that support a sense of belonging with a focus on antiracism, historically minoritized groups, and inclusion. (X)
- **Community - Objective 3:** Build a culture of communication that is evidence based, race conscious, institutionally focused, systemically aware, and equity advancing (X)
- **Community - Objective 4:** Remove barriers to equitable participation by developing, incentivizing and creating structures for all employees to engage in and design professional learning (X)
- **Community - Objective 5:** Increase opportunities to be an asset and resource to the external community (X)
- **Completion - Objective 2:** Develop cross - functional teams that support student success and include integrated career and transfer counseling. (X)
- **Completion - Objective 3:** Design and promote programs and services that intentionally target a reduction in equity gaps in completion outcomes (X)
- **Scholarship - Objective 1:** Expand and prioritize professional learning experiences for all employees that create parity in outcomes across racial/ethnic groups and all disproportionately impacted groups (X)
- **Scholarship - Objective 2:** Evaluate and improve Diversity, Equity, and Inclusion practice in classroom environments, campus activities, departments, schools, and administrative units (X)
- **Scholarship - Objective 3:** Assess impact of prerequisites and corequisites on student success and revise curriculum, as needed (X)
- **Scholarship - Objective 4:** Expand the use of innovative and high-quality teaching, learning, and support practices that achieve equitable outcomes and increase student success (X)
- **Scholarship - Objective 5:** Reduce costs associated with instructional materials to support the elimination of equity gaps (X)

Action Plans	Action Plan Update
<b>Action Plan Status:</b> Active <b>Action Plan:</b> Work with Chemistry Club to recruit African American Students	<b>Submission Date:</b> 12/01/2024

Action Plans	Action Plan Update
<b>Action Plan Cycle:</b> 2022 - 2023, 2023 - 2024, 2024 - 2025, 2025 - 2026	<b>Action Plan Update:</b> ACS Chem Club: Dr. Chang continues to be the faculty advisor of the San Diego Mesa College ChemClub and active in the San Diego local American Chemical Society Section. Besides organizing on campus events, the club participated in the ChemExpo last Fall, visited Pfizer Pharmaceutical Company in November 2023 and the General Atomic DIII-D National Fusion Facility in Spring 2024. This Fall, the club is occupied with several on-campus Green Chemistry events (The first one, Bioplastic-making rice paper, was completed in September), Encina Wastewater Pollution Control facility tour in November, and a poster presentation in the San Diego ACS National meeting in March. Currently, Dr. Chang is working with the Office of Student Affairs for the application of a professional travel grant that will help pay for several student's ACS National meeting registration. A student club is best to welcome diversity and equity.  <b>Update Year:</b> 2023 - 2024 <b>Action Plan Progress:</b> On Track
<b>Action Plan Status:</b> Active <b>Action Plan:</b> Work with counseling/outreach <b>Action Plan Cycle:</b> 2022 - 2023, 2023 - 2024, 2024 - 2025, 2025 - 2026	<div data-bbox="804 609 1992 803"> <b>Submission Date:</b> 12/01/2024  <b>Action Plan Update:</b> Dr. Gustin reached out to counseling but not a lot of interest or place to begin this effort.  <b>Update Year:</b> 2023 - 2024  <b>Action Plan Progress:</b> Barriers Encountered </div> <div data-bbox="804 803 1992 966"> <b>Submission Date:</b> 12/01/2024  <b>Action Plan Update:</b> Dr. Gustin talked with counseling and student services but nothing told hold.  <b>Update Year:</b> 2023 - 2024  <b>Action Plan Progress:</b> Barriers Encountered </div>

#### Goal 6: Increase Work Based Learning Opportunities for students.

**Unit Goal:** Working with Ms. Moore (Faculty Work Based Learning STEM Coordinator), we can provide more opportunities for students in the area of work-based learning.

**Goal Status:** Active

**Beginning Year:** 2022 - 2023

**Projected Completion Year:** 2025 - 2026

#### Mapping

Mesa College Strategic Plan: Roadmap to Mesa2030: (X - Highlight the X to Align)

- **Completion - Objective 1:** Develop pathways that provide students with clarity about degree, certificate, and transfer requirements. (X)
- **Completion - Objective 3:** Design and promote programs and services that intentionally target a reduction in equity gaps in completion outcomes (X)
- **Pathways and Partnerships - Objective 1:** Develop and implement frameworks to create communities that can provide more targeted delivery of

educational resources and support services. (X)

- **Pathways and Partnerships - Objective 2:** Expand partnerships with K-12 institutions to enhance program offerings and increase access for minoritized students. (X)
- **Pathways and Partnerships - Objective 3:** Increase community engagement, experiential learning, integrated career planning, and workforce training to prepare students for future careers (X)
- **Pathways and Partnerships - Objective 4:** Expand intersegmental pathways to create a seamless transition between Mesa and k-12, non-credit, Universities, and careers (X)
- **Pathways and Partnerships - Objective 5:** Develop and implement technologies, including website redesign, that will make pathways information available to students so that they can effectively utilize this information in their educational and career planning (X)
- **Scholarship - Objective 1:** Expand and prioritize professional learning experiences for all employees that create parity in outcomes across racial/ethnic groups and all disproportionately impacted groups (X)
- **Scholarship - Objective 2:** Evaluate and improve Diversity, Equity, and Inclusion practice in classroom environments, campus activities, departments, schools, and administrative units (X)
- **Scholarship - Objective 3:** Assess impact of prerequisites and corequisites on student success and revise curriculum, as needed (X)
- **Scholarship - Objective 4:** Expand the use of innovative and high-quality teaching, learning, and support practices that achieve equitable outcomes and increase student success (X)
- **Scholarship - Objective 5:** Reduce costs associated with instructional materials to support the elimination of equity gaps (X)
- **Stewardship - Objective 1:** In collaboration with students, develop a climate action plan aligned with state and city goals that includes a timeline to reduce Mesa College's carbon footprint, focuses on climate literacy and student action, and mitigates Mesa's impact on climate change (X)
- **Stewardship - Objective 2:** Support processes and initiatives that prioritize environmental sustainability and reduce Mesa College's impact on climate change (X)
- **Stewardship - Objective 3:** Increase student access and schedule efficiency by coordinating schedules among departments/disciplines (X)
- **Stewardship - Objective 4:** Establish a college-wide practice and schedule that addresses routine maintenance and renewal of equipment, facilities and technology to ensure access to adequate resources and better serve students (X)
- **Stewardship - Objective 5:** Increase campus understanding, communication of and transparency in budget and resource allocation (X)
- **Stewardship - Objective 6:** Develop a proactive hiring plan that includes a review of advertising, screening, and interviewing with a goal of establishing a diverse and competent workforce that is reflective of the student population and the local community (X)

Action Plans	Action Plan Update
<b>Action Plan Status:</b> Active <b>Action Plan:</b> Regular meetings with our STEM Liaison <b>Action Plan Cycle:</b> 2022 - 2023, 2023 - 2024, 2024 - 2025, 2025 - 2026	

Action Plans	Action Plan Update
<b>Action Plan Status:</b> Active <b>Action Plan:</b> Communication flow to department from Work Based Learning <b>Action Plan Cycle:</b> 2022 - 2023, 2023 - 2024, 2024 - 2025, 2025 - 2026	

## Goal 7: Analyze Enrollment Trends and Latinx Representation in Organic Chemistry

**Unit Goal:** Goal 7: Analyze Enrollment Trends and Latinx Representation in Organic Chemistry

Survey Chemistry 201 students to learn more about their plans for Organic Chemistry. Are they transferring before taking this class? This will help us to determine enrollment trends and perhaps understand why the Latinx representation is lower in that sequence.

**Goal Status:** Active

**Beginning Year:** 2022 - 2023

**Projected Completion Year:** 2025 - 2026

### Mapping

Mesa College Strategic Plan: Roadmap to Mesa2030: (X - Highlight the X to Align)

- **Completion - Objective 1:** Develop pathways that provide students with clarity about degree, certificate, and transfer requirements. (X)
- **Completion - Objective 3:** Design and promote programs and services that intentionally target a reduction in equity gaps in completion outcomes (X)
- **Pathways and Partnerships - Objective 1:** Develop and implement frameworks to create communities that can provide more targeted delivery of educational resources and support services. (X)
- **Pathways and Partnerships - Objective 2:** Expand partnerships with K-12 institutions to enhance program offerings and increase access for minoritized students. (X)
- **Pathways and Partnerships - Objective 3:** Increase community engagement, experiential learning, integrated career planning, and workforce training to prepare students for future careers (X)
- **Pathways and Partnerships - Objective 4:** Expand intersegmental pathways to create a seamless transition between Mesa and k-12, non-credit, Universities, and careers (X)
- **Pathways and Partnerships - Objective 5:** Develop and implement technologies, including website redesign, that will make pathways information available to students so that they can effectively utilize this information in their educational and career planning (X)
- **Scholarship - Objective 1:** Expand and prioritize professional learning experiences for all employees that create parity in outcomes across racial/ethnic groups and all disproportionately impacted groups (X)
- **Scholarship - Objective 2:** Evaluate and improve Diversity, Equity, and Inclusion practice in classroom environments, campus activities, departments, schools, and administrative units (X)
- **Scholarship - Objective 3:** Assess impact of prerequisites and corequisites on student success and revise curriculum, as needed (X)
- **Scholarship - Objective 4:** Expand the use of innovative and high-quality teaching, learning, and support practices that achieve equitable outcomes and increase student success (X)

- **Scholarship - Objective 5:** Reduce costs associated with instructional materials to support the elimination of equity gaps (X)

Action Plans	Action Plan Update
<b>Action Plan Status:</b> Active <b>Action Plan:</b> Write a survey <b>Action Plan Cycle:</b> 2022 - 2023, 2023 - 2024, 2024 - 2025, 2025 - 2026	
<b>Action Plan Status:</b> Active <b>Action Plan:</b> Collect data & report out to department <b>Action Plan Cycle:</b> 2022 - 2023, 2023 - 2024, 2024 - 2025, 2025 - 2026	

#### Goal 8: Focus on Curriculum

**Unit Goal:** Discuss the curriculum in sequences of courses to ensure proper leveling and cohesiveness.

Discuss topics in Chem 152-200-201. Also included in this discussion are laboratory classes and how we can standardize lab skills, notebook, and group vs. individual work.

Chem 100-130-160 with emphasis on key skills needed for allied health majors

**Goal Status:** Active

**Beginning Year:** 2024 - 2025

**Projected Completion Year:** 2026 - 2027

#### Goal 9: Reclassification of Instructional Laboratory Technician Pay

**Unit Goal:** There is difficulty in recruiting and retaining ILT staff.

**Goal Status:** Active

**Beginning Year:** 2024 - 2025

**Projected Completion Year:** 2026 - 2027





# Program Review

Summary and Reflections with Unit Goals, Action Plans, and Updates

Instructional Program - Chicana and Chicano Studies (CHIC)

## Executive Summary

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**Describe the successes and challenges your unit has faced since the last comprehensive review.**

The past two years have presented us with a number of challenges, including the transition from in-person to online learning. This transition was accelerated by the COVID-19 pandemic, which led to a significant increase in the number of online courses offered by Mesa College. According to the Mesa College data dashboard, in 2021, over 80% of our courses were online, with only 10% being offered in person. This shift to online learning has been challenging for all disciplines, as it has forced us to reconsider the traditional community college experience.

Mesa College Chicano Studies has always been at the forefront of online education at this college. We were one of the first disciplines to offer online courses consistently. However, we still see the need to improve our online courses and develop critical pedagogical approaches that consider the unique challenges of online learning.

We are committed to providing our students with the best possible educational experience, both online and in person. We are working diligently to improve our online courses and develop new approaches to teaching and learning that will meet the needs of our students in the ever-changing world of higher education.

The department has also faced other challenges, such as the need for more faculty to teach Chicano Studies courses. The new CSU Area F Ethnic Studies requirements and the upcoming Title 5 community college requirements have created a demand for these courses, which has forced the department to increase the number of sections offered significantly over the last two years. This is a positive development, as it reflects the growing interest in Chicano Studies and other Ethnic Studies disciplines. However, it has also created a major challenge, as there are not enough faculty with the necessary qualifications to meet the new demands. This need for faculty has been exacerbated by the fact that two full-time faculty members, Manuel Velez and Cesar Lopez, have taken on more reassigned time that has removed them from the classroom. This trend is likely to continue for several years, as Professor Velez continues to commit to statewide leadership work that requires his full attention.

Despite these challenges, the department has also achieved some successes over the last several years. One of the greatest highlights has been the department's work at the local and statewide level to implement the new Area F requirements and to ensure that its courses would be eligible to meet those requirements. Mesa College Chicano Studies faculty have been at the forefront of efforts to require Ethnic Studies courses for graduation and as general education requirements. Manuel Velez, as a member of the Academic Senate for Community Colleges, has played an active role in establishing the Title 5 Ethnic Studies requirements. In fact, he wrote and presented the resolution that would mandate these changes directly. Both Manuel Velez and Dr. Cesar Lopez have been active in the California Community Colleges Ethnic Studies Faculty Council, which has served as the statewide voice when it comes to subject matter expertise. At the local level, the department was instrumental in the formation of the Mesa College Ethnic Studies Faculty Council, which has helped to facilitate the implementation of CSU's Area F requirements. Finally, the department received approval from CSU for its CHIC 110 courses to fulfill their Area F requirements. These were the first courses in the San Diego Community College District to do so.

**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.**

Over the last 2 years, the Chicano Studies department has undergone some significant changes to its curriculum. Perhaps the most significant change is the removal of the Spanish requirement for the major. This change was made in order to prepare students for future ADT majors and to allow them to explore other courses as part of their major. The new major was officially recognized and accepted in Fall 2022.

The department has also successfully submitted its two Introduction courses (CHIC 110A and CHIC 110B) to the CSU to be considered as fulfilling their new Area F requirements. This accomplishment has created a major demand for these courses. Additionally, the department has successfully submitted its Chicano Culture course (CHIC 210) for CSU Area D equivalency. This means that the course now fulfills the CSU's Sociology requirements.

All of these accomplishments are excellent because they create a demand for the department's courses, especially at a time when enrollment in general has decreased. The changes to the curriculum have made the major more accessible to a wider range of students, and the department's success in getting its courses approved by the CSU

## Summary and Reflection

has made them more attractive to potential students. These changes are a positive step for the Chicano Studies department and will help to ensure its continued success in the years to come.

**If applicable, describe the impact of any new resources (human, fiscal, etc) on the unit and/or action plan implementation.**

The Mesa College Chicano Studies department added a new full-time, tenure-track Professor, Jennifer Frost-Moreno, in Spring 2023. This addition was a culmination of the department's efforts to increase enrollment in their courses, fulfill the new Area F CSU Ethnic Studies requirements, and expand the scope and vision of their department to include feminist perspectives. Professor Frost-Moreno was hired after a rigorous search and screening process that included faculty from the Chicano Studies department, Counseling department, and English department. Her hiring also fulfills a goal the department had long established through Program Review.

Professor Frost-Moreno has already made significant contributions in her full-time role. In addition to teaching six sections this semester, she also contributed significantly to the Chicano/Latino Heritage Celebration events and served as the lead organizer for this year's Gracia Molina de Pick Feminist Lecture. The department is excited to have Professor Frost-Moreno continue the amazing work she began as an adjunct and to see her grow into her new tenure-track position and become a leader and visionary for the department.

**If you assess OUTCOMES, please confirm that the outcomes have been reviewed for accuracy. If you do not assess Outcomes, skip this question.**

Reviewed & Accurate

## Related Documents for Charts and Graphs

### Executive Summary Complete

Yes

## Data Reflection

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### Trends observed in program/service area's data.

The new CSU Area F requirements are expected to have a major impact on the characteristics of our students, particularly in terms of ethnicity. Historically, our students have been predominantly Chicanx/Latinx. In fact, according to the Mesa College Data Dashboard, in the 2019-2020 academic year, 83.4% of our students identified as Latinx. This is much higher than the schoolwide average of Latinx students, which was 37.9% in the same year. We anticipate that our Introduction to Chicano Studies courses, which fulfill Area F requirements, will attract a more diverse body of students overall. So far, data from the Mesa College Data Dashboard supports this prediction. In the 2021-2022 academic year, the number of Latinx students enrolling in our courses dropped to 72.2%, a significant decrease from 2019-2020. When we disaggregate the data by course, we see that the Introduction courses (CHIC 110A and B) have a very diverse student body compared to our other courses. Today, Latinx students make up 58.1% of all students enrolled in these courses, down from 90.8% in 2019-2020. This exponential difference is another indication of the impact that the new Area F requirements are having on our discipline and department. This data reveals both exciting and challenging times for the future of our discipline, as this new demographic will force our faculty to reconsider pedagogical approaches and classroom management strategies.

### Describe any equity gaps in the data. Are there differences and/or patterns observed by demographics (e.g. race/ethnicity, gender, age, etc.)

Interestingly, when looking at our success and retention data disaggregated for ethnicity from the Mesa College Data Dashboard, we find that the only group whose success rate indicates a disproportionate impact is our Latinx students. Between 2019 and the present our Latinx students have a success rate of 65.8%. This is lower than our department's Success rate of 67.3% and of the School's Success Rate of 71.3%. It is also lower than the success rate of our White students which is at 71.2%. This data may seem ironic since our department does focus on Chicanx students; however this is an issue that we've identified before and have even worked to address in our discipline through the exploration of different pedagogical approaches. It's interesting to note that no other ethnicity group has equity gaps, according to the Data Dashboard. This indicates that the issue may not be necessarily (or only) our faculty's pedagogical approaches but may be more related to the fact that Latinx students outnumber all of our other students significantly, thus impacting the data. In fact, according to the Data Dashboard, Valid Enrollments for Latinx students in our classes was at 4,557 for the academic years '19 to the

## Summary and Reflection

present. That's about 78% of our total valid enrollment. Despite this, it is still important for our faculty to continue to focus on and address this matter.

The popularity and proliferation of online courses necessitate an examination of our students' success rates based on modalities. Our Latinx students have a higher success rate in face-to-face courses (70.1%) than in online courses (63.4%). This is a significant difference that should be addressed. Overall, the success rate for online courses is 65%, while the success rate for face-to-face courses is 72.6%. These data reinforce the need to increase face-to-face offerings and encourage students to enroll in them, or to reconsider and invest significant resources and time in how we teach online courses. Another reason to consider increasing face-to-face offerings is the retention rate. According to the Data Dashboard, the retention rate for face-to-face classes is currently 91%, while the rate for online courses is 85%. This is without considering the impact of bots on our online enrollment numbers.

## Related Documents for Charts and Graphs

### **Describe the discussion(s) that took place about the unit's learning outcomes assessment data.**

The first thing we did to attempt to address the equity gaps identified by our research of the data dashboard was to dedicate more time to discussing and addressing them. To that end we increased the number of department meetings that we have throughout the year and added discussions on equity gaps to ensure that we discussed them. Part of our discussion was based on revisiting current/prior practices such as the dedicated Facebook page for Chicano Studies faculty. This increase in meetings has certainly helped to bring us together and to create a space where we can discuss these issues collectively. In terms of Outcomes Assessment, faculty were asked to submit outcomes assessment forms for each of their classes, utilizing a Google form created by the chair, Manuel Velez. This form was first used for outcomes assessment during the '21-'22 academic year and proved to be an effective means of collecting data for outcome assessment as well as a means of encouraging dialogue among faculty in regards to increasing success rates for our classes. During the '22-'23 academic year, the decision was made to continue with this process but to expand upon it by asking faculty to submit forms for each of their classes and including as many PLOs as possible. The use of Google forms made this process incredibly easy and this year, more faculty participated. The forms were also expanded to include more information and to allow for participants to see the results as the forms were submitted. Through this process it is our hope that we can generate positive and productive dialogue around our program and student learning outcomes and how to improve our overall success rates.

### **Data Reflection Complete**

Yes

## Practice Reflection

### **Describe current practices your program/service area has engaged in that you believe impact the above data trends and equity gaps.**

Our most direct approach to addressing the equity gaps in our classrooms is to focus specifically on Professional Development and curriculum redesign practices that focus on replacing traditional, often eurocentric frameworks, with frameworks that place our students' lived experience at the forefront. This is more than just simply creating a more inclusive syllabus or reading list but involves an in-depth and thorough re-examination of our pedagogical and curricular practices and our reliance on traditional eurocentric frameworks. Our dedicated Facebook page provides our faculty with a space upon which we can share best practices that rely upon de-colonial and liberation frameworks. We have also begun the process of organizing a curriculum redesign institute for our faculty where they'll be invited to participate in a year-long intensive institute designed to "de-colonize" our pedagogical approaches. Unfortunately, the pandemic and COVID restrictions have made organizing this institute difficult, we still intend to go on with organizing and plan on including it as one of our goals for the coming years.

### **What other factors (internal or external) might also impact the above data trends and equity gaps?**

Chicanx/Latinx community college students often face unique social factors that can significantly impact their success rates. Systemic issues like socioeconomic status, language barriers, and access to resources can significantly influence their academic achievements. Many Latinx students come from low-income households, which can result in financial instability affecting their ability to focus on studies. They may have to juggle work and study, which can detract from academic performance. Language barriers may also present an obstacle if English is not their first language, possibly hindering comprehension and communication. Cultural differences, such as

## Summary and Reflection

varying expectations about education, can add to these challenges. Additionally, first-generation college students might lack the institutional knowledge and family support necessary to navigate college life effectively. Lastly, access to resources such as academic counseling, tutoring, and financial aid, which could improve their chances of success, is often limited in under-resourced schools and communities.

### Related Documents for Charts and Graphs

#### Practice Reflection Complete

Yes

## Mid-Cycle Updates

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### YEAR 2 Updates (2023 - 2024)

**Provide any edits or updates to the prompts originally documented in the Executive Summary section for Year 2.**

**Provide any edits or updates to the prompts originally documented in the Data Reflection section for Year 2.**

**Review Outcomes Report. Review the unit's outcomes assessment process for 2022 - 2023. Discuss connections to unit goals/action plans/resource requests.**

**Provide any edits or updates to the prompts originally documented in the Practice Reflection section for Year 2.**

### YEAR 3 Updates (2024 - 2025)

**Provide any edits or updates to the prompts originally documented in the Executive Summary section for Year 3.**

Chicana/o Studies at Mesa College has been a leader in online education, as one of the first departments to consistently offer online courses. However, we recognize the need to continue improving our online courses and to develop pedagogical strategies that address the unique challenges of online learning. We are committed to providing students with high-quality education, whether online or in person, and we are actively working to enhance our teaching methods to meet students' needs in the evolving landscape of higher education.

In addition to adapting to online learning, the department has faced a growing demand for Chicano Studies courses due to the new CSU Area F Ethnic Studies requirements and upcoming Title 5 community college requirements. This demand has led us to increase the number of course sections offered over the past two years—a positive indicator of the rising interest in Chicano and Ethnic Studies. However, it has also presented a staffing challenge, as there are not enough qualified faculty to meet this new demand.

Despite these challenges, the department has achieved several key successes. Notably, we have played a pivotal role at both local and state levels in implementing the Area F requirements and ensuring that our courses meet these standards. Mesa College Chicana/o Studies faculty have been instrumental in advancing Ethnic Studies requirements for graduation and general education. Manuel Velez, as a member of the Academic Senate for California Community Colleges, led efforts to establish the Title 5 Ethnic Studies requirements, authoring and presenting the resolution that ultimately mandated these changes. Both Manuel Velez and Dr. César López are also active members of the California Community Colleges Ethnic Studies Faculty Council, which serves as the statewide authority on ethnic studies curriculum.

At the local level, the department helped establish the Mesa College Ethnic Studies Faculty Council to support the implementation of CSU's Area F requirements. Additionally, our CHIC 110A and CHIC 110B courses were the first in the San Diego Community College District to be approved for Area F, marking a significant achievement. These efforts demonstrate the department's commitment to advancing Ethnic Studies and fostering equity in education for all students.

**Provide any edits or updates to the prompts originally documented in the Data Reflection section for Year 3.**

The new CSU Area F requirements are expected to have a major impact on the characteristics of our students, particularly in terms of ethnicity. Historically, our students have been predominantly Chicanx/Latinx. In fact, according to the Mesa College Data Dashboard, in the 2019-2020 academic year, 80% of our students identified as

## Summary and Reflection

Latinx. This is much higher than the school wide average of Latinx students, which was 38% in the same year. We anticipate that our Introduction to Chicano Studies courses, which fulfill Area F requirements, will attract a more diverse body of students overall. So far, data from the Mesa College Data Dashboard supports this prediction.

The newest updates are in the 2022-2023 and 2023-2024 academic years, the number of Latinx students enrolling in our courses dropped to 39.3%, a significant decrease from 2019-2020. When we disaggregate the data by course, we see that the Introduction courses (CHIC 110A and B) have a very diverse student body compared to our other courses. Today, Latinx students make up 52.6% of all students enrolled in these courses, down from 91.9% in 2019-2020. This exponential difference is another indication of the impact that the new Area F requirements are having on our discipline and department. This data reveals both exciting and challenging times for the future of our discipline, as this new demographic will force our faculty to reconsider pedagogical approaches and classroom management strategies.

**Review Outcomes Report. Review the unit's outcomes assessment process for 2023 - 2024. Discuss connections to unit goals/action plans/resource requests.**

We have initiated the assessment process this fall and are actively collecting data. Our plan is to review and discuss the findings from fall 2024 in spring 2025. Additionally, we are on track to complete the assessments for the remaining courses by June 2026.

**Provide any edits or updates to the prompts originally documented in the Practice Reflection section for Year 3.**

Our primary approach to addressing equity gaps in the classroom focuses on targeted Professional Development and curriculum redesign practices. These efforts are centered on replacing traditional, often Eurocentric frameworks with ones that prioritize our students' lived experiences. This goes beyond simply creating more inclusive syllabi or reading lists; it requires a deep and thorough re-examination of our pedagogical and curricular practices, as well as our reliance on conventional Eurocentric models.

To support this work, our dedicated Facebook page provides a space for faculty to share best practices grounded in decolonial and liberation frameworks. We are also in the process of organizing a curriculum redesign institute for faculty, where they will be invited to participate in a year-long intensive program aimed at "decolonizing" our pedagogical approaches.

The latest update is that, with the easing of pandemic restrictions, our Professional Development and curriculum redesign initiatives are moving forward with even greater focus. The Chicana/o Studies Department is actively developing the year-long intensive institute, which will help faculty reimagine and transform their teaching practices to better reflect and honor the lived experiences of our students.

### YEAR 4 Updates (2025 - 2026)

**Provide any edits or updates to the prompts originally documented in the Executive Summary section for Year 4.**

**Provide any edits or updates to the prompts originally documented in the Data Reflection section for Year 4.**

**Review Outcomes Report. Review the unit's outcomes assessment process for 2024 - 2025. Discuss connections to unit goals/action plans/resource requests.**

**Provide any edits or updates to the prompts originally documented in the Practice Reflection section for Year 4.**



## Increase enrollment in all our courses

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**Unit Goal:** Goal 3: Increase enrollment in all our courses

**Goal Status:** Active

**Beginning Year:** 2022 - 2023

**Projected Completion Year:** 2024 - 2025

### Mapping

Mesa College Strategic Plan: Roadmap to Mesa2030: (X - Highlight the X to Align)

- **Community - Objective 1:** Use technology to improve communication and accessibility across campus. (X)
- **Community - Objective 2:** Develop activities, spaces, and programs that support a sense of belonging with a focus on antiracism, historically minoritized groups, and inclusion. (X)
- **Community - Objective 3:** Build a culture of communication that is evidence based, race conscious, institutionally focused, systemically aware, and equity advancing (X)
- **Community - Objective 4:** Remove barriers to equitable participation by developing, incentivizing and creating structures for all employees to engage in and design professional learning (X)
- **Community - Objective 5:** Increase opportunities to be an asset and resource to the external community (X)
- **Completion - Objective 1:** Develop pathways that provide students with clarity about degree, certificate, and transfer requirements. (X)
- **Completion - Objective 2:** Develop cross - functional teams that support student success and include integrated career and transfer counseling. (X)
- **Completion - Objective 3:** Design and promote programs and services that intentionally target a reduction in equity gaps in completion outcomes (X)
- **Completion - Objective 4:** Support students' access to resources to mitigate the impact caused by technological and basic needs insecurity (X)
- **Pathways and Partnerships - Objective 1:** Develop and implement frameworks to create communities that can provide more targeted delivery of educational resources and support services. (X)
- **Pathways and Partnerships - Objective 2:** Expand partnerships with K-12 institutions to enhance program offerings and increase access for minoritized students. (X)
- **Pathways and Partnerships - Objective 3:** Increase community engagement, experiential learning, integrated career planning, and workforce training to prepare students for future careers (X)
- **Pathways and Partnerships - Objective 4:** Expand intersegmental pathways to create a seamless transition between Mesa and k-12, non-credit, Universities, and careers (X)
- **Pathways and Partnerships - Objective 5:** Develop and implement technologies, including website redesign, that will make pathways information available to students so that they can effectively utilize this information in their educational and career planning (X)
- **Scholarship - Objective 1:** Expand and prioritize professional learning experiences for all employees that create parity in outcomes across racial/ethnic groups and all disproportionately impacted groups (X)



- **Scholarship - Objective 2:** Evaluate and improve Diversity, Equity, and Inclusion practice in classroom environments, campus activities, departments, schools, and administrative units (X)
- **Scholarship - Objective 3:** Assess impact of prerequisites and corequisites on student success and revise curriculum, as needed (X)
- **Scholarship - Objective 4:** Expand the use of innovative and high-quality teaching, learning, and support practices that achieve equitable outcomes and increase student success (X)
- **Scholarship - Objective 5:** Reduce costs associated with instructional materials to support the elimination of equity gaps (X)
- **Stewardship - Objective 1:** In collaboration with students, develop a climate action plan aligned with state and city goals that includes a timeline to reduce Mesa College's carbon footprint, focuses on climate literacy and student action, and mitigates Mesa's impact on climate change (X)
- **Stewardship - Objective 2:** Support processes and initiatives that prioritize environmental sustainability and reduce Mesa College's impact on climate change (X)
- **Stewardship - Objective 3:** Increase student access and schedule efficiency by coordinating schedules among departments/disciplines (X)
- **Stewardship - Objective 4:** Establish a college-wide practice and schedule that addresses routine maintenance and renewal of equipment, facilities and technology to ensure access to adequate resources and better serve students (X)
- **Stewardship - Objective 5:** Increase campus understanding, communication of and transparency in budget and resource allocation (X)
- **Stewardship - Objective 6:** Develop a proactive hiring plan that includes a review of advertising, screening, and interviewing with a goal of establishing a diverse and competent workforce that is reflective of the student population and the local community (X)

Action Plans	Action Plan Update
<b>Action Plan Status:</b> Active <b>Action Plan:</b> The Area F has created a need for more classes. <b>Action Plan Cycle:</b> 2023 - 2024, 2024 - 2025	<b>Submission Date:</b> 11/07/2024 <b>Action Plan Update:</b> We have increased the enrollments in all our courses for 2024-2025 and are looking for more faculty to teach our classes. <b>Update Year:</b> 2024 - 2025 <b>Action Plan Progress:</b> Completed

#### Create the CLOs for new courses CHIC 155 Introduction to Central American Studies and CHIC 140 Chicana/o Sociology

**Unit Goal:** These are NEW classes that will be worked into the scheduling for spring 2025 and fall 2025. CHIC 155 will be taught in the spring 2025 semester and CHIC 140 is being planned to be taught in the fall 2025.

**Goal Status:** Active

**Beginning Year:** 2024 - 2025

**Projected Completion Year:** 2026 - 2027

Action Plans	Action Plan Update
<b>Action Plan Status:</b> Active	<b>Submission Date:</b> 12/03/2024 <b>Action Plan Update:</b> The department will work on this goal during the spring 2025 semester.

Action Plans	Action Plan Update
<b>Action Plan:</b> The department will work on this during the spring 2025 semester. <b>Action Plan Cycle:</b> 2024 - 2025	<b>Update Year:</b> 2024 - 2025 <b>Action Plan Progress:</b> On Track

### Increase the student success rates of Latinx students in our classes to 73%

**Unit Goal:** Goal 2: Increase the student success rates of Latinx students in our classes to 73%

**Goal Status:** Active

**Beginning Year:** 2023 - 2024

**Projected Completion Year:** 2026 - 2027

#### Mapping

Mesa College Strategic Plan: Roadmap to Mesa2030: (X - Highlight the X to Align)

- **Community - Objective 1:** Use technology to improve communication and accessibility across campus. (X)
- **Community - Objective 2:** Develop activities, spaces, and programs that support a sense of belonging with a focus on antiracism, historically minoritized groups, and inclusion. (X)
- **Community - Objective 3:** Build a culture of communication that is evidence based, race conscious, institutionally focused, systemically aware, and equity advancing (X)
- **Completion - Objective 1:** Develop pathways that provide students with clarity about degree, certificate, and transfer requirements. (X)
- **Completion - Objective 2:** Develop cross - functional teams that support student success and include integrated career and transfer counseling. (X)
- **Completion - Objective 3:** Design and promote programs and services that intentionally target a reduction in equity gaps in completion outcomes (X)
- **Completion - Objective 4:** Support students' access to resources to mitigate the impact caused by technological and basic needs insecurity (X)
- **Pathways and Partnerships - Objective 1:** Develop and implement frameworks to create communities that can provide more targeted delivery of educational resources and support services. (X)
- **Pathways and Partnerships - Objective 2:** Expand partnerships with K-12 institutions to enhance program offerings and increase access for minoritized students. (X)
- **Scholarship - Objective 1:** Expand and prioritize professional learning experiences for all employees that create parity in outcomes across racial/ethnic groups and all disproportionately impacted groups (X)
- **Scholarship - Objective 2:** Evaluate and improve Diversity, Equity, and Inclusion practice in classroom environments, campus activities, departments, schools, and administrative units (X)
- **Scholarship - Objective 3:** Assess impact of prerequisites and corequisites on student success and revise curriculum, as needed (X)
- **Scholarship - Objective 4:** Expand the use of innovative and high-quality teaching, learning, and support practices that achieve equitable outcomes and increase student success (X)
- **Scholarship - Objective 5:** Reduce costs associated with instructional materials to support the elimination of equity gaps (X)

- **Stewardship - Objective 1:** In collaboration with students, develop a climate action plan aligned with state and city goals that includes a timeline to reduce Mesa College's carbon footprint, focuses on climate literacy and student action, and mitigates Mesa's impact on climate change (X)
- **Stewardship - Objective 2:** Support processes and initiatives that prioritize environmental sustainability and reduce Mesa College's impact on climate change (X)
- **Stewardship - Objective 4:** Establish a college-wide practice and schedule that addresses routine maintenance and renewal of equipment, facilities and technology to ensure access to adequate resources and better serve students (X)

Action Plans	Action Plan Update
<b>Action Plan Status:</b> Active <b>Action Plan:</b> The faculty are working to modify how students are graded and help students that need extra help. <b>Action Plan Cycle:</b> 2023 - 2024, 2024 - 2025	<b>Submission Date:</b> 11/07/2024 <b>Action Plan Update:</b> We are continuing to develop this goal. <b>Update Year:</b> 2024 - 2025 <b>Action Plan Progress:</b> On Track

### Increase the number of Chicano Studies majors by 50%

**Unit Goal:** Goal 1: Increase the number of Chicano Studies majors by 50%

**Goal Status:** Active

**Beginning Year:** 2022 - 2023

**Projected Completion Year:** 2025 - 2026

#### Mapping

Mesa College Strategic Plan: Roadmap to Mesa2030: (X - Highlight the X to Align)

- **Community - Objective 1:** Use technology to improve communication and accessibility across campus. (X)
- **Community - Objective 2:** Develop activities, spaces, and programs that support a sense of belonging with a focus on antiracism, historically minoritized groups, and inclusion. (X)
- **Community - Objective 3:** Build a culture of communication that is evidence based, race conscious, institutionally focused, systemically aware, and equity advancing (X)
- **Completion - Objective 1:** Develop pathways that provide students with clarity about degree, certificate, and transfer requirements. (X)
- **Completion - Objective 2:** Develop cross - functional teams that support student success and include integrated career and transfer counseling. (X)
- **Completion - Objective 3:** Design and promote programs and services that intentionally target a reduction in equity gaps in completion outcomes (X)
- **Completion - Objective 4:** Support students' access to resources to mitigate the impact caused by technological and basic needs insecurity (X)
- **Pathways and Partnerships - Objective 1:** Develop and implement frameworks to create communities that can provide more targeted delivery of educational resources and support services. (X)
- **Pathways and Partnerships - Objective 2:** Expand partnerships with K-12 institutions to enhance program offerings and increase access for minoritized students. (X)

- **Pathways and Partnerships - Objective 3:** Increase community engagement, experiential learning, integrated career planning, and workforce training to prepare students for future careers (X)
- **Scholarship - Objective 2:** Evaluate and improve Diversity, Equity, and Inclusion practice in classroom environments, campus activities, departments, schools, and administrative units (X)
- **Scholarship - Objective 3:** Assess impact of prerequisites and corequisites on student success and revise curriculum, as needed (X)
- **Scholarship - Objective 4:** Expand the use of innovative and high-quality teaching, learning, and support practices that achieve equitable outcomes and increase student success (X)
- **Stewardship - Objective 3:** Increase student access and schedule efficiency by coordinating schedules among departments/disciplines (X)
- **Stewardship - Objective 4:** Establish a college-wide practice and schedule that addresses routine maintenance and renewal of equipment, facilities and technology to ensure access to adequate resources and better serve students (X)

Action Plans	Action Plan Update
<b>Action Plan Status:</b> Active <b>Action Plan:</b> We plan on working with more information on the majors and expand the need to offer more classes with a new tenure-track hire. <b>Action Plan Cycle:</b> 2023 - 2024, 2024 - 2025	<b>Submission Date:</b> 11/07/2024 <b>Action Plan Update:</b> We are still working on this goal. We are hiring a new faculty member that will help with this goal. <b>Update Year:</b> 2024 - 2025 <b>Action Plan Progress:</b> On Track



# **Program Review**

Summary and Reflections with Unit Goals, Action Plans,  
and Updates

Instructional Program - Child Development (CHIL)

## Executive Summary

**Describe the successes and challenges your unit has faced since the last comprehensive review.**

The department has begun working with the curriculum committee on updating the courses in curriculum in preparation for the The new PK-3 ECE Specialist Instruction Credential .

The department F/T faculty has been developing the degree for transfer and certificates to align with the new credential, requirements.

The department has 7 adjuncts in the department. The adjuncts teach 16 courses equivalent to 3.0 FTEF. Beginning fall 2023 there will be 1 full-time faculty on the instructional side: there hasn't been a full-time faculty on the instructional side in more than a decade. The program response supports the need for a second full-time faculty to support the students, adjunct staff, and program changes.

**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.**

Newly passed legislation is transforming preschool programs and transitional kindergarten (TK) into a universal format, and students need full-time faculty to support them and provide guidance on their early education pathway.

A new credential will be required for all new TK teachers by August 2023.

A full-time faculty is needed to support the updated early education pathways, the Early Childhood Alignment Project (CAP 8), and the new credential being required to teach TK-third grade.

The curriculum alignment project (CAP 8) supports the transfer and curriculum consistency across colleges in preparation of early childhood education. CAP 8 coursework fulfills the required units that are needed for the new TK credential. Mesa's early education program is not aligned with CAP 8; a full-time faculty will help with the changes that are needed to align the program.

**If applicable, describe the impact of any new resources (human, fiscal, etc) on the unit and/or action plan implementation.**

- It's essential for the department to develop a clear pathway for TK teachers to obtain their credentials. The state will be hiring as many as 15,600 TK teachers to serve all 4-year-olds by the 2025-2026 school year.
- Based on growth in the early education sector and required changes in permits and credentials, there is a need for curriculum development and continuity of pathways in the department.
- A full-time faculty is needed to ensure learning outcomes are met and all students have support as they complete their coursework and transfer.
- The department will need to develop the degree for transfer.
- Provide one-on-one advising.
- Offer more courses.
- Work with the Education Department on campus in collaboration for the new degree for transfer.

**If you assess OUTCOMES, please confirm that the outcomes have been reviewed for accuracy. If you do not assess Outcomes, skip this question.**

Reviewed & Accurate

**Related Documents for Charts and Graphs****Executive Summary Complete**

Yes

## Summary and Reflection

### Data Reflection

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#### **Trends observed in program/service area's data.**

14.3 % of Asian and 14.3 % of African American students earned associate degree last year. The Latin X student has an equity gap of 6.0 % and the African American student has an equity gap of 12.2%; these gaps may be the result of students having to shift to online learning modalities during the pandemic, as well as students of color being laid off their jobs during the pandemic and having to search for work instead of focusing on their education (<https://www.insidehighered.com/news/2020/06/17/pandemic-has-worsened-equity-gaps-higher-education-and-work>).

We are unable to meet the needs of the diverse population of early childhood educators to provide guidance and support leading to degrees and higher wages in the early childhood workforce sector because one F/T faculty cannot meet the vast needs in the department.

As one of the largest producers to the Early Childhood workforce, the school would benefit by being able to bring in more students for these programs but that can only happen with another full-time faculty.

#### **Describe any equity gaps in the data. Are there differences and/or patterns observed by demographics (e.g. race/ethnicity, gender, age, etc.)**

ELL students have been able to understand the transfer process and timelines because they receive one-on-one support during zoom. The p/t instructors in the program provide 'all' students with online resources (Open Educational Resources) and PowerPoint for their classes because a lot of students can't afford textbooks; students are allowed to use older editions of the textbooks. Students must be prepared to participate in the classes without the stress of not being able to purchase the reading materials.

The instructors prepare 'all' students to compete at the postsecondary level. The instructors are sensitive to 'all' students and support student success and equity.

#### **Related Documents for Charts and Graphs**

#### **Describe the discussion(s) that took place about the unit's learning outcomes assessment data.**

The Department Outcomes Coordinator (DOCs) completed the outcomes data in Spring 2022 with support from adjuncts.

#### **Data Reflection Complete**

Yes

### Practice Reflection

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#### **Describe current practices your program/service area has engaged in that you believe impact the above data trends and equity gaps.**

The department staff work as a team. The F/T faculty and 3 adjuncts participated in the education department seminars and summit and outreach events on April 18 and April 21. These community outreach events resulted in program inquiry from prospective students.

The department needs more than one full-time position. The current full-time faculty will need assistance promoting the program, supporting students, and fulfilling the many duties as the department chair.

#### **What other factors (internal or external) might also impact the above data trends and equity gaps?**

AB 1555: CA Assembly member Sharon Quirk-Silva has introduced legislation that will extend the requirement for credential teachers assigned to teach TK to meet ECE Requirements.

The state will be hiring as many as 15,600 TK teachers to serve all 4-year-olds by the 2025-2026 school year. A full-time faculty will provide office hours via zoom that will promote the early education program, meet the needs of all students, support first-time college students from immigrant families by directing them to the borders program when they need additional support, and recruit students from multicultural, multilingual backgrounds to enroll in the early education coursework.



## Summary and Reflection

### Related Documents for Charts and Graphs

#### Practice Reflection Complete

Yes

## Mid-Cycle Updates

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### YEAR 2 Updates (2023 - 2024)

**Provide any edits or updates to the prompts originally documented in the Executive Summary section for Year 2.**

The Child Development Program has experienced many successes since the last comprehensive review. The Child Development Program has created an on-campus club in partnership with the Teacher Education Program. The Child Development/Education Club meets monthly to discuss the Child Development Permits, the new PreK-3 Credential, education pathways, tuition concerns, and other topics that CD and Education students inquire about. The Child Development Department is a program that is part of the Teacher Education and Guidance Career Pathway.

The program curriculum has been updated and the certificates and degrees align with the Child Development Permit Matrix and The new PK-3 grade Credential.

The department is in desperate need of a Full-Time Faculty member. The department has not had more than 'ONE' Full-Time Faculty in 15 years. With the new PreK-3 credential and increased enrollment, the program faces some challenges because 'ONE' person can't be expected to continue keeping pace completing all the herculean tasks that are required in the department. It's difficult to understand why the sister colleges have 2 Full-Time Faculty in the Child Development Department doing the same amount of work as 'ONE' Full-Time Faculty in Mesa's Child Development Department. The program response supports the need for a second Full-Time Faculty to support the students, adjunct staff, community partnerships, and program changes. Coaching, mentoring, and engaging future preschool teachers and PreK-3 grade teachers in meaningful learning experiences and professional development will be some of the work the Full-Time Faculty will be responsible for.

Transitional Kindergarten (TK) is a new grade level in the state of California, and it is part of the K-12 school system. TK is considered the first year of a two-year kindergarten program that uses an early education, modified kindergarten curriculum that is developmentally appropriate. To become a TK teacher, a credentialed teacher needs a higher number of child development units than a teacher pursuing a multiple subject credential. Based on the current requirements for credentialed teachers and preschool teachers becoming TK teachers, the program has been able to support a significant number of former preschool teachers at the child development center as they have transferred to the K-12 school system, specifically, PK-3. Several of the former NANCE have completed their AA in Child Development at Mesa, transferred to SDSU, and gone on to be gainfully employed as PK-3 grade teachers.

The program curriculum has been updated and the certificates and degrees align with the Child Development Permit Matrix and The new PK-3 grade Credential.

Based on growth in the early education sector and required changes in permits and credentials, there is a need for continuity of pathways in the Child Development Department and the Teacher Education Program, re: Teacher Education and Guidance Career Pathway. Tracking the child development students enrolled in the program to determine which students are seeking a Preschool Permit and which students are seeking a PreK-3 teaching credential will be the responsibility of the Full-Time Faculty. Tracking students enrolled in the program would assist child development and education students as they progress through the program and transfer to the university. Tracking students would determine what classes need to be scheduled, so students can have a clear pathway for obtaining Child Development Permits and PreK-3 teaching credentials. A Full-Time Faculty is needed to track students and work closely with the Teacher Education Program to ensure students are enrolled in specific coursework that's needed to obtain a permit or teaching credential.

With the high demand for PreK-3 grade teachers, the department has been working on a marketing plan to increase the visibility of the program and increase enrollment. The marketing plan aims to enhance the public perception of

## Summary and Reflection

the Child Development Program by generating interest among professionals in the field of early education, education, local employers, employees, trade and industry associations, and adult learners. A Full-Time Faculty is needed to support the work in the department as students have been choosing Mesa as their preferred choice for furthering their education. Marketing the program will be the responsibility of the Full-Time Faculty.

**Provide any edits or updates to the prompts originally documented in the Data Reflection section for Year 2.**

**Review Outcomes Report. Review the unit's outcomes assessment process for 2022 - 2023. Discuss connections to unit goals/action plans/resource requests.**

**Provide any edits or updates to the prompts originally documented in the Practice Reflection section for Year 2.**

The Department Chair attended the Association of California Community College Teacher Education Program Conference on Oct 18 at Mesa College (ACCCTEP). The conference was aimed at promoting quality educator preparation. The Department Chair and two adjuncts participated in the Child Development Symposiums on Oct 27 and the Child Development Chair attended the follow-up Symposium on Nov 3. The symposium and the conference generated a critical consciousness about equipping students who will be future early educators inspiring young children in an inclusive society.

Building a bridge takes more than 'ONE' architect.

The department needs more than 'ONE' Full-Time Faculty to collaborate with community partners, support and mentor students, support and engage adjuncts, write Program Review, update and develop curriculum, etc.

It's worth noting the disparity between the three colleges in the Child Development Departments. How can three colleges, within the same district, using the same Program Review process have vastly different outcomes? 2/3 colleges have hired 5 Full-Time Faculty, combined, in the past 10 years and Mesa has hired 'ONE'; it's also worth noting how one of those colleges has another Full-Time Faculty position currently open. The internal equity gap can be narrowed between the three colleges in the Child Development Departments if the vacated Full-Time Faculty positions at Mesa, due to retirement, are filled. As this summary is being reviewed, one could inquire about the funding allocated for vacant positions in the Child Development Department and why the funding isn't available, or how the recently vacated IA position at the Child Development Center was announced/posted without being part of the program review process? It has become a daunting prospect to continue completing a process that results in zero new hires, when there are vacant Full-Time Faculty positions in the department, with funding allocated for those positions. It would be nice to see the college of equity stand by that mantra and fill one of the 'Funded Vacated Positions.'

The state will be hiring as many as 15,600 TK teachers to serve all 4-year-olds by the 2025-2026 school year. The Child Development Department has seen an uptick in students enrolling in the required courses to meet the requirements for the Child Development permits and the PreK-3 credential. There has also been an uptick in teachers from the K-6 grade sector enrolling in child development courses, so they can meet the requirement for the PreK-3 credential. A Full-Time Faculty will provide support to first-time college students from immigrant families by directing them to the borders program when they need additional support, recruit students from multicultural, multilingual backgrounds to enroll in the early education coursework, and support students seeking to obtain Child Development permits and the PreK-3 credentials.

## YEAR 3 Updates (2024 - 2025)

**Provide any edits or updates to the prompts originally documented in the Executive Summary section for Year 3.**

The Child Development (CD) and Education Program (EDU) at San Diego Mesa College offers a unique blend of theoretical knowledge and practical experience to help shape the next generation of educators and childcare professionals. The chair of the CD Department and the Coordinator of the EDU Program have been working together in hopes of there being a reorganization of the programs. Mesa's early education and teacher education program designs are considered obsolete because throughout the region, the child development and education programs at the sister colleges are housed within the same school, 'why'? Teachers at the local elementary schools are required to have a preschool -grade 3 (PK3) Credential to teach preschool -grade 3. The course requirements for the credential are child development courses, so there is room for enormous growth in enrollment in both

## Summary and Reflection

programs by combining CD and EDU. GOAL 1: Reorganization of the programs will help the CD program chair and EDU coordinator track students in both programs, know which classes to offer and when, and predict enrollment. A reorganization of the programs will result in the overlap of coursework including lifespan development, child family and community, child health and safety, psychology, parent education, nutrition, early childhood care, and education; this overlap will ensure students are meeting the course requirements for the PK3 Credential.

GOAL 2: Along with reorganizing the program, Latino and Black educators need to be recruited. Currently, Black, non-Hispanic men account for 1.3% of the nation's 3.8 million public school teachers, according to the National Center for Education Statistics' National Teacher and Principal Survey. Overall, Black, non-Hispanic men are 6.1% of the general US population. Research has shown that teachers of color are effective in boosting the academic performance of students of color.

GOAL 3: Reorganization and overlapping across programs is another consideration, for example, the psychology program should be attracting more than psychology majors. Child Development and Psychology courses cover child behavior, social learning, multiple intelligences, cognitive development, constructivism, etc. One can only imagine the depth of information students would be exposed to in a team-teaching environment, across programs, that are fused with some of the same information. Currently, teachers are faced with trying to support children with challenging behaviors. A team-teaching approach with the psychology department could enrich student learning as they study and gain knowledge about the psychological and emotional development of children. A team-teaching approach would include dividing up the child development and psychology course content that focuses on cognitive development, psychosocial stages, and the emotional development of children. Key components of the team-teaching approach may include the work of Kohlberg, Erickson, Bandura, Piaget, as well as other theorists who were informed about how children develop and how children learn. A huge part of teaching children is understanding how their development impacts their learning  
<https://www.psychologytoday.com/intl/blog/naturally-selected/201707/how-our-kids-learn-naturally>

Implementation of this team-teaching approach will include another full-time faculty being scheduled to teach with instructors from the teacher education program and the psychology department.

GOAL 4: Hiring another full-time faculty will allow the program to track Latin, Black, American Indian, and Pacific Islander students to work in the field of early education and to become teachers in the PreK-grade 3 system. Many students from the Latinx, Chicana, and Hispanic population have a desire to become teachers, inspire and change lives, but the Mexican population continues to feel ignored and underserved although they have significant cultural and linguistic assets that can benefit children in their formative years if they are teachers in the classroom.

The state of California will need an estimated 6,000 bilingual teachers over the next 10 years. Recruiting Latino and Black teachers will provide Mexican and Black students an opportunity to see themselves represented as leaders in the classroom and provide a compass for their professional pathway. GOAL 5: Recruiting past DEBER (Developing Effective Bilingual Educators with Resources) scholars can help source qualified bilingual professionals. It's crucial for students to have teachers who can relate to their cultural stories and experiences. Teachers who try to connect with students' cultural backgrounds significantly enhance the learning experience. Developing effective bilingual educators/professionals has become a primary need in our community, given the existing pipeline of high-quality candidates trained in Mesa's Teacher Education Program, as evidenced by data from the DEBER Program. Targeting and retaining Latin X students to develop and become effective educators begins with:

- Including their history and experiences as part of the classroom curriculum.
- Acknowledging the disparity of hiring Latin X males in the field of child development, early education and education, so they feel respected and included in the field.
- Incorporating curriculum and teaching practices in the classroom that are broader than the dominant culture that is seen in today's classrooms so that Latin X males from marginalized, diverse backgrounds don't feel underrepresented.

Evidence communicated via past and present program review summaries support the need for another full-time faculty. Although it's not apparent why funding for vacant positions in the CD Department due to numerous retirements would require such an elaborate report on a yearly basis, the department faculty are hopeful the 5 GOALS that have been noted above have painted a picture of the program needs. The vacancies resulting from 4

## Summary and Reflection

retirements in the child development department can cover another full-time faculty position. The department faculty are hopeful that assets and equity can be applied to this request. A full-time position is funded, the person retires, and the assets/equity remain in the department for the acquisition of another full-time position.

### **Provide any edits or updates to the prompts originally documented in the Data Reflection section for Year 3.**

Although a full-time faculty position was filled since the last program review, another faculty member is needed because the CD department at Mesa is larger than City and Miramar. Meeting the needs of the diverse population of early educators and providing those educators with guidance and support to work in the field of early education will require the hiring of another full-time faculty. To further inspire future educators, the CD/EDU Programs has partnered with the San Diego Unified School District (SDUSD). This collaboration encourages high school students to enroll in college level CD/EDU classes at their local high schools, and the collaboration aims to recruit those students transitioning from SDUSD to Mesa College and support them as they prepare to transfer after two years in the program to the university; another full-time faculty is needed to track the completion rate of these students majoring in Child Development, Liberal Arts, and Teacher Education at Mesa.

The data reflects 93.5 of graduates from last year were females and 6.5 were males. Relationships in a student's microsystem are bi-directional, and the interactions student's have with their teachers can have an impact on their self-esteem and emotional wellbeing. In the classroom, students should be active and not passive contributors in the bidirectional interactions they have with teachers. Students need to engage with social models that reflect their community, culture, and their gender; another full-time faculty is needed to recruit males in the classroom.

### **Review Outcomes Report. Review the unit's outcomes assessment process for 2023 - 2024. Discuss connections to unit goals/action plans/resource requests.**

The goals for the program were placed on hold because the department was understaffed. Although a full-time faculty position was filled since the last program review, the program remains understaffed. The department staff is hopeful the following goals are met during Fall 2025-Spring 2026.

Goal 1: Develop the ability to anticipate, recognize, and successfully work with various learning styles and abilities of children with varying needs.

Plan early educators training and invite the San Diego County Office of Education to present on effective teaching strategies for diverse learners highlighting ideas from universal design for learning. Spring 2026

Goal 2: Work in a collaborative environment to promote respect of others opinions and prospective and demonstrate cultural pluralism.

The chair of the department will be reaching out to the curriculum chair and working on IDEAA and presenting training to the department staff. Spring 2026

Goal 3: Demonstrate the knowledge and skills to meet the state of California licensing requirements for working in careers in Early Childhood Education and Development.

Plan early educators training and invite California Community Care Licensing Staff to present licensing regulations in early education settings. Fall 2025

### **Provide any edits or updates to the prompts originally documented in the Practice Reflection section for Year 3.**

A full-time faculty is needed for the following:

- CD/EDU program reorganization.
- Recruitment of Latin X, Black male teachers.
- Team teach in departments that align with CD.
- Track students of color to become educators.
- Support students as they navigate the requirement for the new CD permits and the Teacher Education Credential.
- Ensure students understand the pathways for obtaining a CD/EDU degree and the requirements for teaching PreK-grade 3.
- Collaboration with the local universities to support student transfers.

Based on the data, a reorganization of the programs would provide a clearer view of the CD/EDU pathways that are currently transverse.

Award of degree and certificates:

## Summary and Reflection

Child Development Department 2023-2024

Child Development Associate 19

Child Development Associate Teacher Certificate 2

Child Development Master Teacher Certificate 1

Child Development Teacher 6

Liberal Arts and Science Social and Behavioral Sciences 18

Education Program 2023-2024

Elementary Teacher Education for Transfer Associate 1

Liberal Studies Elementary Education Preparation Associate 19

### **YEAR 4 Updates (2025 - 2026)**

**Provide any edits or updates to the prompts originally documented in the Executive Summary section for Year 4.**

**Provide any edits or updates to the prompts originally documented in the Data Reflection section for Year 4.**

**Review Outcomes Report. Review the unit's outcomes assessment process for 2024 - 2025. Discuss connections to unit goals/action plans/resource requests.**

**Provide any edits or updates to the prompts originally documented in the Practice Reflection section for Year 4.**

## Revision of Courses to Align with CAP8

**Unit Goal:** The department has begun working with the curriculum committee on updating the courses in curricunet in preparation for the The new PK-3 ECE Specialist Instruction Credential .

**Goal Status:** Active

**Beginning Year:** 2022 - 2023

**Projected Completion Year:** 2024 - 2025

### Mapping

Mesa College Strategic Plan: Roadmap to Mesa2030: (X - Highlight the X to Align)

- **Community - Objective 1:** Use technology to improve communication and accessibility across campus. (X)
- **Community - Objective 2:** Develop activities, spaces, and programs that support a sense of belonging with a focus on antiracism, historically minoritized groups, and inclusion. (X)
- **Community - Objective 3:** Build a culture of communication that is evidence based, race conscious, institutionally focused, systemically aware, and equity advancing (X)
- **Community - Objective 5:** Increase opportunities to be an asset and resource to the external community (X)
- **Completion - Objective 1:** Develop pathways that provide students with clarity about degree, certificate, and transfer requirements. (X)
- **Completion - Objective 2:** Develop cross - functional teams that support student success and include integrated career and transfer counseling. (X)
- **Pathways and Partnerships - Objective 2:** Expand partnerships with K-12 institutions to enhance program offerings and increase access for minoritized students. (X)
- **Pathways and Partnerships - Objective 3:** Increase community engagement, experiential learning, integrated career planning, and workforce training to prepare students for future careers (X)
- **Pathways and Partnerships - Objective 4:** Expand intersegmental pathways to create a seamless transition between Mesa and k-12, non-credit, Universities, and careers (X)
- **Scholarship - Objective 2:** Evaluate and improve Diversity, Equity, and Inclusion practice in classroom environments, campus activities, departments, schools, and administrative units (X)
- **Scholarship - Objective 3:** Assess impact of prerequisites and corequisites on student success and revise curriculum, as needed (X)
- **Scholarship - Objective 4:** Expand the use of innovative and high-quality teaching, learning, and support practices that achieve equitable outcomes and increase student success (X)
- **Scholarship - Objective 5:** Reduce costs associated with instructional materials to support the elimination of equity gaps (X)
- **Stewardship - Objective 3:** Increase student access and schedule efficiency by coordinating schedules among departments/disciplines (X)



Action Plans	Action Plan Update
<b>Action Plan Status:</b> Active <b>Action Plan:</b> Develop pathways that provide students with clarity about degree, certificate, and transfer requirements. Expand partnerships with K-12 institutions to enhance program offerings and increase access for minoritized students. Use technology to improve communication and accessibility across campus. Build a culture of communication that is evidence based, race conscious, institutionally focused, systemically aware, and equity advancing. Increase student access and schedule efficiency by coordinating schedules among departments/ disciplines. Assess impact of prerequisites and corequisites on student success and revise curriculum, as needed. Reduce costs associated with instructional materials to support the elimination of equity gaps. <b>Action Plan Cycle:</b> 2022 - 2023, 2023 - 2024	<b>Submission Date:</b> 09/11/2023 <b>Action Plan Update:</b> Meeting with the education department and discuss outreach and recruitment of students in the ed and cd programs. <b>Update Year:</b> 2023 - 2024 <b>Action Plan Progress:</b> On Track
	<b>Submission Date:</b> 09/11/2023 <b>Action Plan Update:</b> Reach out to high schools in the community and build partnerships for future early educators. <b>Update Year:</b> 2023 - 2024 <b>Action Plan Progress:</b> On Track

## Curriculum

**Unit Goal:** Update the courses in curricunet.

**Goal Status:** Active

**Beginning Year:** 2023 - 2024

**Projected Completion Year:** 2024 - 2025

### Mapping

Mesa College Strategic Plan: Roadmap to Mesa2030: (X - Highlight the X to Align)

- **Community - Objective 1:** Use technology to improve communication and accessibility across campus. (X)
- **Community - Objective 2:** Develop activities, spaces, and programs that support a sense of belonging with a focus on antiracism, historically minoritized groups, and inclusion. (X)
- **Community - Objective 3:** Build a culture of communication that is evidence based, race conscious, institutionally focused, systemically aware, and equity advancing (X)
- **Community - Objective 4:** Remove barriers to equitable participation by developing, incentivizing and creating structures for all employees to engage in and design professional learning (X)
- **Completion - Objective 1:** Develop pathways that provide students with clarity about degree, certificate, and transfer requirements. (X)



- **Completion - Objective 2:** Develop cross - functional teams that support student success and include integrated career and transfer counseling. (X)
- **Completion - Objective 3:** Design and promote programs and services that intentionally target a reduction in equity gaps in completion outcomes (X)
- **Completion - Objective 4:** Support students' access to resources to mitigate the impact caused by technological and basic needs insecurity (X)
- **Pathways and Partnerships - Objective 1:** Develop and implement frameworks to create communities that can provide more targeted delivery of educational resources and support services. (X)
- **Pathways and Partnerships - Objective 2:** Expand partnerships with K-12 institutions to enhance program offerings and increase access for minoritized students. (X)
- **Pathways and Partnerships - Objective 3:** Increase community engagement, experiential learning, integrated career planning, and workforce training to prepare students for future careers (X)
- **Pathways and Partnerships - Objective 4:** Expand intersegmental pathways to create a seamless transition between Mesa and k-12, non-credit, Universities, and careers (X)
- **Pathways and Partnerships - Objective 5:** Develop and implement technologies, including website redesign, that will make pathways information available to students so that they can effectively utilize this information in their educational and career planning (X)
- **Scholarship - Objective 1:** Expand and prioritize professional learning experiences for all employees that create parity in outcomes across racial/ethnic groups and all disproportionately impacted groups (X)
- **Scholarship - Objective 2:** Evaluate and improve Diversity, Equity, and Inclusion practice in classroom environments, campus activities, departments, schools, and administrative units (X)
- **Scholarship - Objective 3:** Assess impact of prerequisites and corequisites on student success and revise curriculum, as needed (X)
- **Scholarship - Objective 4:** Expand the use of innovative and high-quality teaching, learning, and support practices that achieve equitable outcomes and increase student success (X)
- **Scholarship - Objective 5:** Reduce costs associated with instructional materials to support the elimination of equity gaps (X)
- **Stewardship - Objective 3:** Increase student access and schedule efficiency by coordinating schedules among departments/disciplines (X)
- **Stewardship - Objective 4:** Establish a college-wide practice and schedule that addresses routine maintenance and renewal of equipment, facilities and technology to ensure access to adequate resources and better serve students (X)
- **Stewardship - Objective 6:** Develop a proactive hiring plan that includes a review of advertising, screening, and interviewing with a goal of establishing a diverse and competent workforce that is reflective of the student population and the local community (X)

Action Plans	Action Plan Update
<b>Action Plan Status:</b> Active <b>Action Plan:</b> Meet with the subject experts and agree on CHIL 275 Field Experience. Provide feedback to the ECE Advisory Committee in support of field placements.	<b>Submission Date:</b> 01/17/2024 <b>Action Plan Update:</b> Meet with the subject experts and agree on CHIL 275 Field Experience. <b>Update Year:</b> 2023 - 2024 <b>Action Plan Progress:</b> On Track

Action Plans	Action Plan Update
Action Plan Cycle: 2023 - 2024	

## Increase enrollment

**Unit Goal:** On-going: Increase student enrollment and efficiency by providing different course modalities.

**Goal Status:** Active

**Beginning Year:** 2023 - 2024

**Projected Completion Year:** 2026 - 2027

### Mapping

Mesa College Strategic Plan: Roadmap to Mesa2030: (X - Highlight the X to Align)

- **Community - Objective 1:** Use technology to improve communication and accessibility across campus. (X)
- **Community - Objective 2:** Develop activities, spaces, and programs that support a sense of belonging with a focus on antiracism, historically minoritized groups, and inclusion. (X)
- **Community - Objective 3:** Build a culture of communication that is evidence based, race conscious, institutionally focused, systemically aware, and equity advancing (X)
- **Completion - Objective 1:** Develop pathways that provide students with clarity about degree, certificate, and transfer requirements. (X)
- **Completion - Objective 2:** Develop cross - functional teams that support student success and include integrated career and transfer counseling. (X)
- **Completion - Objective 3:** Design and promote programs and services that intentionally target a reduction in equity gaps in completion outcomes (X)
- **Completion - Objective 4:** Support students' access to resources to mitigate the impact caused by technological and basic needs insecurity (X)
- **Pathways and Partnerships - Objective 1:** Develop and implement frameworks to create communities that can provide more targeted delivery of educational resources and support services. (X)
- **Pathways and Partnerships - Objective 2:** Expand partnerships with K-12 institutions to enhance program offerings and increase access for minoritized students. (X)
- **Pathways and Partnerships - Objective 4:** Expand intersegmental pathways to create a seamless transition between Mesa and k-12, non-credit, Universities, and careers (X)
- **Pathways and Partnerships - Objective 5:** Develop and implement technologies, including website redesign, that will make pathways information available to students so that they can effectively utilize this information in their educational and career planning (X)
- **Scholarship - Objective 1:** Expand and prioritize professional learning experiences for all employees that create parity in outcomes across racial/ethnic groups and all disproportionately impacted groups (X)
- **Scholarship - Objective 2:** Evaluate and improve Diversity, Equity, and Inclusion practice in classroom environments, campus activities, departments, schools, and administrative units (X)
- **Scholarship - Objective 3:** Assess impact of prerequisites and corequisites on student success and revise curriculum, as needed (X)
- **Scholarship - Objective 4:** Expand the use of innovative and high-quality teaching, learning, and support practices that achieve equitable outcomes

and increase student success (X)

- **Scholarship - Objective 5:** Reduce costs associated with instructional materials to support the elimination of equity gaps (X)
- **Stewardship - Objective 3:** Increase student access and schedule efficiency by coordinating schedules among departments/disciplines (X)
- **Stewardship - Objective 4:** Establish a college-wide practice and schedule that addresses routine maintenance and renewal of equipment, facilities and technology to ensure access to adequate resources and better serve students (X)
- **Stewardship - Objective 6:** Develop a proactive hiring plan that includes a review of advertising, screening, and interviewing with a goal of establishing a diverse and competent workforce that is reflective of the student population and the local community (X)

Action Plans	Action Plan Update
<p><b>Action Plan Status:</b> Active</p> <p><b>Action Plan:</b> Develop a dashboard that tracks students who enroll in CD/ECE and EDU courses. Redefine the EDU pathways to reflect the PK-3 credential. Develop a certificate for CD/ECE and EDU students. Provide information sessions in Zoom about the CD/ECE and EDU courses and permit, credential pathways. Schedule coursework in different modalities. Strengthen tuition partnership program with SDCOE. Provide varied hours for instructor office hours.</p> <p><b>Action Plan Cycle:</b> 2022 - 2023, 2023 - 2024, 2024 - 2025, 2025 - 2026</p>	<p><b>Submission Date:</b> 01/17/2024</p> <p><b>Action Plan Update:</b> We are in the process of developing a dashboard that tracks students who enroll in CD/ECE and EDU courses. We are also in the process of redefining the EDU pathways to reflect the PK-3 credential. We no longer offer courses that are full term. We now offer courses that are 8 weeks and 12 weeks sessions.</p> <p><b>Update Year:</b> 2023 - 2024</p> <p><b>Action Plan Progress:</b> On Track</p>



# **Program Review**

Summary and Reflections with Unit Goals, Action Plans,  
and Updates

Instructional Program - Communication Studies  
(COMS)

## Executive Summary

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**Describe the successes and challenges your unit has faced since the last comprehensive review.**

Like most departments, Communication Studies encountered a greater-than-usual number of barriers in the years since last completing a comprehensive program review.

### Pandemic

The pandemic closed our campus on March 13th, 2020, forcing our faculty to completely re-build their pedagogical skillset from the ground up and convert our classes into an online modality. This posed a unique challenge for the Communication Studies Department because the majority of our classes are dependent upon access to face-to-face communication. Indeed, our department did not offer any courses in any DE modality prior to the pandemic. The IGETC Standards (2022) assert that courses fulfilling the Oral Communication requirement (1C) “must include faculty-supervised, faculty-evaluated oral presentations in the presence of others.” This meant our faculty needed to make dramatic adaptations to our coursework in order to offer courses in an online modality while still respecting IGETC

Our department met the challenge in several ways. First, we immediately scheduled an inter-campus meeting with the Communication Studies departments at our sister campuses. We discussed best practices for teaching online and offered support for one another, ensuring we would be able to continue instruction after the initial one-week break that followed our March 13th campus closure. Second, several members of our department completed both the SDCCD “Canvas Online Training Certification Program” and the “Mesa Buddies Distance Education Training.” To date, over 90% of the faculty in our department are DE-certified.

Our outcome data validates the efficacy of this response. During the Spring 2020 semester, we were able to maintain a 76% success rate, compared to the campus-wide success rate of 72%. Likewise, our retention rate was 83%, compared to the campus-wide retention rate of 80%. The data show that we repeated this success during the Fall 2020 semester, when we maintained a success rate of 76%, compared to the lower campus-wide success rate of 73%. Our retention rates followed the same trend that semester as we maintained a persistence rate of 88%. Collectively, our department showed that we are adaptable, innovative, and dedicated to meeting the needs of our students.

However, we are aware that challenges still persist in this area. Now that we are phasing back to the in-person modality, we are seeing a growing disparity between the success/retention rates of our in-person courses compared to our online offerings. For example, in Spring 2022, our success rate was 78% for in-person classes, while our DE courses (e.g., asynchronous and remote) had a success rate of 72%. In that same semester, our face-to-face retention rate was 86%, while our DE courses had a retention rate of 88%. This means students are more drawn to our classes in the online modality, but are less likely to succeed in them.

### AB-928

While most departments were settling into a post-COVID educational landscape, Communication Studies departments across the state were met with another existential crisis—the end of our discipline.

The Student Transfer Achievement Reform Act of 2021 (AB-928) mandated that CSUs, UCs, and CCs utilize a single transfer pathway for all students. The text of the bill necessitated a pathway of 34 units, which was a reduction from the 39 units required under the CSU-Breadth. Since the UC system is chartered and cannot be legislated, they had the upper hand in deciding which requirements should be cut from the IGETC/CSU-Breadth pathways. The UC system has never required Oral Communication for GE transfer; therefore, the most glaring and vulnerable discipline in the negotiation process was our own.

The potential elimination of the Oral Communication GE requirement for transfer had the potential to wipe out our department and the Communication Studies discipline as a whole. During a typical semester, COMS 103 Oral Communication and COMS 135 Interpersonal Communication (i.e., the two courses most commonly used to satisfy the GE requirement) account for over 90% of our total enrollment. Furthermore, most students do not enter college aspiring to major in COMS. It is not until they take their first COMS course (Oral Communication or

## Summary and Reflection

Interpersonal Communication) that students express an interest in the field. This means the number of COMS AA/AD-T graduates from Mesa and, in turn, our transfer institutions, would have seen a dramatic reduction if students were not required to take an oral communication class. This also would have resulted in a serious threat to the stability of our award-winning Speech & Debate Team as most students are recruited from our GE classes.

In response to this legislation, several of our faculty members attended a series of Zoom meetings, which included Communication Studies faculty from across the state, representing community colleges, the CSUs, and UCs. A plan was devised to present the Intersegmental Committee of the Academic Senates (ICAS) with white papers to argue for the retention of the oral communication requirement in the new CalGETC unified pathway. In total, six papers were presented to ICAS: (1) Oral Communication & Employment, (2) Accreditation Standards, (3) Civic Engagement & Social Advocacy, (4) Oral Communication & Equity/Completion, (5) Impacts of AB 928 – Legislative Crosswalk, and (6) Alumni/Student Narratives.

Dr. Kim Perigo played an active role by representing the community colleges when making oral arguments for ICAS. She also worked with the Faculty Association for California Community Colleges (FACCC) to raise awareness of legislative changes across our discipline and the importance of the faculty voice in all legislative matters. All faculty were encouraged to submit feedback to ICAS regarding the proposed CalGETC pathway. Collectively, our response to AB 928 protected our department, as the oral communication requirement was included in the new GE proposal.

Our next challenge will be on curriculum revisions to preserve the academic rigor that is being demanded by the UC system. We will be working with our colleagues across the state to make necessary adjustments that meet the requests of the UC while preserving the practical foundations of our performance-based classes. Additionally, the inclusion of oral communication in the new CalGETC pathway means we will likely see an increase in enrollment now that we will be serving UC-bound students who previously were not required to take an oral communication course.

### Full-time Faculty Shortage

We began the Spring 2020 semester with 8 full-time faculty members. Since then, one of our full-time faculty members retired and another has declared their intent to retire. When compared to our Spring 2020 staffing, we can expect to see a 25% reduction to our full-time faculty within the next year or so.

Assembly Bill 1725 and implementing regulations (e.g., California Code of Regulations (CCR), Title 5, Sections 51025 and 53300 et. seq.) set a goal for percentage of hours taught/worked by full-time faculty at 75%.

However, we are currently operating below the 75% ratio of full-time faculty FTEF, our faculty headcount also reveals our over-reliance on adjuncts to meet the needs of our students. As of Spring 2023, our full-time faculty headcount is 7 (35% of total COMS faculty), while our adjunct faculty headcount is 13 (65% of total COMS faculty). Indeed, over the past four years, adjunct faculty represented 45% of our FTEF.

The impact of this has already impact our ability to recruit students into our discipline—we have observed a 44% decline in the number of Communication Studies degrees conferred, from 92 awards during the 18-19 academic year, to just 52 in 21-22. Furthermore, operating within a deficit of full-time faculty members poses the following challenges:

- Less representation on campus committees.
- Reduced number of office hours during which students can obtain valuable one-on-one time and mentorship with instructors.
- Fewer faculty members involved with the maintenance and modernization of curriculum.
- Mental and physical exhaustion of the faculty in COMS to cover all areas in need of representation.

### **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.**

During the pandemic, our department moved to update all course outlines to be eligible for “fully online” designation. Prior to this movement, our courses were designated for “DE-emergencies only”. Thus, changing all course outlines for fully online DE designation was in response to the potential removal of emergency status. Since then, we have been working to bring more of our classes back on campus; however, with the popularity of the online modality among students juxtaposed with the benefits of in-person instruction for our discipline, this has

## Summary and Reflection

proven to be a challenge.

Overall, the impact we have seen as an increase in enrollment for online sections, but lower success and retention rates compared to our in-person classes.

**If applicable, describe the impact of any new resources (human, fiscal, etc) on the unit and/or action plan implementation.**

**If you assess OUTCOMES, please confirm that the outcomes have been reviewed for accuracy. If you do not assess Outcomes, skip this question.**

Reviewed & Accurate

## Related Documents for Charts and Graphs

### Executive Summary Complete

Yes

## Data Reflection

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### Trends observed in program/service area's data.

An analysis of data from the 18-19 academic year through 22-23 reveals several noteworthy trends.

Foremost, we observed a decline in the number of Communication Studies degrees conferred, from 92 awards during the 18-19 academic year, to just 52 in 21-22. This represents a 44% decline in awards over a 4-year period.

Similarly, we noticed a 7% decline in total enrollment from 3,931 in 19-20 to 3,675 in 22-23. A few of our courses felt the weight of these shifts more than others:

- COMS 111 = 66% decrease in enrollment
- COMS 104 = 62% decrease in enrollment
- COMS 160 = 43% decrease in enrollment
- COMS 170 = 63% decrease in enrollment
- COMS 180 = 62% decrease in enrollment

During this same period, the School of Humanities saw a 15% decrease in enrollment while Mesa College saw a 16% decline in enrollment.

### Describe any equity gaps in the data. Are there differences and/or patterns observed by demographics (e.g.race/ethnicity, gender, age, etc.)

At the commencement of the COVID-19 pandemic, our equity gaps for student success were primarily reflected among Black/African American students (-9.2%), Filipino students (-7.7%), Latinx students (-8.%). Factors other than ethnicity also revealed equity gaps: military (-4.3%) and men (-9.0%). Still, our overall program success rate (76.3%) was higher than that of the School of Humanities overall (69%) and Mesa college (71.7%).

For Spring 2020, general observations were:

- Latinx equity gap is smaller in the Communication Studies Department than the School of Humanities.
- DSPS equity gap was closed in the Communication Studies Department this semester, while the School of Humanities and Mesa College DSPS equity gaps remained.
- Women equity gap is smaller in the Communication Studies Department than Mesa College in the School of Humanities.
- Overall, success was greater in the Communication Studies Department than the School of Humanities and Mesa College.

During Fall 2020 semester, the country was still in full pandemic mode, which meant Communication Studies was operating in the DE format for all courses. Our equity gaps were still present, though we did notice some changes: Black/African American (-7.5%), LatinX (-8.5%), military (-1.3%), and men (-2.7%). Our overall program success rate (75.8%) was still slightly higher than the SOH (71.2%) and Mesa College (73.4%).



## Summary and Reflection

For Fall 2020, general observations were:

- African American equity gap in Communication Studies Department shrunk when compared to the previous semester.
- Filipino equity gap in Communication Studies Department shrunk when compared to the previous semester.
- Latinx equity gap is smaller in the Communication Studies Department than the School of Humanities and Mesa College.
- African American equity gap was smaller in the Communication Studies Department than Mesa College.

Spring 2021 saw the continuation of distance education due to the extension of the pandemic. Our equity gaps continue to see improvement: Black/African American students (-6.4%) and Latinx (-9.2%). Equity gaps from the previous semesters were reduced, but also moved into the surplus realm: military (7.1%) and men (2.9%). Once again, our program success rate (75%) was higher than that of the SOH (70.9%) and nearly equal to the college (74.5%).

For Spring 2020, general observations were:

- African American equity gap in Communication Studies Department shrunk for the third consecutive semester.
- Latinx equity gap is smaller in the Communication Studies Department than the School of Humanities and Mesa College.
- DSPS equity gap is smaller in the Communication Studies Department than the School of Humanities and Mesa College.
- Military equity gap is smaller in the Communication Studies Department than the School of Humanities and Mesa College.
- DSPS equity gap was closed in the Communication Studies Department this semester.

Pandemic conditions continued into the Fall 2021 semester with all Communication Studies courses being offered in either a remote-synchronous format or a WEB-asynchronous format. Again, we saw changes in our equity gaps: Black/African American students (-3.6%), Latinx (-13.1%), and men (-2.3%). Our overall program success rate (71.3%) was still higher than the School of Humanities (68.5%), though dipped slightly below the college success rate for the first time (71.5%).

For Fall 2021, general observations were:

- African American equity gap in Communication Studies Department shrunk for the fourth consecutive semester.
- African American equity gap is smaller in the Communication Studies Department than the School of Humanities and Mesa College.
- Filipino equity gap was closed in the Communication Studies Department this semester.
- Filipino Students succeeded at higher rates in the Communication Studies Department than the School of Humanities and Mesa College.

Our first phase-in of on-campus classes occurred in Spring 2022. In total, 12.8% of our courses were offered in-person, which may have affected our outcomes as a program. The Communication Studies program had an overall success rate of 72.5%, which was higher than that of the School of Humanities (67.7%) and Mesa College (71.4%).

For Spring 2022, general observations were:

- In the Communication studies Department, the equity gap for African American students (-12.2%) was generally on par with the School of Humanities (-12.4%) and Mesa college (-12.2%).
- Filipino students in the Communication Studies Department had a positive equity gap (5.3%), compared to that of the School of Humanities (-1.0%).
- The equity gap for men in the Communication Studies Department (-2.3%) is on par with the School of Humanities (-2.3%) and Mesa College (-2.2%).

## Related Documents for Charts and Graphs

### Describe the discussion(s) that took place about the unit's learning outcomes assessment data.

Over the past six years, our department has regularly discussed our outcomes data at formal department meetings and during informal hallways conversations.

## Summary and Reflection

Our discussions generally conclude that our courses are performing better than the campus-wide outcomes; however, our equity gaps still persist. We brainstorm potential ways to close equity gaps, such as attending professional development opportunities, collaborating with other departments, and emphasizing more performance-based oral communication within our courses.

### Data Reflection Complete

Yes

## Practice Reflection

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### Describe current practices your program/service area has engaged in that you believe impact the above data trends and equity gaps.

The reduction in several of our equity gaps may have been due to the following factors:

- The Department Chair invites guest speakers to department meetings who discuss issues related to equity and student success.
- We continue partnerships with other departments to offer modified course sections that cater to specialized groups (e.g., COMS 103 through Black Studies, COMS 103 for student athletes during the summer session, etc.)

### What other factors (internal or external) might also impact the above data trends and equity gaps?

The above data trends and equity gaps may have been influenced by the following factors:

- The pandemic had a disproportionate impact on minoritized groups.
- The switch to online teaching had a disproportionate impact on minoritized groups.
- Losing a full-time faculty member reduced the number of faculty members that we have who are more knowledgeable about campus equity services, and therefore reduced the number of faculty who can successfully connect minoritized students to the appropriate services.
- Online classes result in less time spent on campus, which equates to less student engagement, visibility, student validation, and sense of belonging.

### Related Documents for Charts and Graphs

### Practice Reflection Complete

Yes

## Mid-Cycle Updates

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### YEAR 2 Updates (2023 - 2024)

Provide any edits or updates to the prompts originally documented in the Executive Summary section for Year 2.

Provide any edits or updates to the prompts originally documented in the Data Reflection section for Year 2.

**Review Outcomes Report.** Review the unit's outcomes assessment process for 2022 - 2023. Discuss connections to unit goals/action plans/resource requests.

Provide any edits or updates to the prompts originally documented in the Practice Reflection section for Year 2.

### YEAR 3 Updates (2024 - 2025)

Provide any edits or updates to the prompts originally documented in the Executive Summary section for Year 3.

**Provide any edits or updates to the prompts originally documented in the Data Reflection section for Year 3.**

We have noticed in our 104, 160, 111, and 117 classes that students who are taking the online versions of 103 were not adequately prepared to excel in those subsequent sections. Additionally, our data demonstrates that our students are not doing as well in our online classes, and they are increasing our equity gaps. Overall, we have a 77% success rate for FTF COMS 103 and only 74% DE. The data set represents 12,697 students which means approximately 635 students failed that would have likely passed if they were in person. When we looked at equity

## Summary and Reflection

gaps for African American and LatinX, we found a 3-5% difference and approximately 450 students from these groups failed in their DE classes. This means about 71% of our failure rate is African American or LatinX in DE modalities. We are no longer willing to accept greater equity gaps, particularly for our students of color.

**Review Outcomes Report. Review the unit's outcomes assessment process for 2023 - 2024. Discuss connections to unit goals/action plans/resource requests.**

Starting fall of 2025, out of both an abundance of caution as well as for pedagogical reasons, the FT faculty of our department have voted to offer all of our performance classes (COMS 104, 111, 117, 160) in person only, with the exception of CCAP.

**Provide any edits or updates to the prompts originally documented in the Practice Reflection section for Year 3.**

### YEAR 4 Updates (2025 - 2026)

**Provide any edits or updates to the prompts originally documented in the Executive Summary section for Year 4.**

**Provide any edits or updates to the prompts originally documented in the Data Reflection section for Year 4.**

**Review Outcomes Report. Review the unit's outcomes assessment process for 2024 - 2025. Discuss connections to unit goals/action plans/resource requests.**

**Provide any edits or updates to the prompts originally documented in the Practice Reflection section for Year 4.**

**Goal 1: Meet state-recommended standard for FT to PT faculty of 75%/25% by the end of this 4-year program review cycle.**

**Unit Goal:** Goal 1: Meet state-recommended standard for FT to PT faculty of 75%/25% by the end of this 4-year program review cycle.

**Goal Status:** Active

**Beginning Year:** 2022 - 2023

**Projected Completion Year:** 2026 - 2027

### Mapping

Mesa College Strategic Plan: Roadmap to Mesa2030: (X - Highlight the X to Align)

- **Community - Objective 2:** Develop activities, spaces, and programs that support a sense of belonging with a focus on antiracism, historically minoritized groups, and inclusion. (X)
- **Community - Objective 3:** Build a culture of communication that is evidence based, race conscious, institutionally focused, systemically aware, and equity advancing (X)
- **Community - Objective 5:** Increase opportunities to be an asset and resource to the external community (X)
- **Completion - Objective 3:** Design and promote programs and services that intentionally target a reduction in equity gaps in completion outcomes (X)
- **Completion - Objective 4:** Support students' access to resources to mitigate the impact caused by technological and basic needs insecurity (X)
- **Pathways and Partnerships - Objective 3:** Increase community engagement, experiential learning, integrated career planning, and workforce training to prepare students for future careers (X)
- **Stewardship - Objective 1:** In collaboration with students, develop a climate action plan aligned with state and city goals that includes a timeline to reduce Mesa College's carbon footprint, focuses on climate literacy and student action, and mitigates Mesa's impact on climate change (X)
- **Stewardship - Objective 2:** Support processes and initiatives that prioritize environmental sustainability and reduce Mesa College's impact on climate change (X)

Action Plans	Action Plan Update
<b>Action Plan Status:</b> Active <b>Action Plan:</b> The department will continue to submit FHP requests annually until we hire enough full-time faculty to maintain and/or improve the efficiency of our program. <b>Action Plan Cycle:</b> 2022 - 2023, 2023 - 2024, 2024 - 2025	<b>Submission Date:</b> 11/30/2024 <b>Action Plan Update:</b> We are going to request another full time position during the 2024/2025 academic year. <b>Update Year:</b> 2024 - 2025 <b>Action Plan Progress:</b> On Track
	<b>Submission Date:</b> 12/04/2023

Action Plans	Action Plan Update
	<p><b>Action Plan Update:</b> Our FT to PT faculty ratio has remained consistent since our last report (i.e., 35% FT faculty). However, it's essential to note that one FT faculty member will retire at the end of the Spring 2024 semester, which will cause our already concerning FT to PT ratio to worsen.</p> <p>We are taking proactive steps to address this gap in our FT faculty numbers. During this program review cycle, we are submitting a request to hire additional FT faculty.</p> <p>To ensure the continued quality and stability of our program, it is imperative that we prioritize the hiring of new FT faculty members. This will not only help in filling the gap left by retirements but also provide much-needed support to our department, ensuring our ability to deliver on Mesa College's commitment to equity and excellence.</p> <p><b>Update Year:</b> 2023 - 2024  <b>Action Plan Progress:</b> Barriers Encountered</p>
	<p><b>Submission Date:</b> 12/04/2023  <b>Action Plan Update:</b> We continue to submit FHP requests, and will submit at least on during the 2023/2024 academic year.  <b>Update Year:</b> 2023 - 2024  <b>Action Plan Progress:</b> On Track</p>
<p><b>Action Plan Status:</b> Active  <b>Action Plan:</b> Earned a full time faculty position with last year's FHP request.  <b>Action Plan Cycle:</b> 2024 - 2025</p>	<p><b>Submission Date:</b> 11/30/2024  <b>Action Plan Update:</b> We are currently in the process of interviewing candidates to fill the FT position that we earned. The new candidate will start during the Fall 2025 semester.  <b>Update Year:</b> 2024 - 2025  <b>Action Plan Progress:</b> On Track</p>

## Goal 2: Decrease all existing equity gaps by at least .5% each year.

**Unit Goal:** Goal 2: Decrease all existing equity gaps by at least .5% each year.

**Goal Status:** Active

**Beginning Year:** 2022 - 2023

**Projected Completion Year:** 2025 - 2026

### Mapping

Mesa College Strategic Plan: Roadmap to Mesa2030: (X - Highlight the X to Align)

- **Community - Objective 1:** Use technology to improve communication and accessibility across campus. (X)
- **Community - Objective 2:** Develop activities, spaces, and programs that support a sense of belonging with a focus on antiracism, historically minoritized groups, and inclusion. (X)
- **Community - Objective 3:** Build a culture of communication that is evidence based, race conscious, institutionally focused, systemically aware, and

equity advancing (X)

- **Community - Objective 4:** Remove barriers to equitable participation by developing, incentivizing and creating structures for all employees to engage in and design professional learning (X)
- **Completion - Objective 2:** Develop cross - functional teams that support student success and include integrated career and transfer counseling. (X)
- **Completion - Objective 3:** Design and promote programs and services that intentionally target a reduction in equity gaps in completion outcomes (X)
- **Completion - Objective 4:** Support students' access to resources to mitigate the impact caused by technological and basic needs insecurity (X)
- **Pathways and Partnerships - Objective 1:** Develop and implement frameworks to create communities that can provide more targeted delivery of educational resources and support services. (X)
- **Pathways and Partnerships - Objective 5:** Develop and implement technologies, including website redesign, that will make pathways information available to students so that they can effectively utilize this information in their educational and career planning (X)
- **Scholarship - Objective 2:** Evaluate and improve Diversity, Equity, and Inclusion practice in classroom environments, campus activities, departments, schools, and administrative units (X)
- **Scholarship - Objective 4:** Expand the use of innovative and high-quality teaching, learning, and support practices that achieve equitable outcomes and increase student success (X)
- **Scholarship - Objective 5:** Reduce costs associated with instructional materials to support the elimination of equity gaps (X)

Action Plans	Action Plan Update
<b>Action Plan Status:</b> Active <b>Action Plan:</b> Hire new full-time faculty to bring new ideas to the department and hold office hours that support student engagement. <b>Action Plan Cycle:</b> 2022 - 2023, 2023 - 2024, 2024 - 2025, 2025 - 2026	<b>Submission Date:</b> 11/30/2024 <b>Action Plan Update:</b> We earned a full time faculty position with last year's FHP request and we are currently in the process of interviewing diverse, equity-driven candidates who could fill that position. <b>Update Year:</b> 2024 - 2025 <b>Action Plan Progress:</b> On Track
	<b>Submission Date:</b> 12/04/2023 <b>Action Plan Update:</b> We continue to submit FHP requests and will submit at least one during the 2023/2024 academic year. <b>Update Year:</b> 2023 - 2024 <b>Action Plan Progress:</b> On Track
<b>Action Plan Status:</b> Active <b>Action Plan:</b> Invite guest speakers to department meetings to discuss equity initiatives. <b>Action Plan Cycle:</b> 2022 - 2023, 2023 - 2024, 2025 - 2026, 2024 - 2025	<b>Submission Date:</b> 12/04/2023

Action Plans	Action Plan Update
	<p><b>Action Plan Update:</b> Professor Bryan Malinis, in collaboration with Allison Gurganus, is developing a user-friendly "research guide" where students can easily find relevant library resources aligned with their Communication Studies courses and assignments. For instance, students can visit the Communication Studies library guides website, select their course, and then choose their assignment, gaining access to a curated list of library resources specifically designed to assist them in completing that assignment. By linking specific library resources to the requirements of our courses, we aim to make the library more accessible by simplifying the research process and providing targeted assistance to our students. Dr. Allison Gruganus discussed this resources at a department meeting on 8/18/23.</p> <p><b>Update Year:</b> 2023 - 2024</p> <p><b>Action Plan Progress:</b> On Track</p>
<p><b>Action Plan Status:</b> Active</p> <p><b>Action Plan:</b> Review equity gaps consistently at department meetings and disaggregate by ethnicity and modality.</p> <p><b>Action Plan Cycle:</b> 2022 - 2023, 2023 - 2024, 2024 - 2025, 2025 - 2026</p>	<p><b>Submission Date:</b> 12/04/2023</p> <p><b>Action Plan Update:</b> Dr. Bryan Malinis discussed the impact of equity gaps on enrollment in a Communication Studies department meeting on 8/18/23 and 10/13/23.</p> <p><b>Update Year:</b> 2023 - 2024</p> <p><b>Action Plan Progress:</b> On Track</p>
<p><b>Action Plan Status:</b> Active</p> <p><b>Action Plan:</b> Maintain connection with equity-driven campus bodies, to ensure that the Communication Studies Department is up to date on best practices related to promoting equity.</p> <p><b>Action Plan Cycle:</b> 2023 - 2024</p>	<p><b>Submission Date:</b> 11/30/2024</p> <p><b>Action Plan Update:</b> Professor Bryan Malinis continues to engaged with the LGBTQ+ Task Force and bring relevant information back to the department.</p> <p><b>Update Year:</b> 2023 - 2024</p> <p><b>Action Plan Progress:</b> On Track</p>
	<p><b>Submission Date:</b> 02/02/2024</p> <p><b>Action Plan Update:</b> Professor Veronica Gerace has been allocated 0.2 release time to focus on enhancing Black Student Success, which allows her to work on initiatives that specifically support the academic achievement and well-being of Black students. Additionally, she is directly involved with several equity-driven campus bodies (e.g., the Committee for Diversity Action, Inclusion, &amp; Equity CDAIE), Assignments with Equity in Mind (AEM), Direct Black Student Success, Success Equity and Transformation (SET), etc.) which helps ensure that the Communication Studies department is up to date with best practices related to promoting student equity.</p> <p><b>Update Year:</b> 2023 - 2024</p> <p><b>Action Plan Progress:</b> On Track</p>
	<p><b>Submission Date:</b> 02/02/2024</p> <p><b>Action Plan Update:</b> Professor Bryan Malinis is actively engaged in the LGBTQ+ Task Force, ensuring that relevant information and initiatives are communicated to our department. This involvement helps us stay informed and responsive to the needs of LGBTQ+ students within our Communication Studies community.</p>



Action Plans	Action Plan Update
	<p><b>Update Year:</b> 2023 - 2024  <b>Action Plan Progress:</b> On Track</p> <hr/> <p><b>Submission Date:</b> 02/02/2024  <b>Action Plan Update:</b> Professor Sakeenah Gallardo serves on the Social Justice Committee, which reflects our department's dedication to promoting social justice and inclusivity within our curriculum and community.  <b>Update Year:</b> 2023 - 2024  <b>Action Plan Progress:</b> On Track</p>
<p><b>Action Plan Status:</b> Active  <b>Action Plan:</b> Review all Communication Studies facilities, identify facilities-related barriers that may impair student success, and make any needed upgrades.  <b>Action Plan Cycle:</b> 2023 - 2024</p>	<p><b>Submission Date:</b> 02/02/2024  <b>Action Plan Update:</b> We recently updated the digital projectors in all of the classrooms that are managed by Communication Studies. Our new projectors produce larger, brighter, clearer, more vivid images. Now, visual aids used by instructors or students alike will be easier to read/view by all students, especially those who may experience vision impairment.  <b>Update Year:</b> 2023 - 2024  <b>Action Plan Progress:</b> On Track</p> <hr/> <p><b>Submission Date:</b> 02/02/2024  <b>Action Plan Update:</b> We recently replaced the digital video cameras in all classrooms that are managed by Communication Studies. Our new cameras produce recordings of student speeches in crisp video and clear audio, which is especially beneficial to students who may experience any type of visual or auditory impairment that cause them to miss details in lower-quality speech recordings.  <b>Update Year:</b> 2023 - 2024  <b>Action Plan Progress:</b> On Track</p> <hr/> <p><b>Submission Date:</b> 02/02/2024  <b>Action Plan Update:</b> Lastly, we installed a new user-friendly thumb-drive port that students can use to quickly and securely retrieve copies of the speeches that they performed in class. This tool gives students the opportunity to review their speeches several times, which is especially useful for any student who struggles to fully-absorb content the first time the experience it.  <b>Update Year:</b> 2023 - 2024  <b>Action Plan Progress:</b> On Track</p>
<p><b>Action Plan Status:</b> Active  <b>Action Plan:</b> Collaborate with the Learning Resource Center to develop a cache of equity-minded resources that we can 1) share with students  <b>Action Plan Cycle:</b> 2023 - 2024</p>	<p><b>Submission Date:</b> 02/02/2024  <b>Action Plan Update:</b> Professor Veronica Gerace is currently working in collaboration with our Equity Librarian, Dr. Edeama Jonah, to identify and close equity gaps in both our curriculum and the resources that we offer students. Through this process, we hope to create courses and classroom cultures that represents and empowers our diverse student population.  <b>Update Year:</b> 2023 - 2024  <b>Action Plan Progress:</b> On Track</p>

Action Plans	Action Plan Update
<b>Action Plan Status:</b> Active <b>Action Plan:</b> Prioritize In-Person Courses when Scheduling <b>Action Plan Cycle:</b> 2024 - 2025	<b>Submission Date:</b> 12/03/2024 <b>Action Plan Update:</b> Knowing that the online modality widened our equity gaps, particularly among students of color, Department chair Bryan Malinis has been working to schedule more in-person classes each semester. As we restore our schedule to pre-COVID modalities, we hope to see the gradual closing of our equity gaps. <b>Update Year:</b> 2024 - 2025 <b>Action Plan Progress:</b> On Track
	<b>Submission Date:</b> 12/03/2024 <b>Action Plan Update:</b> Online classes typically produce the largest equity gaps, so the FT faculty in our department voted to significantly reduce the number of online courses that we offer. <b>Update Year:</b> 2024 - 2025 <b>Action Plan Progress:</b> Completed

**Goal 3: Increase enrollment in COMS 111, 104, 160, 170, & 180, by at least 50% before Fall 2024.**

**Unit Goal:** Goal 3: Increase enrollment in COMS 111, 104, 160, 170, & 180, by at least 50% before Fall 2024.

**Goal Status:** Active

**Beginning Year:** 2022 - 2023

**Projected Completion Year:** 2024 - 2025

#### Mapping

Mesa College Strategic Plan: Roadmap to Mesa2030: (X - Highlight the X to Align)

- **Community - Objective 3:** Build a culture of communication that is evidence based, race conscious, institutionally focused, systemically aware, and equity advancing (X)
- **Scholarship - Objective 3:** Assess impact of prerequisites and corequisites on student success and revise curriculum, as needed (X)
- **Stewardship - Objective 3:** Increase student access and schedule efficiency by coordinating schedules among departments/disciplines (X)

Action Plans	Action Plan Update
<b>Action Plan Status:</b> Active <b>Action Plan:</b> Work with Counseling on the best ways to promote the aforementioned courses. <b>Action Plan Cycle:</b> 2022 - 2023, 2023 - 2024, 2024 - 2025	<b>Submission Date:</b> 02/02/2024 <b>Action Plan Update:</b> The Communication Studies department partnered with Michael Temple and the Athletics department to develop special sections of COMS 103 Oral Communication and COMS 135 Interpersonal Communication that are specifically geared towards the needs of student athletes. In a pilot program, several sections were taught during the Summer of 2023 and are showing positive initial results. <b>Update Year:</b> 2023 - 2024 <b>Action Plan Progress:</b> On Track
<b>Action Plan Status:</b> Active	<b>Submission Date:</b> 11/30/2024

Action Plans	Action Plan Update
<b>Action Plan:</b> Develop department handouts (print and digital) that provide course descriptions and recommended sequencing. <b>Action Plan Cycle:</b> 2022 - 2023, 2023 - 2024, 2024 - 2025	<b>Action Plan Update:</b> We are currently developing and updating new promotional material that aligns with Cal-GETC and Common Course Numbering updates. <b>Update Year:</b> 2024 - 2025 <b>Action Plan Progress:</b> On Track
	<b>Submission Date:</b> 02/02/2024 <b>Action Plan Update:</b> We are currently in the planning phase of developing new promotional material. <b>Update Year:</b> 2023 - 2024 <b>Action Plan Progress:</b> On Track
<b>Action Plan Status:</b> Active <b>Action Plan:</b> Increase exposure to COMS courses by articulate more COMS courses to GE and transfer pathways. <b>Action Plan Cycle:</b> 2023 - 2024	<b>Submission Date:</b> 11/30/2024 <b>Action Plan Update:</b> Bryan Malinis continues his effort to articulate additional courses to more IGETC/CalGETC patterns, with priority given to articulating COMS 103 and COMS 160 for the Fall 2025 semester. <b>Update Year:</b> 2024 - 2025 <b>Action Plan Progress:</b> On Track
	<b>Submission Date:</b> 02/02/2024 <b>Action Plan Update:</b> Bryan Malinis and Kim Perigo are spearheading the initiative to articulate several of our courses to additional GE and transfer pathways. This includes courses like COMS 104 Advanced Public Communication, COMS 111 Oral Interpretation, COMS 160 Argumentation, and COMS 180 Intercultural Communication. The objective is to align these courses with a broader range of GE and transfer pathways, thereby increasing their appeal and accessibility to a larger student base. <b>Update Year:</b> 2023 - 2024 <b>Action Plan Progress:</b> On Track
<b>Action Plan Status:</b> Active <b>Action Plan:</b> Thoughtful Scheduling <b>Action Plan Cycle:</b> 2023 - 2024, 2024 - 2025	<b>Submission Date:</b> 12/03/2024 <b>Action Plan Update:</b> This is being done through strategic scheduling. Department Chair Bryan Malinis has made efforts to ensure none of these classes go toe-to-toe with each other in the schedule so students will not be forced to choose one over the other. This is especially true for our Communication Studies majors as many of them must take a majority of these classes. Additionally, we have moved all of these courses back to the in-person modality. <b>Update Year:</b> 2024 - 2025 <b>Action Plan Progress:</b> On Track

**Goal 4: Add more COMS courses into the IGETC and CSU-breadth by Fall 2025.**

**Unit Goal:** Goal 4: Add more COMS courses into the IGETC and CSU-breadth by Fall 2025.

**Goal Status:** Active

**Beginning Year:** 2022 - 2023

**Projected Completion Year:** 2025 - 2026

## Mapping

Mesa College Strategic Plan: Roadmap to Mesa2030: (X - Highlight the X to Align)

- **Completion - Objective 1:** Develop pathways that provide students with clarity about degree, certificate, and transfer requirements. (X)
- **Pathways and Partnerships - Objective 4:** Expand intersegmental pathways to create a seamless transition between Mesa and k-12, non-credit, Universities, and careers (X)
- **Scholarship - Objective 3:** Assess impact of prerequisites and corequisites on student success and revise curriculum, as needed (X)

Action Plans	Action Plan Update
<b>Action Plan Status:</b> Active <b>Action Plan:</b> Collaborate with our Articulation Officer and curriculum liaisons to apply for IGETC and CSU-breadth inclusion. Specifically, for IGETC: add COMS 160 (Argumentation) to Area 1B (Critical Thinking); add COMS 111 (Oral Interpretation) and 104 (Advanced Oral Communication) to Area 3 (Arts and Humanities); add COMS 170 (Small Group) and 180 (Intercultural) to Area 4 (Social and Behavioral Sciences). <b>Action Plan Cycle:</b> 2022 - 2023, 2023 - 2024, 2024 - 2025, 2025 - 2026	<b>Submission Date:</b> 12/03/2024 <b>Action Plan Update:</b> Bryan Malinis worked with Acting Articulation Officer, Adrienne Dines, to see if COMS 111 (Oral Interpretation) and COMS 180 (Intercultural Communication) could be approved for CalGETC. We learned that COMS 111 needs UCTCA approval first. Therefore, Bryan Malinis worked with Professor Dave Odasso to revise the Course Outline of Record. We submitted the revised course for both UCTCA approval and CalGETC approval in Areas 3A (Arts) and 3B (Humanities). Additionally, we learned that COMS 180 was never submitted for IGETC consideration in the past. Therefore, without the necessary feedback from the UCoP, we submitted the COMS 180 COR as-is for consideration in CalGETC Areas 3B (Humanities) and Area 4 (Social and Behavioral Sciences). Dr. Veronica Gerace has been collaborating with Bryan Malinis on the COMS 180 proposal. <b>Update Year:</b> 2024 - 2025 <b>Action Plan Progress:</b> On Track
	<b>Submission Date:</b> 11/30/2024 <b>Action Plan Update:</b> Bryan Malinis continues his effort to articulate additional courses to more IGETC/CalGETC patterns, with priority given to articulating COMS 103 and COMS 160 for the Fall 2025 semester. <b>Update Year:</b> 2024 - 2025 <b>Action Plan Progress:</b> On Track
	<b>Submission Date:</b> 02/02/2024 <b>Action Plan Update:</b> Currently, Bryan Malinis is leading the effort to articulate additional courses—COMS 104, COMS 111, COMS 160, and COMS 180—to more IGETC/CalGETC patterns. To facilitate this process, he has joined the Curriculum Review Committee, gaining valuable insights into the curriculum review process at all stages. Furthermore, he is collaborating with the Communication Studies department chairs at City College and Miramar College. This collaboration aims to ensure that our proposed curriculum changes, which require intercollegiate alignment, receive approval across all three campuses. <b>Update Year:</b> 2023 - 2024

Action Plans	Action Plan Update
	<b>Action Plan Progress:</b> On Track
<b>Action Plan Status:</b> Active <b>Action Plan:</b> Making Common Course Numbering Revisions <b>Action Plan Cycle:</b> 2024 - 2025	<b>Submission Date:</b> 12/03/2024 <b>Action Plan Update:</b> Bryan Malinis has been working on the CCN revisions for COMM C1000 (formerly COMS 103). In collaboration with Shelly Hess at the District, as well as the COMS Chairs at Miramar and City, we came up with a revised course that we hope will be approved for Area 1C (Oral Communication) by fall 2025. <b>Update Year:</b> 2024 - 2025 <b>Action Plan Progress:</b> On Track
<b>Action Plan Status:</b> Active <b>Action Plan:</b> Entering COMS 160 to Cal-GETC Area 1 B <b>Action Plan Cycle:</b> 2024 - 2025	<b>Submission Date:</b> 12/03/2024 <b>Action Plan Update:</b> Last year, Bryan Malinis worked with Elizabeth Norvell (Articulation Office at City College) to revise COMS 160 (Argumentation and Critical Thinking) for approval in IGETC Area 1B (Critical Thinking) by fall 2024. The hope was that approval would be given so that the course would automatically be approved for CalGETC the following year. Unfortunately, the course was denied. This semester, Bryan is continuing to work with Elizabeth on revisions using feedback from the UCoP. We hope to have the course approved for CalGETC Area 1B (Critical Thinking and Composition) by fall 2025. <b>Update Year:</b> 2024 - 2025 <b>Action Plan Progress:</b> On Track

**Goal 5: Increase recruitment to the COMS major by 40% by Fall 2026.**

**Unit Goal:** Goal 5: Increase recruitment to the COMS major by 40% by Fall 2026.

**Goal Status:** Active

**Beginning Year:** 2022 - 2023

**Projected Completion Year:** 2025 - 2026

**Mapping**

Mesa College Strategic Plan: Roadmap to Mesa2030: (X - Highlight the X to Align)

- **Pathways and Partnerships - Objective 2:** Expand partnerships with K-12 institutions to enhance program offerings and increase access for minoritized students. (X)

Action Plans	Action Plan Update
<b>Action Plan Status:</b> Active <b>Action Plan:</b> Increase efforts to inform students about the COMS major. <b>Action Plan Cycle:</b> 2022 - 2023, 2023 - 2024, 2024 - 2025, 2025 - 2026	<b>Submission Date:</b> 02/02/2024 <b>Action Plan Update:</b> Our department has actively sought representation in multiple Academic and Career Pathways. Initially, we secured a place in five out of eight ACPs. Although this number was later reduced to two, we have successfully regained access to a total of three ACPs. This increased representation is a strategic move to enhance our visibility and appeal to potential Communication Studies majors. Being part of multiple ACPs allows us to reach a broader audience and showcase the versatility and relevance of our program.

Action Plans	Action Plan Update
	<b>Update Year:</b> 2023 - 2024 <b>Action Plan Progress:</b> On Track
<b>Action Plan Status:</b> Active <b>Action Plan:</b> Update classroom signage and marketing materials in the COMS-designated classrooms. <b>Action Plan Cycle:</b> 2022 - 2023, 2023 - 2024, 2024 - 2025, 2025 - 2026	<b>Submission Date:</b> 02/02/2024 <b>Action Plan Update:</b> We are currently in the planning phase of developing new promotional material. <b>Update Year:</b> 2023 - 2024 <b>Action Plan Progress:</b> On Track
<b>Action Plan Status:</b> Active <b>Action Plan:</b> Hire a full-time faculty member to help with continuous recruitment to the major. <b>Action Plan Cycle:</b> 2022 - 2023, 2023 - 2024, 2024 - 2025, 2025 - 2026	<b>Submission Date:</b> 11/30/2024 <b>Action Plan Update:</b> We earned a new full-time faculty member and are currently in the process of interviewing candidates. <b>Update Year:</b> 2024 - 2025 <b>Action Plan Progress:</b> On Track
	<b>Submission Date:</b> 02/02/2024 <b>Action Plan Update:</b> We continue to submit FHP requests and will submit at least one during the 2023/2024 academic year. <b>Update Year:</b> 2023 - 2024 <b>Action Plan Progress:</b> On Track
<b>Action Plan Status:</b> Active <b>Action Plan:</b> Plan and host a recurring alumni panel event for students to learn and ask questions about the COMS major from COMS graduates. <b>Action Plan Cycle:</b> 2022 - 2023, 2023 - 2024, 2024 - 2025, 2025 - 2026	<b>Submission Date:</b> 02/02/2024 <b>Action Plan Update:</b> Kim Perigo has contacted the School of Communication at San Diego State University and is in the preliminary phases of discussing a possible joint Communication Studies Alumni and Career event, hosted by both San Diego Mesa College and San Diego State University. <b>Update Year:</b> 2023 - 2024 <b>Action Plan Progress:</b> On Track
<b>Action Plan Status:</b> Active <b>Action Plan:</b> Prioritize Teaching Modalities that Promote Recruiting <b>Action Plan Cycle:</b> 2024 - 2025	<b>Submission Date:</b> 12/03/2024 <b>Action Plan Update:</b> Gradual increases in recruitment to the major have been made possible through the scheduling of more in-person classes. Students seldom declare COMS as a major through the online modality. It is in the live classroom that students realize their passion for communication, either through public speaking, or through interpersonal, intercultural, and small group communication exercises. <b>Update Year:</b> 2024 - 2025 <b>Action Plan Progress:</b> On Track
	<b>Submission Date:</b> 12/03/2024

Action Plans	Action Plan Update
	<p><b>Action Plan Update:</b> Pre-COVID, we had a total of 69 AA and AA-T degrees awarded in Communication Studies (2019-2020). That number sustained in the first year of the pandemic with 68 COMS degrees awarded (2020-2021). By 2022-2023, the number of COMS degrees awarded dropped to 42. Fortunately, through the return of in-person instruction and strategic scheduling, the number of COMS awards rebounded 28.6% to 54 in 2023-2024. We hope to see this upward trend continue into Fall 2026.</p> <p><b>Update Year:</b> 2024 - 2025</p> <p><b>Action Plan Progress:</b> On Track</p>

**Goal 6: Approve at least one OER text for each COMS course by Fall 2025.**

**Unit Goal:** Goal 6: Approve at least one OER text for each COMS course by Fall 2025.

**Goal Status:** Active

**Beginning Year:** 2022 - 2023

**Projected Completion Year:** 2025 - 2026

**Mapping**

Mesa College Strategic Plan: Roadmap to Mesa2030: (X - Highlight the X to Align)

- **Community - Objective 1:** Use technology to improve communication and accessibility across campus. (X)
- **Community - Objective 4:** Remove barriers to equitable participation by developing, incentivizing and creating structures for all employees to engage in and design professional learning (X)
- **Completion - Objective 3:** Design and promote programs and services that intentionally target a reduction in equity gaps in completion outcomes (X)
- **Completion - Objective 4:** Support students' access to resources to mitigate the impact caused by technological and basic needs insecurity (X)
- **Pathways and Partnerships - Objective 5:** Develop and implement technologies, including website redesign, that will make pathways information available to students so that they can effectively utilize this information in their educational and career planning (X)
- **Scholarship - Objective 2:** Evaluate and improve Diversity, Equity, and Inclusion practice in classroom environments, campus activities, departments, schools, and administrative units (X)
- **Scholarship - Objective 4:** Expand the use of innovative and high-quality teaching, learning, and support practices that achieve equitable outcomes and increase student success (X)
- **Scholarship - Objective 5:** Reduce costs associated with instructional materials to support the elimination of equity gaps (X)

Action Plans	Action Plan Update
<b>Action Plan Status:</b> Active	<b>Submission Date:</b> 02/02/2024



Action Plans	Action Plan Update
<p><b>Action Plan:</b> Collaborate with our COMS librarian, Dr. Alison Gurganus and our OER librarian, Lisa Burgert, to review potential materials for OER adoption. Present potential OERs to the department for review. Once approved, add approved OERs to our course outlines.</p> <p><b>Action Plan Cycle:</b> 2022 - 2023, 2023 - 2024, 2024 - 2025, 2025 - 2026</p>	<p><b>Action Plan Update:</b> Dr. Alison Gurganus is an incredibly ally of the Communication Studies department, as we are collaborating on several projects together. Currently, our top priority is completing the library research guides project. Once that is completed, we plan on drawing the focus of our collaborative efforts towards identifying OER textbooks.</p> <p><b>Update Year:</b> 2023 - 2024</p> <p><b>Action Plan Progress:</b> On Track</p>
<p><b>Action Plan Status:</b> Active</p> <p><b>Action Plan:</b> Identify potential OER materials for COMS 103 Oral Communication and test them in a limited number of sections.</p> <p><b>Action Plan Cycle:</b> 2023 - 2024</p>	<p><b>Submission Date:</b> 11/30/2024</p> <p><b>Action Plan Update:</b> During the Fall 2024 semester, we collaborated with FT faculty from City College and Miramar college to add an OER textbook to the COR for COMS 103.</p> <p><b>Update Year:</b> 2024 - 2025</p> <p><b>Action Plan Progress:</b> Completed</p>
	<p><b>Submission Date:</b> 02/02/2024</p> <p><b>Action Plan Update:</b> During the Spring 2024 semester, Professor Scott Plambek will begin testing OER material for COMS 103 Oral Communication.</p> <p><b>Update Year:</b> 2023 - 2024</p> <p><b>Action Plan Progress:</b> On Track</p>
<p><b>Action Plan Status:</b> Active</p> <p><b>Action Plan:</b> Identify potential OER materials for COMS 135 Interpersonal Communication and test them in a limited number of sections.</p> <p><b>Action Plan Cycle:</b> 2023 - 2024</p>	<p><b>Submission Date:</b> 11/30/2024</p> <p><b>Action Plan Update:</b> During the Fall 2024 semester, Scott Plambek test an OER textbook in COMS 135. He continues to test and refine the OER materials used in this course, with the ultimate goal of making them more widely available for department use.</p> <p><b>Update Year:</b> 2024 - 2025</p> <p><b>Action Plan Progress:</b> On Track</p>
	<p><b>Submission Date:</b> 02/02/2024</p> <p><b>Action Plan Update:</b> During the Fall 2023 semester, Professor Das Odasso and Professor Scott Plambek tested OER material for COMS 135 Interpersonal Communication across multiple sections.</p> <p><b>Update Year:</b> 2023 - 2024</p> <p><b>Action Plan Progress:</b> On Track</p>

**Goal 7: Explore opportunities for additional course offerings that could meet the evolving interests and needs of our student population and service area.**

**Unit Goal:** Goal 7: Explore opportunities for additional course offerings that could meet the evolving interests and needs of our student population and service area.

**Goal Status:** Active

**Beginning Year:** 2023 - 2024

**Projected Completion Year:** 2025 - 2026

Action Plans	Action Plan Update
<p><b>Action Plan Status:</b> Active</p> <p><b>Action Plan:</b> Explore the viability of offering Honors sections of COMS 103 and COMS 135.</p> <p><b>Action Plan Cycle:</b> 2023 - 2024</p>	<p><b>Submission Date:</b> 02/02/2024</p> <p><b>Action Plan Update:</b> We are investigating the option of introducing designated Honors sections in courses such as COMS 103 and COMS 135. These Honors sections could enhance the academic environment as they provide a platform for students to delve deeper into the subject matter, engage in more rigorous academic discussions, and develop critical thinking skills at a higher level. Also, as our department sees an increase in UC-bound transfer students (with the implementation of Cal-GETC) we may see a greater demand for more challenging courses and coursework.</p> <p><b>Update Year:</b> 2023 - 2024</p> <p><b>Action Plan Progress:</b> On Track</p>
<p><b>Action Plan Status:</b> Active</p> <p><b>Action Plan:</b> Explore the viability of developing and offering a political communication course.</p> <p><b>Action Plan Cycle:</b> 2023 - 2024</p>	<p><b>Submission Date:</b> 02/02/2024</p> <p><b>Action Plan Update:</b> Additionally, we are exploring the opportunity of offering a Political Communication course. Professor Kim Perigo specialized in Political Rhetoric while earning her master's degree at San Diego State University, and she has since been engaged in advocacy and policy development at the state level in California. Her experience makes her uniquely qualified to develop and teach political communication courses that help students develop a familiarity with the subject matter that is both theoretical and practical.</p> <p><b>Update Year:</b> 2023 - 2024</p> <p><b>Action Plan Progress:</b> On Track</p>
<p><b>Action Plan Status:</b> Active</p> <p><b>Action Plan:</b> Collaborate with the Health Information Management Bachelorette to offer an upper-division section of COMS 401 Advanced Communication Skills for Healthcare Professionals.</p> <p><b>Action Plan Cycle:</b> 2023 - 2024</p>	<p><b>Submission Date:</b> 02/02/2024</p> <p><b>Action Plan Update:</b> Professor Veronica Gerace is currently leading the development and instruction of COMS 401 (Advanced Communication Skills for Healthcare Professionals), an upper-division course that is offered through our Health Information Management bachelorette program. As a pre-cursor to this, Dr. Gerace also developed and taught a specialized section of COMS 135 (Interpersonal Communication) with a health focus, which has been integrated into Allied Health programs, such as the Health and Wellness Coaching program.</p> <p><b>Update Year:</b> 2023 - 2024</p> <p><b>Action Plan Progress:</b> On Track</p>
<p><b>Action Plan Status:</b> Active</p> <p><b>Action Plan:</b> Explore the viability of developing and offering an environmental communication course.</p> <p><b>Action Plan Cycle:</b> 2023 - 2024</p>	<p><b>Submission Date:</b> 02/02/2024</p> <p><b>Action Plan Update:</b> Professor Scott Plambek is exploring the possibility of offering a course in Environmental Communication. An Environmental Communication course could become integrated into Mesa College's Associate of Arts in Sustainability and Certificate of Achievement in Sustainability programs, thereby generating a more comprehensive set of course options for students interested in sustainability studies.</p> <p><b>Update Year:</b> 2023 - 2024</p> <p><b>Action Plan Progress:</b> On Track</p>





# **Program Review**

Summary and Reflections with Unit Goals, Action Plans,  
and Updates

Instructional Program - Computer Information  
Sciences (CISC)

### Executive Summary

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**Describe the successes and challenges your unit has faced since the last comprehensive review.**

Our department is growing, with high enrollments across the board. However, one of our contract faculty retired at the end of Fall 22, so we are seeking more adjunct instructors to help fill the gap caused by the reduction in contract faculty and the growth of the department. While we have been able to hire adjunct faculty, their available time and dedication to support students and contribute to the department is limited. This puts more workload on the remaining contract faculty who all serve as mentors to the new adjuncts in addition to the necessary out of classroom work that is part of the faculty load. We are requesting more contract faculty positions.

Several of our classes have started utilizing embedded tutors. Faculty report that embedded tutors are able to spend time helping individual students who are struggling, both during class and during tutoring sessions, and have helped students succeed in their classes. We hope to continue having embedded tutors in our classes and to increase the number of classes that utilize embedded tutors.

With the introduction of student SDCCD e-mails, our students now have no-cost access to Office 365 applications, which has helped to reduce costs for students in our CISC 181 classes.

**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.**

In partnership with our sister colleges, we have updated the SLOs for many of our courses to ensure that our students are learning skills that are in demand from industry and are also equipped to successfully progress through course sequences. We anticipate that this will help our students to be better positioned to find jobs and internships.

We have been working on new certificates and courses and are currently working on a certificate and additional course related to Agile software development.

In partnership with Multimedia and Web Development, we created a new Certificate of Performance tailored to CCAP students at Point Loma High School. This two year degree (1 class per semester) provides students with 21st century technology skills while providing a broad exploration of topics within ICT.

**If applicable, describe the impact of any new resources (human, fiscal, etc) on the unit and/or action plan implementation.**

We have not had new resources, but we have unfortunately seen a reduction in contract faculty due to retirement. This has had a negative impact on our department as we have fewer people completing the same amount of work outside of the classroom.

**If you assess OUTCOMES, please confirm that the outcomes have been reviewed for accuracy. If you do not assess Outcomes, skip this question.**

Reviewed Not Accurate - Update In Progress

**Related Documents for Charts and Graphs**

**Executive Summary Complete**

Yes

### Data Reflection

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**Trends observed in program/service area's data.**

CISC saw enrollment drops in from Fall 19 (1,037 students) to Fall 20 (935 students), but by Spring 20, enrollments were back to normal Spring levels (948 in Spring 20 to 949 in Spring 21); although Fall enrollment levels didn't reach pre-pandemic amounts Fall 22, the upward trend in fall continued and Spring enrollment trends remained

## Summary and Reflection

stable with a slight upward trend. Both Fall 22 and Spring 23 enrollment levels are now higher than pre-pandemic; CISC is growing, both in enrollment and in productivity (Fall 19 16.27 -> Fall 22 17.14). The percentage of students with CISC as their academic plan has also increased, from 1.2% (437 students) in 17/18 to 4.1% (1,167 students) in 21/22. The increases that we are seeing are due in part to Associate Degree for Transfer that Mesa now offers in Computer Science, but also because of the relevance of computer and information systems to many jobs available and in demand in industry today.

The number of awards in CISC also dropped during the pandemic but has begun an upward trend in large part due to the introduction of the ADT in Computer Science. Unfortunately, there are equity gaps in who is earning degrees and certificates (see next question). Although the number of CISC awards is growing, the total number of awards is still small. We think this is because our certificates need to be updated, and new certificates need to be created to better reflect industry needs; reviewing and updating this curriculum is one of our goals.

The CISC overall course success rates have increased; in 16/17 and 18/19 the success rate was 63%; it has increased to 68% in 20/21 and 66% in 21/22, for an average of 4% increase. Face to face and hybrid courses have seen a growth in success rates from 71% in 16/17 to 84% in 21/22. Asynchronous online classes have also seen a growth from 58% in 16/17 to 66% in 21/22. We attribute the growth in success rates to faculty participation in professional development that emphasized equitable practices in course policies and in grading.

### **Describe any equity gaps in the data. Are there differences and/or patterns observed by demographics (e.g. race/ethnicity, gender, age, etc.)**

The awards earned in CISC have equity gaps in several areas. In examining the data from 20-22 (starting after the introduction of the ADT), students in the 18-24 age group are at -18.4%; we are hopeful that this is because the ADT is new, and for many students takes more than 2 years to earn. We are interested to see what the data looks like for the 22-23 AY. As we introduce new degrees that are more relevant to industry, we hope that younger students will find the degrees valuable and will earn them.

There is also an equity gap for female students (-34.0%). We know that there is an imbalance of gender in computer science industry that is perpetuated by media stereotypes of computer scientists as white males; unfortunately, this often leads to a loss of interest for women by middle school, and results in lower enrollment in computer science classes. Several ways that we can work around this challenge include offering more CCAP courses in high school, so that girls have the opportunity to take computer science classes before college, and increasing outreach to younger students by offering campus visit days that showcase the rich variety of options in ICT fields.

We noticed an award gap for Latinx students (-13.3%). We are troubled by its existence especially because Mesa is an HSI. In addition to faculty mindfully approaching equitable course policy changes, we are hopeful that we will be successful in our goal to create an ICT community/study space in the BT building, and that this will help our students to better collaborate and to support each other as well as to allow non-ICT students to discover the availability and fun in ICT fields.

There is an equity gap in success between asynchronous online classes and classes with an in-person component (both face-to-face and hybrid). As our success rates have grown, this gap has unfortunately also grown. We are continuing to encourage faculty to participate in professional development, especially when that professional development includes practices for online teaching.

The equity gaps in success rates unfortunately mirror the award gaps. Latinx students have a -9.6% equity gap, and Black/African American students have a -12.1% equity gap. The equity gap by age group is, fortunately, smaller at -2.0% for the 18-24 age group. This is an indication that continuing our professional development efforts and ICT community/study space creation efforts as approaches to reduce the success rate equity gap will also help with the award equity gap.

Surprisingly, the equity gap by gender shows that female students are more successfully; there is -3.1% equity gap for male students, which indicates that more successful outreach to enroll women in CISC programs is a good solution to reduce the gender award gap.

### **Related Documents for Charts and Graphs**

## Summary and Reflection

### **Describe the discussion(s) that took place about the unit's learning outcomes assessment data.**

We noted that many of our CLOs are inaccurate, and some courses do not have CLOs listed. We are addressing these issues so that we will be able to collect appropriate data and examine it in the future.

### **Data Reflection Complete**

Yes

## Practice Reflection

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### **Describe current practices your program/service area has engaged in that you believe impact the above data trends and equity gaps.**

The CISC department has committed to increasing the diversity of our students. We have taken many approaches to this goal, notably around equity and inclusion.

CISC faculty have participated in a Grading for Equity FIG, and have altered course grading policies to be more equitable. Some faculty have embraced standards-based grading policies; others have adopted smaller changes such as accepting late work without penalty and encouraging revisions to shift student focus from earning a grade to learning the course concepts.

Another FIG that CISC faculty participated in created Canvas pages showcasing computer scientists, with a focus on women and underrepresented ethnicities. We have started integrating these pages into our Canvas courses so that students can “see” themselves as successful computer scientists. We are working on printing posters to put in our classrooms so that our students will literally “see” faces that look like theirs every day in class.

Efforts to increase success rates in online courses are needed as well. Several faculty are improving their online courses based on information they have learned from participating in professional development courses offered by MOST (Refresh, Include, Assess) and by Humanizing Online STEM. We are sharing the changes that we have made, as well as the reasoning behind these changes, at department meetings so that all faculty can benefit.

OER and ZTC has been another focus for our department. Multiple instructors have adopted ZTC materials; in courses where ZTC materials are not readily available, instructors are comparing options from multiple publishers and are choosing the lower cost options.

### **What other factors (internal or external) might also impact the above data trends and equity gaps?**

The pandemic had a major impact on equity. Many factors outside of school affected our students’ ability to complete courses and programs. We have been slowly returning to campus and are saddened that our work to create a student space for ICT students to study and build community within the BT was incomplete despite the fact that we had secured funding for the project. This lack of space to create community will continue to impact our students in the form of decreased retention and success.

The combination of the recent retirement of a contract faculty and the growth that CISC is experiencing has resulted in a need to hire additional adjunct instructors. Because of intentional recruitment efforts, this has increased the diversity of our faculty, which we hope will assist our efforts in increasing the diversity of our students.

Unfortunately, the reduction in the number of contract faculty has made it difficult for us to participate as broadly as we would like to in conversations and efforts across campus, especially in efforts designed to increase student success and retention. Because we have fewer contract faculty, our individual responsibilities have increased, leaving us with less time to spend interacting with individual students.

### **Related Documents for Charts and Graphs**

### **Practice Reflection Complete**

Yes



## Summary and Reflection

### Mid-Cycle Updates

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#### **YEAR 2 Updates (2023 - 2024)**

**Provide any edits or updates to the prompts originally documented in the Executive Summary section for Year 2.**

We appreciate the benefits of student SDCCD e-mails, but we have noticed that students are not consistently checking this e-mail address, and so are not getting messages from instructors. This is posing a challenge when instructors need to contact students regarding things like enrollment and progress in the class, especially for online classes.

**Provide any edits or updates to the prompts originally documented in the Data Reflection section for Year 2.**

No.

**Review Outcomes Report. Review the unit's outcomes assessment process for 2022 - 2023. Discuss connections to unit goals/action plans/resource requests.**

**Provide any edits or updates to the prompts originally documented in the Practice Reflection section for Year 2.**

No.

#### **YEAR 3 Updates (2024 - 2025)**

**Provide any edits or updates to the prompts originally documented in the Executive Summary section for Year 3.**

We had one unsuccessful search for a new contract faculty member and just completed another search. That search resulted in the identification of a new contract faculty member to hire, and we are awaiting notification from the district about whether the candidate has accepted the offer.

Faculty continue to utilize embedded tutors in their classrooms, with both students and faculty indicating that the presence of the embedded tutor is helpful to student learning. Embedded tutors are able to spend extended time with students who need extra help, freeing the faculty member to check in with all students during class time. There are often not sufficient embedded tutors to meet faculty demand. This seems to be caused by multiple issues: there are not enough Mesa students who are interested in being tutors; there is not sufficient funding to hire more tutors in CISC, the process for becoming a tutor is long and cumbersome and students are not always able to enroll in EDU 100 to even be eligible to be hired.

We have improved communication with our colleagues at Miramar and City and have started a cross-college group to update our Java sequence of courses. We anticipate the outcome of these discussions to include a streamlined curriculum that reduces overlap between the introductory and intermediate level courses as well as a more consistent level at which each topic is taught between colleges, which we hope will reduce the number of students who enter the intermediate course unprepared.

We had a major curriculum discussion at the start of Fall 24 and are designing new courses and awards that will be ready to enter into Meta in the Spring semester. These new awards reflect the dual nature of our department that prepares students both for transfer and for jobs (CTE).

**Provide any edits or updates to the prompts originally documented in the Data Reflection section for Year 3.**

We have continued to see increased demand and enrollment during Fall and Spring semesters. Because district cuts to FTEF were disproportionately directed to many CTE programs, to be able to continue serving students during Fall 24 and Spring 25 semesters, we had to cut the number of Summer 24 classes that were offered. The few classes that we offered filled quickly and had full waitlists. We had previously noted an increase in productivity; with the return to on campus classes, which have a lower cap due to room capacity constraints, we have seen our productivity decrease slightly. This is offset by higher success rates for students taking these smaller-size on campus classes. Our overall course success rates have also been increasing, from a low of 60% success in 2018/19 to a 70% success in 2023/24! The success rates for online courses has increased from a low of 54% to 69%.

In revisiting equity gap analysis, we previously noted that there was an equity gap for female students in data from 20-22. Including semesters from Fall 22- Spring 24, we now see that this gap has been eliminated when considering all CISC classes and reduced to 1.8% (not considered a disproportionate impact) when considering only the classes in the ADT! There has also been a reduction in the equity gap for Latinx students, from 13.3% in 20-22 to 9.3% in 22-24. This impressive result is due to the hard work of our faculty in making our classes more

## Summary and Reflection

equitable for all students.

We have had trouble with “bots” registering for classes as well as the transition to SSO that has prevented many students from being able to log into their online courses or even receive e-mails at their student accounts. Instructors are starting to reach out to students using their preferred e-mail addresses, and we appreciate that the district provides these to faculty.

The number of awards in CISC has been increasing each year. Our degree earners tend to be in the 25-39 age group, male, and White, Asian/Pacific Islander, or Latinx. Our outreach efforts might best be directed toward groups with an equity gap compared to campus representation: 18-24 age group, females, and Latinx students.

**Review Outcomes Report. Review the unit’s outcomes assessment process for 2023 - 2024. Discuss connections to unit goals/action plans/resource requests.**

We discussed outcomes in a department meeting. There are several courses that do not have correct outcomes; these are being corrected through a collaboration of the DOC and the faculty who teach those courses. We also discussed the results that were available for recently assessed classes. Faculty found the outcomes reports confusing to read, so in future semesters we will spend more time learning how to read the reports. Additionally, we noticed that some faculty provided more detail about the type of assessments used, and other faculty included minimal information; we are encouraging faculty to provide more comprehensive details about the specific type of assessment used in the future. We are also encouraging faculty to include the course number in their reports to make it easier to read the outcomes reports.

Because it appears that some faculty have higher reported success rates, we have decided to utilize time at department meetings to meet in course-specific groups to discuss teaching best practices and assessment strategies. This approach will foster a more targeted exchange of ideas, helping faculty refine their instructional methods for improved CLO outcomes.

**Provide any edits or updates to the prompts originally documented in the Practice Reflection section for Year 3.**

Faculty have worked hard to reduce equity gaps. Many of our online faculty have participated in MOST cohorts and MOST coaching and have shared out about the changes they made in their courses to the department. Many faculty have also transitioned to standards-based grading and/or incorporated more equitable grading strategies into their class while maintaining the high standards of learning needed for our students to successfully transfer or gain employment. Additionally, there has been an increase in the number of faculty who are adopting OER/ZTC materials, which enables all students to start with full access to materials on the first day of class.

### **YEAR 4 Updates (2025 - 2026)**

**Provide any edits or updates to the prompts originally documented in the Executive Summary section for Year 4.**

**Provide any edits or updates to the prompts originally documented in the Data Reflection section for Year 4.**

**Review Outcomes Report. Review the unit’s outcomes assessment process for 2024 - 2025. Discuss connections to unit goals/action plans/resource requests.**

**Provide any edits or updates to the prompts originally documented in the Practice Reflection section for Year 4.**

**Goal 1: In the next 4 years, increase by 10% the number of students who gain employment at a livable wage or who attain a CISC certificate.**

**Unit Goal:** Goal 1: In the next 4 years (program review cycle), increase by 10% the number of students who gain employment at a livable wage in computer science or a related field, or who see a wage increase by increasing the number of students who attain a certificate in CISC.

**Goal Status:** Active

**Beginning Year:** 2022 - 2023

**Projected Completion Year:** 2025 - 2026

### Mapping

Mesa College Strategic Plan: Roadmap to Mesa2030: (X - Highlight the X to Align)

- **Completion - Objective 1:** Develop pathways that provide students with clarity about degree, certificate, and transfer requirements. (X)
- **Completion - Objective 2:** Develop cross - functional teams that support student success and include integrated career and transfer counseling. (X)
- **Completion - Objective 3:** Design and promote programs and services that intentionally target a reduction in equity gaps in completion outcomes (X)
- **Completion - Objective 4:** Support students' access to resources to mitigate the impact caused by technological and basic needs insecurity (X)

Action Plans	Action Plan Update
<b>Action Plan Status:</b> Active <b>Action Plan:</b> Hire new contract faculty who will primarily teach CTE courses and allow our programs to grow. <b>Action Plan Cycle:</b> 2022 - 2023, 2023 - 2024, 2024 - 2025, 2025 - 2026	<b>Submission Date:</b> 12/02/2024 <b>Action Plan Update:</b> New faculty member in hiring process. This faculty member will primarily teach courses that are part of the ADT, which opens up adjunct faculty and current contract faculty available to teach CTE courses. <b>Update Year:</b> 2024 - 2025 <b>Action Plan Progress:</b> Completed
	<b>Submission Date:</b> 01/24/2024 <b>Action Plan Update:</b> A contract position has been approved and will be filled to start in Fall 2024. <b>Update Year:</b> 2023 - 2024 <b>Action Plan Progress:</b> On Track
<b>Action Plan Status:</b> Active <b>Action Plan:</b> Update curriculum to include specific areas of computer science. Ideas for new areas include data science, artificial intelligence, and cybersecurity; note that the specific area(s) we design curriculum around will be dependent on the advice of our advisory committee, labor market indicator reports from the regions, and the expertise of contract faculty.	<b>Submission Date:</b> 12/02/2024 <b>Action Plan Update:</b> We are developing an Agile Software Development capstone course and certificate, with the possibility of creating an AS degree that corresponds to the certificate. <b>Update Year:</b> 2024 - 2025 <b>Action Plan Progress:</b> On Track

Action Plans	Action Plan Update
<b>Action Plan Cycle:</b> 2022 - 2023, 2023 - 2024, 2024 - 2025, 2025 - 2026	

**Goal 2: In the next 4 years, increase the number of students who attain an ADT in computer science.**

**Unit Goal:** Goal 2: In the next 4 years (program review cycle) increase by 10% the number of students who transfer to a 4-year school in computer science or related majors by increasing the number of students who attain an ADT in computer science.

**Goal Status:** Active

**Beginning Year:** 2022 - 2023

**Projected Completion Year:** 2025 - 2026

### Mapping

Mesa College Strategic Plan: Roadmap to Mesa2030: (X - Highlight the X to Align)

- **Completion - Objective 1:** Develop pathways that provide students with clarity about degree, certificate, and transfer requirements. (X)
- **Completion - Objective 2:** Develop cross - functional teams that support student success and include integrated career and transfer counseling. (X)
- **Completion - Objective 3:** Design and promote programs and services that intentionally target a reduction in equity gaps in completion outcomes (X)
- **Completion - Objective 4:** Support students' access to resources to mitigate the impact caused by technological and basic needs insecurity (X)
- **Pathways and Partnerships - Objective 1:** Develop and implement frameworks to create communities that can provide more targeted delivery of educational resources and support services. (X)
- **Pathways and Partnerships - Objective 2:** Expand partnerships with K-12 institutions to enhance program offerings and increase access for minoritized students. (X)
- **Pathways and Partnerships - Objective 3:** Increase community engagement, experiential learning, integrated career planning, and workforce training to prepare students for future careers (X)
- **Pathways and Partnerships - Objective 4:** Expand intersegmental pathways to create a seamless transition between Mesa and k-12, non-credit, Universities, and careers (X)
- **Pathways and Partnerships - Objective 5:** Develop and implement technologies, including website redesign, that will make pathways information available to students so that they can effectively utilize this information in their educational and career planning (X)

Action Plans	Action Plan Update
<b>Action Plan Status:</b> Active <b>Action Plan:</b> Hire new contract faculty who will primarily teach transfer-pathway courses. <b>Action Plan Cycle:</b> 2022 - 2023, 2023 - 2024, 2024 - 2025, 2025 - 2026	<b>Submission Date:</b> 12/02/2024 <b>Action Plan Update:</b> Action Plan Update: New faculty member in hiring process. This faculty member will primarily teach courses that are part of the transfer pathways. <b>Update Year:</b> 2024 - 2025 <b>Action Plan Progress:</b> Completed
	<b>Submission Date:</b> 01/24/2024

Action Plans	Action Plan Update
	<b>Action Plan Update:</b> A contract position has been approved and will be filled to start in Fall 2024. <b>Update Year:</b> 2023 - 2024 <b>Action Plan Progress:</b> On Track
<b>Action Plan Status:</b> Active <b>Action Plan:</b> Assign a "lead" faculty for each transfer-pathway course, who will lead a community of practice to ensure that all courses are taught to the same standard, thus enabling students to successfully proceed through course sequences. <b>Action Plan Cycle:</b> 2022 - 2023, 2023 - 2024, 2024 - 2025, 2025 - 2026	<b>Submission Date:</b> 12/02/2024 <b>Action Plan Update:</b> We have unofficial "leads" for CISC 191 and CISC 211. The approaches to teaching CISC 190 and CISC 246 are varied by instructor, but communication between instructors is increasing through outcome discussions and department meetings. <b>Update Year:</b> 2024 - 2025 <b>Action Plan Progress:</b> On Track

**Goal 3: In the next 2 years, revise the curriculum to meet the current industry demands.**

**Unit Goal:** Goal 3: In the next 2 years, revise the curriculum to meet the current industry demands.

**Goal Status:** Active

**Beginning Year:** 2022 - 2023

**Projected Completion Year:** 2024 - 2025

#### Mapping

Mesa College Strategic Plan: Roadmap to Mesa2030: (X - Highlight the X to Align)

- **Scholarship - Objective 1:** Expand and prioritize professional learning experiences for all employees that create parity in outcomes across racial/ethnic groups and all disproportionately impacted groups (X)
- **Scholarship - Objective 2:** Evaluate and improve Diversity, Equity, and Inclusion practice in classroom environments, campus activities, departments, schools, and administrative units (X)
- **Scholarship - Objective 3:** Assess impact of prerequisites and corequisites on student success and revise curriculum, as needed (X)
- **Scholarship - Objective 4:** Expand the use of innovative and high-quality teaching, learning, and support practices that achieve equitable outcomes and increase student success (X)
- **Scholarship - Objective 5:** Reduce costs associated with instructional materials to support the elimination of equity gaps (X)

Action Plans	Action Plan Update
<b>Action Plan Status:</b> Active <b>Action Plan:</b> Meet with an advisory committee to determine industry needs. <b>Action Plan Cycle:</b> 2022 - 2023, 2023 - 2024, 2024 - 2025	<b>Submission Date:</b> 12/02/2024 <b>Action Plan Update:</b> Advisory committee continues to meet yearly <b>Update Year:</b> 2024 - 2025 <b>Action Plan Progress:</b> On Track
	<b>Submission Date:</b> 01/24/2024

Action Plans	Action Plan Update
	<b>Action Plan Update:</b> Advisory Committee met in April 23 and will meet again in Spring 24. <b>Update Year:</b> 2023 - 2024 <b>Action Plan Progress:</b> On Track
<b>Action Plan Status:</b> Active <b>Action Plan:</b> Request LMI reports based on advisory committee recommendations. <b>Action Plan Cycle:</b> 2022 - 2023, 2023 - 2024, 2024 - 2025	<b>Submission Date:</b> 12/02/2024 <b>Action Plan Update:</b> A regional report already existed to support the updates we made to the Certificate of Achievement and AS in CISC, so no additional report is requested. Other regional reports guided us in updating other certificates, and specific LMI reports to support our proposed updates will be requested. <b>Update Year:</b> 2024 - 2025 <b>Action Plan Progress:</b> On Track
<b>Action Plan Status:</b> Active <b>Action Plan:</b> Develop new courses and certificates needed, as identified by advisory committee and LMI reports. <b>Action Plan Cycle:</b> 2022 - 2023, 2023 - 2024, 2024 - 2025	<b>Submission Date:</b> 12/02/2024 <b>Action Plan Update:</b> New courses and certificates are in the process of being developed and will be input into Meta soon. <b>Update Year:</b> 2024 - 2025 <b>Action Plan Progress:</b> On Track
<b>Action Plan Status:</b> Active <b>Action Plan:</b> Hire new contract faculty who will primarily teach CTE courses and allow our programs to grow. (relates to Goal 1 action 1). <b>Action Plan Cycle:</b> 2022 - 2023, 2023 - 2024, 2024 - 2025	<b>Submission Date:</b> 12/02/2024 <b>Action Plan Update:</b> New faculty member in hiring process. This faculty member will primarily teach courses that are part of the ADT, which opens up adjunct faculty and current contract faculty available to teach CTE courses. <b>Update Year:</b> 2024 - 2025 <b>Action Plan Progress:</b> Completed
	<b>Submission Date:</b> 01/24/2024 <b>Action Plan Update:</b> A contract position has been approved and will be filled to start in Fall 2024. <b>Update Year:</b> 2023 - 2024 <b>Action Plan Progress:</b> On Track

**Goal 4: In the next 4 years (program review cycle), increase the number of high school students who go on to enroll at Mesa by 5%.**

**Unit Goal:** Goal 4: In the next 4 years (program review cycle), increase the number of high school students who go on to enroll at Mesa by 5%, ideally with the goal of earning a degree or certificate in CISC.

**Goal Status:** Active

**Beginning Year:** 2022 - 2023

**Projected Completion Year:** 2025 - 2026

### Mapping

Mesa College Strategic Plan: Roadmap to Mesa2030: (X - Highlight the X to Align)

- **Pathways and Partnerships - Objective 1:** Develop and implement frameworks to create communities that can provide more targeted delivery of

educational resources and support services. (X)

- **Pathways and Partnerships - Objective 2:** Expand partnerships with K-12 institutions to enhance program offerings and increase access for minoritized students. (X)
- **Pathways and Partnerships - Objective 3:** Increase community engagement, experiential learning, integrated career planning, and workforce training to prepare students for future careers (X)
- **Pathways and Partnerships - Objective 4:** Expand intersegmental pathways to create a seamless transition between Mesa and k-12, non-credit, Universities, and careers (X)
- **Pathways and Partnerships - Objective 5:** Develop and implement technologies, including website redesign, that will make pathways information available to students so that they can effectively utilize this information in their educational and career planning (X)

Action Plans	Action Plan Update
<b>Action Plan Status:</b> Active <b>Action Plan:</b> . Increase outreach and mentoring through CCAP offerings. <b>Action Plan Cycle:</b> 2022 - 2023, 2023 - 2024, 2024 - 2025, 2025 - 2026	<b>Submission Date:</b> 12/02/2024 <b>Action Plan Update:</b> FTEF was provided specifically to offer CCAP courses. We have determined that the format and intensity of many of our 4-unit lecture/lab courses, which meet 6 hours/week on campus for 16-week classes, is not compatible with high school schedules. We are exploring the possibility of teaching a class over two semesters at a high school instead, and have also designed a CS 0 level class (pre-intro programming class) that would be a better match for both the experience that high school students have and would convert to a hybrid class compatible with the high school schedule.  Our action plan progress is part way between "Barriers Encountered" and "On Track" as we are currently working our way through the barriers that we have encountered. <b>Update Year:</b> 2024 - 2025 <b>Action Plan Progress:</b> Barriers Encountered
	<b>Submission Date:</b> 01/24/2024 <b>Action Plan Update:</b> FTEF cuts imposed on our growing program mean that we will need to either reduce on campus/online course offerings or CCAP course offerings. Because reducing on campus/online course offerings will negatively impact our students' ability to transfer in a timely fashion, our department is choosing to put part of the FTEF cuts on CCAP classes. This also means we will not be able to increase our CCAP course offerings as hoped. <b>Update Year:</b> 2023 - 2024 <b>Action Plan Progress:</b> Barriers Encountered
<b>Action Plan Status:</b> Active <b>Action Plan:</b> Increase outreach through ICT days, like we held for Junior High students prior to the pandemic.	<b>Submission Date:</b> 12/02/2024 <b>Action Plan Update:</b> Discussions starting to reboot Empower, an outreach for Junior High students. <b>Update Year:</b> 2024 - 2025 <b>Action Plan Progress:</b> On Track



Action Plans	Action Plan Update
<b>Action Plan Cycle:</b> 2022 - 2023, 2023 - 2024, 2024 - 2025, 2025 - 2026	
<b>Action Plan Status:</b> Active <b>Action Plan:</b> Participate in ICT marketing work with the CTE office. <b>Action Plan Cycle:</b> 2022 - 2023, 2023 - 2024, 2024 - 2025, 2025 - 2026	<b>Submission Date:</b> 12/02/2024 <b>Action Plan Update:</b> Marketing materials were created and launched. <b>Update Year:</b> 2024 - 2025 <b>Action Plan Progress:</b> Completed
	<b>Submission Date:</b> 01/24/2024 <b>Action Plan Update:</b> We have been working with the CTE office through a vendor that they selected related to a marketing campaign. We are still waiting to see the actual marketing materials. <b>Update Year:</b> 2023 - 2024 <b>Action Plan Progress:</b> On Track

#### Goal 5: Create a homework space for ICT students in the BT building.

**Unit Goal:** Goal 5: Create a homework space for ICT students in the BT building, where they can study, collaborate, receive tutoring assistance, and build connections with other students. The community room is needed to improve equity gaps by creating community so that students help support each other as they work together to learn.

**Goal Status:** Active

**Beginning Year:** 2022 - 2023

**Projected Completion Year:** 2025 - 2026

#### Mapping

Mesa College Strategic Plan: Roadmap to Mesa2030: (X - Highlight the X to Align)

- **Community - Objective 1:** Use technology to improve communication and accessibility across campus. (X)
- **Community - Objective 2:** Develop activities, spaces, and programs that support a sense of belonging with a focus on antiracism, historically minoritized groups, and inclusion. (X)
- **Community - Objective 3:** Build a culture of communication that is evidence based, race conscious, institutionally focused, systemically aware, and equity advancing (X)
- **Community - Objective 4:** Remove barriers to equitable participation by developing, incentivizing and creating structures for all employees to engage in and design professional learning (X)
- **Community - Objective 5:** Increase opportunities to be an asset and resource to the external community (X)
- **Completion - Objective 1:** Develop pathways that provide students with clarity about degree, certificate, and transfer requirements. (X)
- **Completion - Objective 2:** Develop cross - functional teams that support student success and include integrated career and transfer counseling. (X)
- **Completion - Objective 3:** Design and promote programs and services that intentionally target a reduction in equity gaps in completion outcomes (X)
- **Completion - Objective 4:** Support students' access to resources to mitigate the impact caused by technological and basic needs insecurity (X)

Action Plans	Action Plan Update
<p><b>Action Plan Status:</b> Active</p> <p><b>Action Plan:</b> We have previously designed a plan to create this space. Funding was identified, but then lost, because approval at higher administrative levels took too long to secure. We now need to identify a new funding source and continue our work to secure administrative approval.</p> <p><b>Action Plan Cycle:</b> 2022 - 2023, 2023 - 2024, 2024 - 2025, 2025 - 2026</p>	<p><b>Submission Date:</b> 12/02/2024</p> <p><b>Action Plan Update:</b> We have permission to create an ICT Study Space in BT-216. As noted previously, old equipment from MULT and CISC labs will be used as technology in the new space, until funding is secured to purchase more up-to-date technology. Staffing is still an issue; it would be helpful to have an ICT ILT who could keep the space open as well as assist with technology issues encountered in the classrooms during class times.</p> <p><b>Update Year:</b> 2024 - 2025</p> <p><b>Action Plan Progress:</b> On Track</p>
	<p><b>Submission Date:</b> 01/24/2024</p> <p><b>Action Plan Update:</b> We have successfully moved the BT-216 computers to BT-208, so BT-216 is now ready to be outfitted as a homework space. While we are working on obtaining funding for modern, up-to-date equipment, we are repurposing old computers from a MULT lab classroom that was able to obtain new computers, and plan to place them in BT-216. We are encountering issues with planned staffing to keep the room open for students to use though.</p> <p><b>Update Year:</b> 2023 - 2024</p> <p><b>Action Plan Progress:</b> Barriers Encountered</p>



# Program Review

Summary and Reflections with Unit Goals, Action Plans, and Updates

Instructional Program - CTE Sample

## Summary and Reflection





# **Program Review**

Summary and Reflections with Unit Goals, Action Plans,  
and Updates

Instructional Program - Culinary Arts/Culinary  
Management (CACM)

## Executive Summary

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**Describe the successes and challenges your unit has faced since the last comprehensive review.**

Since our previous full review, the program has seen many successful changes as we navigate the new curriculum pathways we have forged. Over the past year, we started to schedule the completely reimagined culinary curriculum. We have reworked the current classes into smaller stackable courses, allowing students more success points and adding curriculum flexibility. We have observed success with this model in our pilot lab class, CACM 110, increasing retention and success from 87% to 95%. The program also added four new courses and two advanced certificates designed for advanced students and returning professionals, a long-term program goal. The ability for students and professionals to be recognized for prior learning through the Credit for Prior Learning (CPL) program will be a significant achievement in providing many new paths to a college degree.

The newly-organized program is also curricular aligned with the Mesa Hospitality program giving students from both programs the ability to obtain multiple awards across programs with just a few additional classes. We see success in offering these well-sequenced degrees and certificates that provide clear pathways to achievement.

The program has added new high-tech, industry-relevant equipment to support the new curriculum. This equipment adds more significant learning opportunities for all program-level students. Embedded programmatically while also being used in the new curriculum, all students receive more in-depth and high-quality employment-relevant training while fostering student engagement to enhance retention. Another achievement is adding an industry-leading Point of Sales computer system that has allowed training students on operating and programming, management level skills. This innovative technology has facilitated online sales that have more than doubled restaurant sales, allowing for higher levels of training and experiences in laboratory classrooms. We have also seen the addition and classroom implementation of a new meat aging cabinet, chocolate spray paint, a modern combination oven, a blast chiller, a dough sheeter, a modern smoker, a modern bread oven, and all the support equipment. With this type of engagement, a broad goal is to create more than a bridge from one term to the next but to weave classes together based on these more advanced laboratory experiences. We note some challenges for students in purchasing some of the small equipment needed to maximize the experience. Procuring or replacing these items is very time-consuming, with sometimes a long time for approval and then procurement; a more streamlined process would be beneficial.

We have hired three new adjunct faculty members to teach these new classes to support these new certificates and courses. We are searching for a new Instructional Lab Technician to be hired in the fall of 2023 and a third full-time faculty member in the future. There is a critical need for additional staff as the program continues to try and support current and add new learning opportunities for students. Having robust and consistent support, including ongoing funding, support staff, and new faculty positions, will be the cornerstone of maximizing these innovative programs.

Over the past data cycle, we have observed upward trends from previously observed academic struggles that resulted in lower program retention/success rates, lower program enrollment, and stagnated GPA. The plan we started several years ago with the curriculum rework and then a full return to in-person modality has seen these former numbers rebound; the success average was 73.5% over the previous period and recovered to 77% in 2022, retention which dipped from 90% to 86%, has returned to 91% in the 22/23 academic year. In addition, we have observed program enrollment rebound to the pre-pandemic level. We also expect to see increased success and retention levels, leading to better productivity for the advanced laboratory courses.

In 2022 with reignited our outreach and support to our many partners in the community. We continued our work with our amazing local farmers and were given a plot of land as a learning space. From other local partners, we receive free organic garden supplies, produce, and proteins used in the program for students. We have added new industry partners, including Viejas and the Trust restaurant group, with help from the Mesa Employment Engagement Coordinator. Still, we must create more partnerships and pathways back to Mesa for professional development training.

We also collaborate and provide unique training for students in support of campus special events, but this has been overwhelming supported by our temporary NANCE's, another part of the complex need for more faculty and staff. Overall, it has been a busy but remarkably successful past year, but as noted, not without some challenges.



## Summary and Reflection

A most immediate issue over the past year since updating and rolling out the new curriculum design has been the college class registration process and the problems with the college program recognizing equivalent classes and glitches with prerequisites and corequisites affecting an already confused student and challenged enrollment. We have also spent time revising and changing errors in other areas of this large curriculum rollout. Also, updating and presenting the new program and data widely for current and prospective students is still in the works, with the hopes that most faults will be corrected in the fall of 2023.

We have also seen significant challenges in storing current and new specialized equipment and tools needed to train and operate in the new curriculum. Finding additional storage space is required. In addition to the existing program equipment, new and necessary equipment has created complex logistical issues in managing and maintaining equipment for each classroom use. We have been working with the Mesa facilities department for the past two years on a solution as the problems become more acute and expect to see resolution in the next year's term.

Staffing is also an overwhelming challenge; there are only two full-time faculty members to 8 adjunct positions for the fall of 2023, with most adjunct positions maxed out. There are overwhelming hours needed for program administration, classroom support, logistic lab operations, and other requirements to operate this unique high-level training space. Most of this is done by full-time faculty with assistance from student NANCE's while trying not to exceed fair use of time but find this idea beyond reality. To compound our challenge, we have experienced struggles finding well-trained staff and instructors in an industry with impacted employment, including higher pay and other compensations. The need for very specialist instructors, accompanied by the uncertainty that those classes might be canceled last minute, makes recruiting and retaining these high-level professionals even more of a challenge.

According to previous data we see impending challenges in filling the advanced laboratory courses. Even with a nearly 50% increase in program enrollment, challenges in filling these classes will prevail without more robust enrollment in introductory-level laboratory courses. We already do extensive outreach to promote the program, with new program flyer's and a new program video but we need a directed marketing plan for community outreach and engagement. The need to penetrate less traditional markets will be required as conditions and audience engagement changes focus. We see these engagements as adding to a growing acknowledgment of the program resulting in additional enrollments.

Challenges are based on many variables. A significant challenge is managing the program equipment and operations outside of teaching in the classroom or laboratory. Maintaining, setting up, ordering, and using all equipment is time-consuming. Having equipment staged and set up for instructors in laboratory classrooms that run 12 hours daily with minimum break time is complicated. Maintaining relationships with vendors and program partners, maintaining equipment, and other program duties make fully realizing these new programs challenging.

In addition, programmatic space is a challenge as it has become constrained. As the program expands with new courses, certificates, and overall content, there is minimal space to bring in additional required industry-standard equipment. Storage is becoming problematic for the equipment. It must be easily accessible without taking over the rooms.

Challenges continue in funding equipment and small tools to ensure equity in learning. We want to ensure that every student has access to the proper tools in their field of study. The cost to the students for program materials, equipment, and safety gear continues to rise with inflation. We want to ensure each student has access. The program is trying to have student kits for students to borrow instead of purchase, . Marketing of the culinary program needs to be increased. As the program expanded, the marketing material and platforms have not met the program's needs.

**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.**

The culinary program has completely revised courses and/or created and replaced older versions to maintain currency and relevancy in the industry. The courses are now in smaller sections to promote stronger student retention and persistence. Students have new pathways available with the additional courses and two new certificates. New adjunct faculty have been hired. The program continues to add and diversify the instructional

## Summary and Reflection

voice with new industry experts. With the advisory committee's support, the culinary faculty have developed new industry entry points for students to gain higher wages with specialized training.

**If applicable, describe the impact of any new resources (human, fiscal, etc) on the unit and/or action plan implementation.**

The culinary program has been able to hire three project assistants to assist in the collateral duties of the program, as well as learn management skills to enhance their employable skills. In addition, we have hired three new adjunct faculty members to teach these new classes to support these new certificates and courses. An Instructional Lab Technician position has been vacant for almost two years. The search to hire a new ILT is pertinent and needed immediately.

**If you assess OUTCOMES, please confirm that the outcomes have been reviewed for accuracy. If you do not assess Outcomes, skip this question.**

Reviewed & Accurate

## Related Documents for Charts and Graphs

## Executive Summary Complete

Yes

## Data Reflection

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### Trends observed in program/service area's data.

Over the past five years, the Culinary program has observed upward enrollment, success, and retention trends. Program course success rates have also seen a 4% increase after two years of decline during the pandemic. Success in 21/22 exceeded the program's five-year average as students returned to the classroom. Program GPA trends are also moving upward. Over the past 5 years, the program GPA has increased from 2.55 to 3.06 in 21/22.

Program enrollment has seen a significant increase of almost 50% after dropping to 226 in 21/22. Enrollment for 22/23 is also 20% larger than the 19/20 headcount.

Comparing face-to-face and online classes, we have observed lower success in online modality as a program. Upon returning to the face-to-face modality, the observed data has demonstrated more student success in individual courses and the overall program.

As a program, we have seen an overall increase in success and retention but still find disproportionate gaps in the success of our black/African American and Latinx populations. Many of these challenges focus on the 18-24-year-old student group. This group is almost 60% of our program population and drives program trends.

**Describe any equity gaps in the data. Are there differences and/or patterns observed by demographics (e.g.race/ethnicity, gender, age, etc.)**

We also have success gaps in the Latinx 18-24 population. We are seeing an upward trend in success, which has increased by more than 5% but is still 10% lower than the overall program success rate. In this group, the female population saw a 16% increase but is still several points lower than the program's overall success. The male population has significant challenges going from a success rate of 65% to just over 58%. In this same period, we have seen the retention rate for this group trend upward, increasing by almost 4% over the past two years.

We have seen a significant drop in the overall black/African American population success from 56% in 20/21 to 41% in 21/22. Looking deeper, the female population saw success go from 74% in 20/21 to 50% in 21/22, and the male population success was just above 23%.

We also continue to see equity gaps in the success of face-to-face classes compared to any modality of online courses. Success in online modality has increased from 66% to 70% but is still more than 20% lower than the overall success of face-to-face classes during the same period.

We believe having greater access to space and using technology for classroom instruction are challenges that continue to affect students. As a program, we have recognized these challenges and strive to allow all students to overcome technology barriers.

## Summary and Reflection

### Related Documents for Charts and Graphs

#### **Describe the discussion(s) that took place about the unit's learning outcomes assessment data.**

When reviewing our data, we redesigned the program curriculum to provide more focused class spaces with diverse voices and clear pathways to completion. The new format will allow more opportunities to enhance and further student knowledge with high-quality, specialized industry training. These assessments have also highlighted the need to accelerate the students toward completion and graduation. We expect to see this happen with the addition of CPL over the next two years.

As the industry struggles for the additional workforce, students and returning professionals are conflicted about completing their educational goals, working to pay bills, or furthering their chosen careers. Outcomes from courses that only run once a year and/or in 16-week course lengths have program-wide challenges with success and ongoing retention. These outcomes and observations led to a rework of programmatic delivery in lecture and laboratory classes.

These discussions prompted many changes, including modifying the curriculum and program to provide a more relevant industry experience. We have updated the program to have smaller, more stackable classes that we expect to drive students to more substantial knowledge and quicker competition.

#### **Data Reflection Complete**

Yes

### Practice Reflection

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#### **Describe current practices your program/service area has engaged in that you believe impact the above data trends and equity gaps.**

We updated our entire program to create a more transparent and predictable pathway for student success. We reimagined how classes and curricula are scheduled to meet the expectations of current students. Smaller, stackable courses and certificates were created that offer additional way-points of success.

We have observed the new class format allows students greater flexibility in their education plan and provides more on-ramps into the program through each semester. This stackable certificate format gives students other opportunities to succeed and stay on track with personal academic expectations.

We are also dedicated to providing the highest level of training on new and updated technology and related industrial equipment. These opportunities to work with the most current technologies create an engaged learning environment where students can flourish in a safe learning environment. With this type of engagement, a broad goal is to create more than a bridge from one term to the next but to weave classes together based on these more advanced laboratory experiences.

#### **What other factors (internal or external) might also impact the above data trends and equity gaps?**

As stated above, we have complex program space and administration challenges, as well as securing simple funding for loaner specialty tools to create more equitable access to advanced training.

The most significant program challenge is the time it takes to complete all required tasks to operate the program before any class starts. The need for a new Instructional Laboratory Tech to provide a more sustainable work environment is dire. As we add new faculty, we need them supported to deliver at the highest level.

### Related Documents for Charts and Graphs

#### **Practice Reflection Complete**

Yes

### Mid-Cycle Updates

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#### **YEAR 2 Updates (2023 - 2024)**

#### **Provide any edits or updates to the prompts originally documented in the Executive Summary section for Year 2.**

For this first midcycle review, it is difficult to find any new trends based on the limited data we have compiled. We do have a complete year of data as we continued the program's final rollout of our new certificate and reworked

## Summary and Reflection

curriculum as well as our new 'stackable' delivery. With the computer glitch fixed, registration was nearly seamless. This fall we began running of the final piece of the updated curriculum, a long-term program goal. Created with new pathways for returning professionals and students looking for more focused training for in demand of the industry.

One of our greatest operational challenges continues to be storage and, more importantly, the instructional logistics of the equipment, as outlined in our comprehensive review. We researched and got bids for storage but have been denied by our district with no given alternative.

We have seen some improvements in purchasing smallwares and other tools through alternative funding entities with less paperwork for these common program consumables. Minimizing the redundant request process over the past cycle always helps with the time needed for other program projects.

The most significant change in the program is hiring a new instructional laboratory technician (ILT). The addition of the new ILT has already significantly impacted laboratory operations. Creating a more consistent culture of organization within an instructional space used more than 12 hours continuously daily, and by 6 to 7 different instructors and supporting more. it was more than critically needed to alleviate the enormous extra hours extended by faculty to maintain the program and instructional operational space for more than 2 years waiting for the new ILT to be hired. Though the new ILT has improved a critical situation operationally, at least one new faculty member will be needed to balance the instructional side, as noted in the new faculty request.

We continue our strong partnerships with our many partners in the community. This was most evident during our recent yearly event to raise money for our nonprofit foundation, where our partners donated deeply to help us raise more than \$10,000. Financial aid we use to encourage students to fully participate in any opportunities that arise during their time at Mesa and even as they become professionals.

### **Provide any edits or updates to the prompts originally documented in the Data Reflection section for Year 2.**

As noted above there is limited new data but we have noted some continuing trends. We continue to see enrollment increases, as noted in our comprehensive review with enrollment in fall 2021,226, 2022,336, 2023, 442. Programmatically, we are voracious in our outreach to promote the excellence of this community asset. When looking at data for success and retention, we did not see any significant changes but noted that the number of students served increased from 439 to 665. We still see the greatest challenges in our online asynchronous class with low retention and success rates. These are classes we plan to evaluate for any needed changes.

### **Review Outcomes Report. Review the unit's outcomes assessment process for 2022 - 2023. Discuss connections to unit goals/action plans/resource requests.**

### **Provide any edits or updates to the prompts originally documented in the Practice Reflection section for Year 2.**

Programmatically, we will continue our new curriculum process and practices as we move through a new evolution in our program history. We will constantly evaluate new data, big and small, quantitative and qualitative, as we constantly make any needed adjustments over the next cycle.

## **YEAR 3 Updates (2024 - 2025)**

### **Provide any edits or updates to the prompts originally documented in the Executive Summary section for Year 3.**

During the past year the Mesa Culinary program has seen the cumulation of the many programmatic changes made over the past five years. Looking at the past years data we have seen much stronger student success results, especially in our Latinx and African American communities. This was the primary goal in the program restructuring and the push to create a high-quality hands-on laboratory learning space with up to date equipment and technology. Both challenges and goals as outlined in our primary year of this program review cycle. I will present the updated information in the Data Reflections section of this update.

We have also resolved our program storage challenges, also as one of our program review goals. This was resolved with a new storage area, located at a remote location on campus and managed by the Culinary Instructional Laboratory Technician (ILT).

We have solved much of our laboratory teaching space issues by changing over a lecture classroom during the evening and optimizing the schedule to find the needed laboratory classroom space to support the new programs, certificates, and new classes. It is not without challenges, such as moving furniture, power for student equipment or trying to get the floors cleaned regularly but the new baking certificate, a primary user of this space has seen

## Summary and Reflection

multiple certificates awarded.

As the culinary program grows on all fronts, students, classes, success, and retention there is a dire need for another full time faculty to support this continued success. As a program we want to maintain but also provide more high-quality learning opportunities with well managed partnerships. This is not possible in a program with 23 unique classes and 4 awards and a program that already relies heavily on unpaid adjuncts to help us elevate our current student opportunities. Having only two full-time faculty that are stretched between teaching, student advising, program requirements, events to support students, supporting the school, high school articulations, credit for prior learning, and everything else this complex program presents every day is an excessive burden in any realm of normal working expectations.

### **Provide any edits or updates to the prompts originally documented in the Data Reflection section for Year 3.**

During our last year we had did not have many broad data points to consider. We were observing greater success in some classes as noting in first year report, but did not have the data to see changes in multiple populations. As we look at two complete years of data we see much more than enrollment increased. This year we have seen significant improvements in overall student success, retention, GPA, units taken and completed, and large improvements in groups were we observed the greatest equity gaps.

As a program we serve a diverse population of learners. The below data is last compared to this year's data.

Student Enrollment – 219 to 296

Included Enrollments – 664 to 961

Program Fill Rate – 88%

First-Timers' - 17.7%

First Generation - 26.4%

DSPS - 8%

EOPS - 5.4%

Foster Youth - 3.5%

Military - 9.9%

Student Parent - 15.5%

Low Income – 45.7%

The program has seen amazing jumps year over year in the following areas with highlights on the populations that we set focused efforts to improve with our redesigned course delivery and use of high-quality laboratory classroom settings.

Program Success Rate - 77% to 87%

Program Retention Rate – 92% to 96%

Program GPA – 3.01 to 3.24

DSPS Success – 64%-89%

Latinx (all) Success Rate– 79% to 86%

Latinx Female Success Rate – 81% to 88%

Latinx Male Success Rate – 78% to 84%

African American (all) Success Rate- 63% to 83%

### **Review Outcomes Report. Review the unit's outcomes assessment process for 2023 - 2024. Discuss connections to unit goals/action plans/resource requests.**

This cycle we are updating our review schedule to include both Spring and Fall 2024 classes for outcomes review. We will use these discussion with the new student success data to find any gap for the next curriculum update.

### **Provide any edits or updates to the prompts originally documented in the Practice Reflection section for Year 3.**

As noted in the year two review we will continue to refine and understand more about the amazing success we have seen since the curriculum restructure. We also are working to find and nurture more community business relationships and international learning opportunity for students.

### **YEAR 4 Updates (2025 - 2026)**

**Provide any edits or updates to the prompts originally documented in the Executive Summary section for Year 4.**

## **Summary and Reflection**

**Provide any edits or updates to the prompts originally documented in the Data Reflection section for Year 4.**

**Review Outcomes Report. Review the unit's outcomes assessment process for 2024 - 2025. Discuss connections to unit goals/action plans/resource requests.**

**Provide any edits or updates to the prompts originally documented in the Practice Reflection section for Year 4.**

## New Goal 1: Innovative Technology & Equipment

**Unit Goal:** Evaluation of current technology & equipment to ensure the program faculty and students are training with relevant, new, and innovative technology & equipment in the classroom

**Goal Status:** Active

**Beginning Year:** 2025 - 2026

**Projected Completion Year:** 2026 - 2027

### Mapping

Mesa College Strategic Plan: Roadmap to Mesa2030: (X - Highlight the X to Align)

- **Community - Objective 2:** Develop activities, spaces, and programs that support a sense of belonging with a focus on antiracism, historically minoritized groups, and inclusion. (X)
- **Community - Objective 4:** Remove barriers to equitable participation by developing, incentivizing and creating structures for all employees to engage in and design professional learning (X)
- **Completion - Objective 3:** Design and promote programs and services that intentionally target a reduction in equity gaps in completion outcomes (X)
- **Pathways and Partnerships - Objective 1:** Develop and implement frameworks to create communities that can provide more targeted delivery of educational resources and support services. (X)
- **Pathways and Partnerships - Objective 3:** Increase community engagement, experiential learning, integrated career planning, and workforce training to prepare students for future careers (X)
- **Pathways and Partnerships - Objective 5:** Develop and implement technologies, including website redesign, that will make pathways information available to students so that they can effectively utilize this information in their educational and career planning (X)
- **Scholarship - Objective 2:** Evaluate and improve Diversity, Equity, and Inclusion practice in classroom environments, campus activities, departments, schools, and administrative units (X)
- **Stewardship - Objective 2:** Support processes and initiatives that prioritize environmental sustainability and reduce Mesa College's impact on climate change (X)

Action Plans	Action Plan Update
<b>Action Plan Status:</b> Active <b>Action Plan:</b> Evaluate current technology & equipment being used to train in the classroom to current industry trends in innovation <b>Action Plan Cycle:</b> 2024 - 2025	
<b>Action Plan Status:</b> Active	



Action Plans	Action Plan Update
<b>Action Plan:</b> Replace or update older versions of technology or equipment with new innovative training tools <b>Action Plan Cycle:</b> 2025 - 2026	

### Goal 3: Professional development

**Unit Goal:** Goal 3: Provide professional development in the two new specialized certificate subject matter areas of focus

**Goal Status:** Active

**Beginning Year:** 2023 - 2024

**Projected Completion Year:** 2025 - 2026

#### Mapping

Mesa College Strategic Plan: Roadmap to Mesa2030: (X - Highlight the X to Align)

- **Community - Objective 5:** Increase opportunities to be an asset and resource to the external community (X)
- **Completion - Objective 2:** Develop cross - functional teams that support student success and include integrated career and transfer counseling. (X)
- **Pathways and Partnerships - Objective 3:** Increase community engagement, experiential learning, integrated career planning, and workforce training to prepare students for future careers (X)
- **Pathways and Partnerships - Objective 4:** Expand intersegmental pathways to create a seamless transition between Mesa and k-12, non-credit, Universities, and careers (X)

Action Plans	Action Plan Update
<b>Action Plan Status:</b> Active <b>Action Plan:</b> Work with subject matter experts to provide in-person training sessions for Faculty, Staff and Nance <b>Action Plan Cycle:</b> 2023 - 2024, 2024 - 2025, 2025 - 2026	<b>Submission Date:</b> 11/25/2024 <b>Action Plan Update:</b> Meat & Seafood professional development is well underway expanding the partners and connections in the industry. Faculty continue to explore professional development for the Baking & Pastry certificate. Local resources are limited. Lead faculty working with subject matter expert faculty to identify regional options for continued educational opportunities. Barriers are access to local resources and funding to travel to options outside the local area. <b>Update Year:</b> 2024 - 2025 <b>Action Plan Progress:</b> Barriers Encountered
<b>Action Plan Status:</b> Active <b>Action Plan:</b> Arrange site visits to manufacturer, factories, specialty shops/restaurants to develop career pathways <b>Action Plan Cycle:</b> 2023 - 2024, 2024 - 2025, 2025 - 2026	<b>Submission Date:</b> 11/25/2024 <b>Action Plan Update:</b> Meat & Seafood certificate have completed several site and manufacturing visits 2023-2024 and Fall 2024 with more planned in Spring 2025. New manufacturing pathways identified for fabrication of meat and seafood career paths. Baking & Pastry certificate are examining and researching more opportunities. Local resources are limited outside of the restaurant options. Faculty looking at National options for factories and manufacturing at higher levels. <b>Update Year:</b> 2024 - 2025

Action Plans	Action Plan Update
	<b>Action Plan Progress:</b> On Track
<b>Action Plan Status:</b> Active <b>Action Plan:</b> Collaborate with State, Regional, and Local programs to support faculty, staff, and nance in current practices and job opportunities <b>Action Plan Cycle:</b> 2023 - 2024, 2024 - 2025, 2025 - 2026	<b>Submission Date:</b> 11/25/2024 <b>Action Plan Update:</b> Program leads and subject matter experts are working with Strong Workforce to institute more work-based learning (WBL) opportunities. WBL opportunities can expand the area of focus and allow travel to the locations that have the job and career pathways with higher wages and specialized skills. <b>Update Year:</b> 2024 - 2025 <b>Action Plan Progress:</b> On Track

**Goal 4: Continue implementing, updating, and improving the proper administration of new certification programs over the next two terms.**

**Unit Goal:** Goal 4: Continue implementing, updating, and improving the proper administration of new certification programs over the next two terms.

**Goal Status:** Active

**Beginning Year:** 2022 - 2023

**Projected Completion Year:** 2024 - 2025

### Mapping

Mesa College Strategic Plan: Roadmap to Mesa2030: (X - Highlight the X to Align)

- **Community - Objective 1:** Use technology to improve communication and accessibility across campus. (X)
- **Community - Objective 3:** Build a culture of communication that is evidence based, race conscious, institutionally focused, systemically aware, and equity advancing (X)
- **Community - Objective 4:** Remove barriers to equitable participation by developing, incentivizing and creating structures for all employees to engage in and design professional learning (X)
- **Community - Objective 5:** Increase opportunities to be an asset and resource to the external community (X)
- **Completion - Objective 1:** Develop pathways that provide students with clarity about degree, certificate, and transfer requirements. (X)
- **Completion - Objective 3:** Design and promote programs and services that intentionally target a reduction in equity gaps in completion outcomes (X)
- **Completion - Objective 4:** Support students' access to resources to mitigate the impact caused by technological and basic needs insecurity (X)
- **Pathways and Partnerships - Objective 1:** Develop and implement frameworks to create communities that can provide more targeted delivery of educational resources and support services. (X)
- **Pathways and Partnerships - Objective 2:** Expand partnerships with K-12 institutions to enhance program offerings and increase access for minoritized students. (X)
- **Pathways and Partnerships - Objective 3:** Increase community engagement, experiential learning, integrated career planning, and workforce training to prepare students for future careers (X)
- **Pathways and Partnerships - Objective 4:** Expand intersegmental pathways to create a seamless transition between Mesa and k-12, non-credit, Universities, and careers (X)
- **Scholarship - Objective 3:** Assess impact of prerequisites and corequisites on student success and revise curriculum, as needed (X)

- **Scholarship - Objective 4:** Expand the use of innovative and high-quality teaching, learning, and support practices that achieve equitable outcomes and increase student success (X)
- **Stewardship - Objective 5:** Increase campus understanding, communication of and transparency in budget and resource allocation (X)

Action Plans	Action Plan Update
<b>Action Plan Status:</b> Active <b>Action Plan:</b> Continue course development and delivery of new advanced courses. <b>Action Plan Cycle:</b> 2022 - 2023, 2023 - 2024, 2024 - 2025	<b>Submission Date:</b> 11/25/2024 <b>Action Plan Update:</b> As the full year of the Meat & Seafood certificate has ended, faculty has identified areas in two courses that are overlapping. Faculty have combined two courses to create one complete course with meaningful and industry concise content. The change will reduce the units for the certificate, but streamline the certificate for student completion. <b>Update Year:</b> 2024 - 2025 <b>Action Plan Progress:</b> On Track
	<b>Submission Date:</b> 11/21/2023 <b>Action Plan Update:</b> New meat & seafood certificate completed the first semester successfully. Baking & pastry certificates enrollment has increased with more awareness of the opportunities in specialized technical training <b>Update Year:</b> 2023 - 2024 <b>Action Plan Progress:</b> On Track
<b>Action Plan Status:</b> Active <b>Action Plan:</b> Work with counselors, staff, and administrators to provide up-to-date support for curriculum changes. <b>Action Plan Cycle:</b> 2022 - 2023, 2023 - 2024, 2024 - 2025	<b>Submission Date:</b> 11/25/2024 <b>Action Plan Update:</b> Lead faculty are working closely with counselors to provide current curriculum and scheduling advice. Program students come to Professor Whitfield for scheduling of program required courses then meet with counseling to add general education and degree required courses to their schedules. Only a few students remain from the catalog change. Continued support of counseling is appreciated. <b>Update Year:</b> 2024 - 2025 <b>Action Plan Progress:</b> On Track
	<b>Submission Date:</b> 11/21/2023 <b>Action Plan Update:</b> Held a counselors information session on new certificates and program pathways. Need to schedule another information session before spring semester begins <b>Update Year:</b> 2023 - 2024 <b>Action Plan Progress:</b> On Track
<b>Action Plan Status:</b> Active <b>Action Plan:</b> Continue collaboration with the Hospitality program to support a well-sequenced and well-scheduled large cross-program transferability offered in the new curriculum.	<b>Submission Date:</b> 11/25/2024 <b>Action Plan Update:</b> Lead faculty in Hospitality and Culinary programs are working together to ensure students have the opportunity to complete both program simultaneously, by collaborating and removing scheduling barriers. As schedule changes are made, faculty are updating the course sequence materials for students and counselors to follow on a consistent basis.

Action Plans	Action Plan Update
<b>Action Plan Cycle:</b> 2022 - 2023, 2023 - 2024, 2024 - 2025	<b>Update Year:</b> 2024 - 2025 <b>Action Plan Progress:</b> On Track
	<b>Submission Date:</b> 11/21/2023 <b>Action Plan Update:</b> Working with Hospitality program to develop a combined certificate utilizing core CACM and HOSP courses <b>Update Year:</b> 2023 - 2024 <b>Action Plan Progress:</b> On Track

**Goal : Finalize the design and installation of new storage space in the next term.**

**Unit Goal:** Goal 3: Finalize the design and installation of new storage space in the next term.

**Goal Status:** Completed

**Beginning Year:** 2022 - 2023

**Projected Completion Year:** 2023 - 2024

#### Mapping

Mesa College Strategic Plan: Roadmap to Mesa2030: (X - Highlight the X to Align)

- **Community - Objective 2:** Develop activities, spaces, and programs that support a sense of belonging with a focus on antiracism, historically minoritized groups, and inclusion. (X)
- **Completion - Objective 4:** Support students' access to resources to mitigate the impact caused by technological and basic needs insecurity (X)
- **Stewardship - Objective 4:** Establish a college-wide practice and schedule that addresses routine maintenance and renewal of equipment, facilities and technology to ensure access to adequate resources and better serve students (X)

Action Plans	Action Plan Update
<b>Action Plan Status:</b> Active <b>Action Plan:</b> Create a more cohesive training space with needed equipment readily accessible. <b>Action Plan Cycle:</b> 2022 - 2023, 2023 - 2024	<b>Submission Date:</b> 11/25/2024 <b>Action Plan Update:</b> ILT has strategically planned and designed the separation of equipment and lab/lecture classrooms into course and semester required materials/needs. The addition of storage space in the D building is the overflow for large and divided equipment when not in use. <b>Update Year:</b> 2024 - 2025 <b>Action Plan Progress:</b> Completed
	<b>Submission Date:</b> 11/21/2023 <b>Action Plan Update:</b> Have not achieved any additional access to spaces for storage of required equipment. Reluctant to request funding on additional technical equipment due to space challenges. <b>Update Year:</b> 2023 - 2024 <b>Action Plan Progress:</b> Barriers Encountered

**Goal : Hire an Instructional Laboratory Technician (ILT) in the next term to manage the program resources.**

**Unit Goal:** Goal 1: Hire an Instructional Laboratory Technician (ILT) in the next term to manage the program resources.

**Goal Status:** Completed

**Beginning Year:** 2022 - 2023

**Projected Completion Year:** 2023 - 2024

### Mapping

Mesa College Strategic Plan: Roadmap to Mesa2030: (X - Highlight the X to Align)

- **Community - Objective 3:** Build a culture of communication that is evidence based, race conscious, institutionally focused, systemically aware, and equity advancing (X)
- **Completion - Objective 2:** Develop cross - functional teams that support student success and include integrated career and transfer counseling. (X)
- **Pathways and Partnerships - Objective 1:** Develop and implement frameworks to create communities that can provide more targeted delivery of educational resources and support services. (X)
- **Pathways and Partnerships - Objective 2:** Expand partnerships with K-12 institutions to enhance program offerings and increase access for minoritized students. (X)
- **Pathways and Partnerships - Objective 3:** Increase community engagement, experiential learning, integrated career planning, and workforce training to prepare students for future careers (X)
- **Scholarship - Objective 1:** Expand and prioritize professional learning experiences for all employees that create parity in outcomes across racial/ethnic groups and all disproportionately impacted groups (X)
- **Scholarship - Objective 2:** Evaluate and improve Diversity, Equity, and Inclusion practice in classroom environments, campus activities, departments, schools, and administrative units (X)
- **Stewardship - Objective 3:** Increase student access and schedule efficiency by coordinating schedules among departments/disciplines (X)
- **Stewardship - Objective 6:** Develop a proactive hiring plan that includes a review of advertising, screening, and interviewing with a goal of establishing a diverse and competent workforce that is reflective of the student population and the local community (X)

Action Plans	Action Plan Update
<b>Action Plan Status:</b> Active <b>Action Plan:</b> Continue the planned staff hiring process to allow for well-managed laboratory and classroom experiences. <b>Action Plan Cycle:</b> 2022 - 2023, 2023 - 2024	<b>Submission Date:</b> 11/21/2023 <b>Action Plan Update:</b> Hired ILT position August 2023 <b>Update Year:</b> 2023 - 2024 <b>Action Plan Progress:</b> Completed

### New Goal 2: International Field Studies

**Unit Goal:** Develop curriculum and program course content to expand and include International Culture and Cuisine

**Goal Status:** Active

**Beginning Year:** 2024 - 2025

**Projected Completion Year:** 2026 - 2027

### Mapping

Mesa College Strategic Plan: Roadmap to Mesa2030: (X - Highlight the X to Align)

- **Pathways and Partnerships - Objective 3:** Increase community engagement, experiential learning, integrated career planning, and workforce training to prepare students for future careers (X)
- **Scholarship - Objective 3:** Assess impact of prerequisites and corequisites on student success and revise curriculum, as needed (X)
- **Scholarship - Objective 4:** Expand the use of innovative and high-quality teaching, learning, and support practices that achieve equitable outcomes and increase student success (X)

Action Plans	Action Plan Update
<b>Action Plan Status:</b> Active <b>Action Plan:</b> Research International Culture & Cuisine for relevant course content <b>Action Plan Cycle:</b> 2024 - 2025	<b>Submission Date:</b> 02/01/2025 <b>Action Plan Update:</b> The program advisory committee agreed unanimously that adding the International course as an elective would expand the program opportunities outside of the classroom whilst providing opportunity for student growth outside the local culture. The goal of the course development will be focused with the field of studies that can be transformative and relatable in any country. Barriers are adding FTEF to the program in order to add new curriculum courses. <b>Update Year:</b> 2024 - 2025 <b>Action Plan Progress:</b> Barriers Encountered
	<b>Submission Date:</b> 11/25/2024 <b>Action Plan Update:</b> Lead faculty have started the development of course content and district requirements. Currently, lead faculty are collaborating with adjunct program faculty, Study abroad office and other cte programs. <b>Update Year:</b> 2024 - 2025 <b>Action Plan Progress:</b> On Track
<b>Action Plan Status:</b> Active <b>Action Plan:</b> Develop new courses that focus is on experiencing International culture & cuisine abroad <b>Action Plan Cycle:</b> 2024 - 2025	<b>Submission Date:</b> 02/01/2025 <b>Action Plan Update:</b> Faculty are working with curriculum support to start the process of creating the new courses. <b>Update Year:</b> 2024 - 2025 <b>Action Plan Progress:</b> On Track
<b>Action Plan Status:</b> Active <b>Action Plan:</b> Enroll and complete first Study abroad experience focused on International Culture & Cuisine <b>Action Plan Cycle:</b> 2025 - 2026	







# Program Review

Summary and Reflections with Unit Goals, Action Plans, and Updates

Instructional Program - Dance (DANC)

### Executive Summary

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**Describe the successes and challenges your unit has faced since the last comprehensive review.**

Successes:

Highest level of spring 2023 transferring students in dance

- 5 students to CSU Long Beach Dance

- 1 student to SDSU Dance

- 1 student to CSU Long Beach Dance Minor

Return to in-person education enhanced by distance education experiences

All dance technique courses are presented in a hybrid format to be utilize studio technical practice and online theoretical learning

3 Digital Concerts ("See attachments below for links to the concerts and program information)

- Successful execution of rehearsing, filming, presenting dance film.

- Fall 2021 Digital Concert

- Concert Program Information

- Spring 2021 Digital Concert

- Concert Program Information

- Fall 2020 Digital Concert

- Concert Program Information

3 Performances at Mesa College Apolliad Theatre

- Increasing student performance course enrollment

- Spring 23: 55 enrolled

- Fall 22: 35 enrolled

- Spring 22: 21 enrolled

- Audience attendance

- Spring 23: 535 online sales

- Fall 22: 328 online sales

- Spring 22: 235 online sales

Increased awareness of dance awards for students

- Tracking of Dance majors

CLOs updated

- Course Learning Outcomes consolidated and revised to reflect teaching content

- Cohesive pattern of assessment established

Challenges

Low enrollment \*But now on an upward trend

- Fall 19: 383

- Spring 20: 445

- Fall 20: 253

- Spring 21: 232

- Fall 21: 204

- Spring 22: 254

- Fall 22: 222

- Spring 23: 314

Distance education

- Dance studio classes do not transfer well to online education, while retaining a high vigorous level of training

## Summary and Reflection

Certificates not aligning with student completion

Current certificate curriculum does not align with current student completion efforts

Learning and career trends have shifted

Multi-level courses

Students need increasingly leveled dance training to best elevate their pathway

High-level courses to challenge experienced dancers and those on pathway for award or transfer

Low-level courses needed for introducing new students to dance and fulfilling activity credit for

**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.**

**If applicable, describe the impact of any new resources (human, fiscal, etc) on the unit and/or action plan implementation.**

Lack of department leadership funding has created challenges for programmatic growth. Chair representation for dance would allow elevated conversations for programmatic growth and college-wide expansion.

**If you assess OUTCOMES, please confirm that the outcomes have been reviewed for accuracy. If you do not assess Outcomes, skip this question.**

Reviewed & Accurate

**Related Documents for Charts and Graphs**

[Concert Links.pdf](#)

**Executive Summary Complete**

Yes

## Data Reflection

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**Trends observed in program/service area's data.**

Enrollment:

Trending down headed into pandemic (affected by repeatability restrictions, trends away from dance activities)

Maintained through distance education - ease of asynchronous classes

Low in return to campus - building now in 3rd semester of in-person dancing

DANC181 - History of Dance is online 8 week and filling with general population students

F19: 16

Sp20: 22

F20: 48 (two sections)

Sp21: 54 (two sections)

Su21: 30

F21: 44 (two sections)

Sp22: 57 (two sections)

Su22: 29

F22: 23

Sp23: 50 (two sections)

Su23: 35

Hip Hop (once very popular) suffered from lack of consistent faculty - growing now with new faculty

F19: 54

Sp20: 71

F20: 26

Sp21: 20

F21: 14

Sp22: 9

F22: 13

## Summary and Reflection

Sp23: 26 - new faculty

Growth in ballet classes - enrolling general population in beginning levels

F19: 48 (two sections)

Sp20: 57 (two sections)

F20: 45 (two sections)

Sp21: 36 (two sections)

F21: 17

Sp22: 32

F22: 23

Sp23: 52 (two sections, leveled for first time)

Completion / Transfer

Low levels of completion for awards

Trending increased with visibility of student pathways and focused completion support

6 dance transfer students spring 2023

Certificates of Achievement low participation, but allowing for Veterans to participate with GI bill

Recent funding has created opportunities for dance specialties in k-12 education and credentials

This will result in greater career opportunities for students if appropriate learning pathways are established.

Award Designations and Completions

Fall 19

Commercial Dance Cert: 0

Choreography Cert: 1

Dance AA: 28

Liberal Arts and Sciences, Dance AA: 1

Dance Performance Cert: 2

\*Total pathway designated: 32

19/20 Awards

Dance AA: 1

Fall 20

Commercial Dance Cert: 0

Choreography Cert: 1

Dance AA: 30

Liberal Arts and Sciences, Dance AA: 2

Dance Performance Cert: 1

\*Total pathway designated: 34

20/21 Awards

Choreography Cert: 1

Dance AA: 4

Fall 21

Commercial Dance Cert: 0

Choreography Cert: 1

Dance AA: 24

Dance Performance Cert: 1

\*Total pathway designated: 26

21/22 Awards

Choreography Cert: 1

Dance AA: 1

Labor Market

Recent changes in state legislation has made it more challenging to place students in temporary 'gig economy'

## Summary and Reflection

performance positions

Performing Arts are growing in the return from pandemic

**Describe any equity gaps in the data. Are there differences and/or patterns observed by demographics (e.g.race/ethnicity, gender, age, etc.)**

Gender Gap

Fewer men in classes

Lower success rates for men

Enrollment mimics Mesa general trends

Equity gap for Latinx students.

-ALL Terms (Su16-F22)

3.4% success gap representing 67 students.

Retention rates are with college average, but success rates show a gap.

-When disaggregated by term this equity gap is not consistent and often disappears for Latinx students.

Enrollment by Style of Dance (22/33)

Ballet - 52 (two sections)

Hip Hop - 26

Jazz - 13

Modern - 34

Ballroom - 18

Tap - 15

Pilates (online) - 41

Diversity shifts based on type of dance style.

Full Program Diversity (21/22)

African American/Black - 6.8%

Asian - 8.1%

Filipino - 4.9%

Latinx - 38.4%

White - 28.7%

Multi-Ethnicity - 4.6%

Diversity by Style of Dance (21/22)

Ballet

African American/Black - 2.4%

Asian - 7.1%

Filipino - 4.8%

Latinx - 38.1%

White - 40.5%

Hip Hop

African American/Black - 8.7%

Asian - 8.7%

Filipino - 0%

Latinx - 60.9%

White - 8.7%

Jazz

African American/Black - 0%

Asian - 15.8%

Filipino - 0%

Latinx - 36.8%

White - 31.6%

## Summary and Reflection

### Modern

African American/Black - 3%  
Asian - 6.1%  
Filipino - 0%  
Latinx - 45.5%  
White - 39.4%

### Tap

African American/Black - 0%  
Asian - 0%  
Filipino - 6.3%  
Latinx - 37.1%  
White - 50%

## Related Documents for Charts and Graphs

### Describe the discussion(s) that took place about the unit's learning outcomes assessment data.

Department meeting DEAI Discussion guide

- Discussion regarding current diversity strengths and areas of growth
- Focus on Culture and Delivery of Instruction
- Our conversations in Fall22 are just the beginning. Much more investigation is needed and then support for implementing change.

Faculty Inquiry Group - Reinventing Dance Technique Assessments

- Dance Faculty met to create cohesive support for students in dance courses. We created entrance and exit surveys to
  - 1) get to know our students better and better tailor educational approaches throughout the course,
  - 2) seek suggestions for continuing course evolution through student feedback and teacher interactions.
- Semester Start: Tell Me About Yourself - FIG fall 2022
- Semester END: Reflection - FIG fall 2022
- Most beneficial was engagement of adjunct teachers and creating space for conversations surrounding student successes and similarly themed challenges.

Course Learning Outcomes

- CLO for all dance courses were streamlined to be cohesive for individual subject matter and programmatically
  - Ex. All ballet classes now function through a single comprehensive set of CLO
  - Ex. Language is connected across all dance styles. Ballet and Hip Hop have similar wording in addressing their specific stylistic nuances.

### Data Reflection Complete

Yes

## Practice Reflection

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### Describe current practices your program/service area has engaged in that you believe impact the above data trends and equity gaps.

Collaboration among dance styles

- Program wide events that mix dance styles have show to be very successful
  - Celebrating Women's Voices through Dance: 50 students performed in 15 dances. All levels. All styles.
  - Also collaboration with fashion and music programs
- Festival of Colors. Modern, ballet, and Jazz students perform in the Mesa Quad. Campus wide exposure and engagement with Cultural Unity Week.

Splitting levels of ballet

Over enrollment of Ballet in January 2023 allowed creation of a second ballet section. Beginning and Intermediate students were divided among two studios. Dance instruction could be tailored to each leveling of students to engage most productively for personal growth and pathway trajectory.

## Summary and Reflection

Performance opportunities at all levels

Performance auditions are for placement only. All dancers are encouraged to perform. Choreography is set at appropriate levels for first time and seasoned performers. Audience members are able to witness student success with examples of trajectory for growth.

Diversity of faculty

Students are able to see themselves reflected in instructors.

Dance Faculty diversity distribution

Contract Faculty

African/American - 1

White - 1

Adjunct Faculty

White - 1

Asian - 2

Guest Choreographers

Latinx - 1

African/American - 1

White - 1

Diversity is lacking in gender. Only one of the above is a man.

Hip Hop Grant

-Successful awarded \$1,500 grant for Hip Hop Dance Guest Artists through San Diego Mesa Foundation.

-Students were able to increase exposure to successful hip hop artists and shown career options.

-Four unique styles of hip hop choreography were included in the spring 2023 dance concert. Performers and audience members were wowed and inspired by the power and diversity of performance. Students who specialize in hip hop were able to dance in multiple pieces and elevate their study of this dance form.

### **What other factors (internal or external) might also impact the above data trends and equity gaps?**

Cultural Trends

-The public has shifted away from dance training. Availability of free training online has diluted the motivation for regular and high level studio training options. Social media platforms have replaced in-person training with non-technical learning of choreographic phrases with a lack of dance technique.

-Students are shouldering more financial responsibility and unable to fully focus on education and dance technical training with continual dance practice.

On campus student presence

-With fewer students on campus, there is significantly less foot traffic in and around dance studios. Many students pair an exercise/dance course with academic offerings in their schedule. With so many academic online courses available (and successful) students are less likely to fill scheduling breaks with activities.

-Dance on Mesa Quad

-Festival of Colors - celebration of dance, dramatic arts, poetry. Ballet, Modern, Jazz students

-Reflect, Restore, & Unite Week - modern dance students and bootcamp EXSC students collaborate with a movement session. Exploring spatial awareness and trust through dance.

Creating internal dance community

-Mesa Dance is more deliberately providing social interaction and support for students. Space and time for students to engage informally create bonds and a culture of dance appreciation and success.

### **Related Documents for Charts and Graphs**

### **Practice Reflection Complete**

Yes

## Mid-Cycle Updates

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### **YEAR 2 Updates (2023 - 2024)**

**Provide any edits or updates to the prompts originally documented in the Executive Summary section for Year 2.**

no



## Summary and Reflection

**Provide any edits or updates to the prompts originally documented in the Data Reflection section for Year 2.**  
no

**Review Outcomes Report. Review the unit's outcomes assessment process for 2022 - 2023. Discuss connections to unit goals/action plans/resource requests.**

**Provide any edits or updates to the prompts originally documented in the Practice Reflection section for Year 2.**  
no

### YEAR 3 Updates (2024 - 2025)

**Provide any edits or updates to the prompts originally documented in the Executive Summary section for Year 3.**

Increasing Enrollment:

- Fall 22: 222
- Spring 23: 314
- Fall 23: 309 (+ 113)
- Spring 24: 328 (+ 14)
- Fall 24: 359 (+ 50)

Enrollment efforts:

- Free Day of Dance at Mesa. 100 community participants
- High School Dance Days
- Faculty Community Outreach/In-reach
- Campus visibility

Inclusion:

- Fall 2023 Stage Concert. Vast diversity in representation of age, experience, and dance styles

Impact of approved funding items:

- Dance floor and new rolling storage rack elevate
- Floor mats for barefoot safety

**Provide any edits or updates to the prompts originally documented in the Data Reflection section for Year 3.**

Main update is in regards to increased enrollment for dance. Evening hip hop class enrollment has increased and held steady under new faculty. Spring 2025 is increasing class offering with a daytime hip hop.

**Review Outcomes Report. Review the unit's outcomes assessment process for 2023 - 2024. Discuss connections to unit goals/action plans/resource requests.**

**Provide any edits or updates to the prompts originally documented in the Practice Reflection section for Year 3.**

No longer have leveled ballet class. All dance sections are A-D, this is a disservice to providing direct instruction to any level.

Dance continues to maintain high level of visibility on campus. Increased participation and audience viewing for semester concerts. 'Sold out' studio showcases.

### YEAR 4 Updates (2025 - 2026)

**Provide any edits or updates to the prompts originally documented in the Executive Summary section for Year 4.**

**Provide any edits or updates to the prompts originally documented in the Data Reflection section for Year 4.**

**Review Outcomes Report. Review the unit's outcomes assessment process for 2024 - 2025. Discuss connections to unit goals/action plans/resource requests.**

**Provide any edits or updates to the prompts originally documented in the Practice Reflection section for Year 4.**

## Summary and Reflection

## Goal 1: Increase Enrollment

**Unit Goal:** Goal 1: Increase Enrollment

**Goal Status:** Active

**Beginning Year:** 2022 - 2023

**Projected Completion Year:** 2025 - 2026

### Mapping

Mesa College Strategic Plan: Roadmap to Mesa2030: (X - Highlight the X to Align)

- **Community - Objective 2:** Develop activities, spaces, and programs that support a sense of belonging with a focus on antiracism, historically minoritized groups, and inclusion. (X)
- **Community - Objective 5:** Increase opportunities to be an asset and resource to the external community (X)
- **Completion - Objective 3:** Design and promote programs and services that intentionally target a reduction in equity gaps in completion outcomes (X)
- **Pathways and Partnerships - Objective 1:** Develop and implement frameworks to create communities that can provide more targeted delivery of educational resources and support services. (X)
- **Pathways and Partnerships - Objective 2:** Expand partnerships with K-12 institutions to enhance program offerings and increase access for minoritized students. (X)
- **Pathways and Partnerships - Objective 3:** Increase community engagement, experiential learning, integrated career planning, and workforce training to prepare students for future careers (X)
- **Pathways and Partnerships - Objective 4:** Expand intersegmental pathways to create a seamless transition between Mesa and k-12, non-credit, Universities, and careers (X)
- **Scholarship - Objective 3:** Assess impact of prerequisites and corequisites on student success and revise curriculum, as needed (X)

Action Plans	Action Plan Update
<b>Action Plan Status:</b> Active <b>Action Plan:</b> Increase Visibility on campus - performance, collaborations, tours, presentations <b>Action Plan Cycle:</b> 2022 - 2023, 2023 - 2024, 2024 - 2025, 2025 - 2026	<b>Submission Date:</b> 01/30/2025 <b>Action Plan Update:</b> Free Day of Dance <b>Update Year:</b> 2024 - 2025 <b>Action Plan Progress:</b> On Track
<b>Action Plan Status:</b> Active <b>Action Plan:</b> School collaborations - in reach / outreach a. Madison High School b. Kearny Mesa High School	<b>Submission Date:</b> 01/30/2025 <b>Action Plan Update:</b> High School Dance Day - Working with local VAPA coordinator to bring hs students to campus. <b>Update Year:</b> 2024 - 2025 <b>Action Plan Progress:</b> On Track

Action Plans	Action Plan Update
<b>Action Plan Cycle:</b> 2022 - 2023, 2023 - 2024, 2024 - 2025, 2025 - 2026	

## Goal 2: Increase Award Completion

**Unit Goal:** Goal 2: Increase Award Completion

**Goal Status:** Active

**Beginning Year:** 2022 - 2023

**Projected Completion Year:** 2025 - 2026

### Mapping

Mesa College Strategic Plan: Roadmap to Mesa2030: (X - Highlight the X to Align)

- **Community - Objective 2:** Develop activities, spaces, and programs that support a sense of belonging with a focus on antiracism, historically minoritized groups, and inclusion. (X)
- **Community - Objective 5:** Increase opportunities to be an asset and resource to the external community (X)
- **Completion - Objective 1:** Develop pathways that provide students with clarity about degree, certificate, and transfer requirements. (X)
- **Completion - Objective 2:** Develop cross - functional teams that support student success and include integrated career and transfer counseling. (X)
- **Completion - Objective 3:** Design and promote programs and services that intentionally target a reduction in equity gaps in completion outcomes (X)
- **Completion - Objective 4:** Support students' access to resources to mitigate the impact caused by technological and basic needs insecurity (X)
- **Pathways and Partnerships - Objective 4:** Expand intersegmental pathways to create a seamless transition between Mesa and k-12, non-credit, Universities, and careers (X)
- **Pathways and Partnerships - Objective 5:** Develop and implement technologies, including website redesign, that will make pathways information available to students so that they can effectively utilize this information in their educational and career planning (X)
- **Scholarship - Objective 2:** Evaluate and improve Diversity, Equity, and Inclusion practice in classroom environments, campus activities, departments, schools, and administrative units (X)
- **Scholarship - Objective 4:** Expand the use of innovative and high-quality teaching, learning, and support practices that achieve equitable outcomes and increase student success (X)
- **Scholarship - Objective 5:** Reduce costs associated with instructional materials to support the elimination of equity gaps (X)

Action Plans	Action Plan Update
<b>Action Plan Status:</b> Active	<b>Submission Date:</b> 01/30/2025 <b>Action Plan Update:</b> Asked for and created a UCSD dance visit day for potential transfers. <b>Update Year:</b> 2024 - 2025 <b>Action Plan Progress:</b> On Track

Action Plans	Action Plan Update
<b>Action Plan:</b> Pathways to UC, CSU, SDSU a. Dance Education Track Development b. Outreach/Inreach c. Transfer information  <b>Action Plan Cycle:</b> 2022 - 2023, 2023 - 2024, 2024 - 2025, 2025 - 2026	
<b>Action Plan Status:</b> Active <b>Action Plan:</b> Check points for students at all points of completion landmarks a. Create consistency and accountability for pathway progress  <b>Action Plan Cycle:</b> 2022 - 2023, 2023 - 2024, 2024 - 2025, 2025 - 2026	<b>Submission Date:</b> 01/30/2025 <b>Action Plan Update:</b> Collecting dance major contacts. Scheduling one-on-one counseling. Scheduling 'major only' events and support <b>Update Year:</b> 2024 - 2025 <b>Action Plan Progress:</b> On Track

### Goal 3: Increase Adjunct Faculty engagement

**Unit Goal:** Goal 3: Increase Adjunct Faculty engagement

**Goal Status:** Active

**Beginning Year:** 2022 - 2023

**Projected Completion Year:** 2025 - 2026

#### Mapping

Mesa College Strategic Plan: Roadmap to Mesa2030: (X - Highlight the X to Align)

- **Community - Objective 3:** Build a culture of communication that is evidence based, race conscious, institutionally focused, systemically aware, and equity advancing (X)
- **Community - Objective 4:** Remove barriers to equitable participation by developing, incentivizing and creating structures for all employees to engage in and design professional learning (X)
- **Completion - Objective 2:** Develop cross - functional teams that support student success and include integrated career and transfer counseling. (X)
- **Completion - Objective 3:** Design and promote programs and services that intentionally target a reduction in equity gaps in completion outcomes (X)
- **Pathways and Partnerships - Objective 1:** Develop and implement frameworks to create communities that can provide more targeted delivery of educational resources and support services. (X)
- **Pathways and Partnerships - Objective 3:** Increase community engagement, experiential learning, integrated career planning, and workforce training to prepare students for future careers (X)
- **Scholarship - Objective 1:** Expand and prioritize professional learning experiences for all employees that create parity in outcomes across racial/ethnic groups and all disproportionately impacted groups (X)

- **Scholarship - Objective 2:** Evaluate and improve Diversity, Equity, and Inclusion practice in classroom environments, campus activities, departments, schools, and administrative units (X)

Action Plans	Action Plan Update
<b>Action Plan Status:</b> Active <b>Action Plan:</b> Curriculum development collaboration a. Create regular meeting times b. Create Taskforce action items <b>Action Plan Cycle:</b> 2022 - 2023, 2023 - 2024, 2024 - 2025, 2025 - 2026	<b>Submission Date:</b> 01/30/2025 <b>Action Plan Update:</b> semesterly meetings - ongoing, recorded and shared <b>Update Year:</b> 2024 - 2025 <b>Action Plan Progress:</b> On Track
<b>Action Plan Status:</b> Active <b>Action Plan:</b> Artistry elevation and sharing a. Share professional development and professional accomplishments <b>Action Plan Cycle:</b> 2022 - 2023, 2023 - 2024, 2024 - 2025, 2025 - 2026	<b>Submission Date:</b> 01/30/2025 <b>Action Plan Update:</b> Discussion of creating career panels for student engagement <b>Update Year:</b> 2024 - 2025 <b>Action Plan Progress:</b> On Track
<b>Action Plan Status:</b> Active <b>Action Plan:</b> Seek incentives that encourage participation a. Grant funding b. ESU / reassigned time <b>Action Plan Cycle:</b> 2022 - 2023, 2023 - 2024, 2024 - 2025, 2025 - 2026	



# **Program Review**

Summary and Reflections with Unit Goals, Action Plans,  
and Updates

Instructional Program - Dental Asissting (DENA)



## Executive Summary

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**Describe the successes and challenges your unit has faced since the last comprehensive review.**

Successes:

1. We continue to have a diverse cohort (24–23) students within the program.
2. After graduation, every student who wanted a job is working and making a living wage.
3. The Community and Wellness Clinic helps provide students with patients to complete their certification exams for the state of California.
4. We have made textbooks optional for our program by parting up with the library and reformatting our packets to make them low-cost within our program.

Challenges:

1. With only one full-time instructor in the DENA department, it limits the number of students that we are able to admit into the program.
2. It limits the hours that the Community and Wellness Clinic is available to the public and Mesa 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.**

The one big service change is the operation of the Community and Wellness Clinic. This gave students and the neighboring community the opportunity for no-cost dental services that included full-mouth X-rays, coronal polishing, and pit and fissure sealants.

**If applicable, describe the impact of any new resources (human, fiscal, etc) on the unit and/or action plan implementation.**

By having another full-time employee within the DENA department, it would allow us to take an additional 12 students per year and allow the community clinic to be available more days to the Mesa students and neighboring communities.

**If you assess OUTCOMES, please confirm that the outcomes have been reviewed for accuracy. If you do not assess Outcomes, skip this question.**

Reviewed & Accurate

**Related Documents for Charts and Graphs**

[Community Clinic Data 2023.pdf](#)

**Executive Summary Complete**

Yes

## Data Reflection

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**Trends observed in program/service area's data.**

Trends within our program data; enrollment is strong, and students are meeting the learning outcomes and are successful within the program. Retention rates are high from the start to the end of the program. The labor market analysis predicts a 16.5% increase from 2016-2026 for well-trained dental assistants. Industry within San Diego County is feeling the pressure of this shortage. With only a cohort of 24 graduates per year, we are barely able to meet the demand.

**Describe any equity gaps in the data. Are there differences and/or patterns observed by demographics (e.g. race/ethnicity, gender, age, etc.)**

The data shows that the equity gap within the DENA unit is male. This unit is predominantly female.

**Related Documents for Charts and Graphs**

[DENA Data Program Review.pdf](#);

[DENA Student Data.pdf](#)

## Summary and Reflection

**Describe the discussion(s) that took place about the unit's learning outcomes assessment data.**

Discussions within the unit takes place at the beginning of the semester and at the end of the semester. This allows for adjustments to be made to the assessments to make sure that the data is accurate and the assessments are equitable.

**Data Reflection Complete**

Yes

## Practice Reflection

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**Describe current practices your program/service area has engaged in that you believe impact the above data trends and equity gaps.**

Continuing community outreach, networking at conferences, working with industry professionals, creating pathways with other high schools, and working with the San Diego Dental Society.

**What other factors (internal or external) might also impact the above data trends and equity gaps?**

The hiring of another full-time faculty member will allow the department to take on more students within the program. This would improve our equity gap with the male gender since we are a lottery system.

**Related Documents for Charts and Graphs**

[DENA Student Data.pdf](#)

**Practice Reflection Complete**

Yes

## Mid-Cycle Updates

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### YEAR 2 Updates (2023 - 2024)

**Provide any edits or updates to the prompts originally documented in the Executive Summary section for Year 2.**

Edit: We could make use of a 3D printer in addition to hiring a second full-time staff member. Buy having the 3D printer we should be able to extend the community and wellness clinic services and offer customized mouthguards to the different sports on campus and night guards to the classified and faculty of Mesa College. This would provide the department's students access to cutting-edge equipment so they could design and make mouth guards and night guards that precisely fit each athlete and patient. This gives the department's students access to modern equipment that will enable them to acquire the information and skill set necessary to stand out from the competition when it comes to hiring new staff members. The athletes and employees will profit from owning this expensive piece of equipment.

Update: We are running strong with our successes of the program.

**Provide any edits or updates to the prompts originally documented in the Data Reflection section for Year 2.**

No

**Review Outcomes Report. Review the unit's outcomes assessment process for 2022 - 2023. Discuss connections to unit goals/action plans/resource requests.**

**Provide any edits or updates to the prompts originally documented in the Practice Reflection section for Year 2.**

Updates: I've been networking at conferences, communicating with the college's visual arts department on Instagram, and increasing the clients/patients by 10% and growing to the community clinic to receive treatments. I reached out to the CEO of the Dental Society, and together we set up a spring meeting where students could utilize their resources and talk about the possibility of hosting a speed-interview event with their members.

### YEAR 3 Updates (2024 - 2025)

**Provide any edits or updates to the prompts originally documented in the Executive Summary section for Year 3.**

Update: We have received the 3D printer with Perkins monies. This will allow us to extend the community and wellness clinic services and offer customized mouthguards to the different sports on campus and night guards to the classified and faculty of Mesa College. In addition, it gives the students access to modern equipment that will enable them to acquire the information and skill set necessary to stand out from the competition when it comes to hiring new staff members. This will take place this spring 2025.

## Summary and Reflection

Edit: In addition to hiring a second full-time staff member for the Dental assisting department, it will allow the expansion of our program from 24 students to 36 students and the creation of Dental Hygiene program here at Mesa college.

**Provide any edits or updates to the prompts originally documented in the Data Reflection section for Year 3.**  
N/A

**Review Outcomes Report. Review the unit's outcomes assessment process for 2023 - 2024. Discuss connections to unit goals/action plans/resource requests.**

**Provide any edits or updates to the prompts originally documented in the Practice Reflection section for Year 3.**

Updates: I've seen a 10% rise in clients and patients since networking at conferences and interacting with the college's visual arts department on Instagram. I've also seen an increase in patients seeking treatment at the community clinic. Since holding our inaugural work-based learning open house, students have had the opportunity to network with business leaders, practice interview techniques, and tour our facilities. We are continuing this again.

### **YEAR 4 Updates (2025 - 2026)**

**Provide any edits or updates to the prompts originally documented in the Executive Summary section for Year 4.**

**Provide any edits or updates to the prompts originally documented in the Data Reflection section for Year 4.**

**Review Outcomes Report. Review the unit's outcomes assessment process for 2024 - 2025. Discuss connections to unit goals/action plans/resource requests.**

**Provide any edits or updates to the prompts originally documented in the Practice Reflection section for Year 4.**

## Goal 1: Building the cliental of the Community and Wellness Clinic.

**Unit Goal:** Goal 1: Building the cliental of the Community and Wellness Clinic.

**Goal Status:** Active

**Beginning Year:** 2022 - 2023

**Projected Completion Year:** 2025 - 2026

### Mapping

Mesa College Strategic Plan: Roadmap to Mesa2030: (X - Highlight the X to Align)

- **Community - Objective 1:** Use technology to improve communication and accessibility across campus. (X)
- **Community - Objective 2:** Develop activities, spaces, and programs that support a sense of belonging with a focus on antiracism, historically minoritized groups, and inclusion. (X)
- **Community - Objective 3:** Build a culture of communication that is evidence based, race conscious, institutionally focused, systemically aware, and equity advancing (X)
- **Community - Objective 4:** Remove barriers to equitable participation by developing, incentivizing and creating structures for all employees to engage in and design professional learning (X)
- **Community - Objective 5:** Increase opportunities to be an asset and resource to the external community (X)
- **Pathways and Partnerships - Objective 1:** Develop and implement frameworks to create communities that can provide more targeted delivery of educational resources and support services. (X)
- **Pathways and Partnerships - Objective 2:** Expand partnerships with K-12 institutions to enhance program offerings and increase access for minoritized students. (X)
- **Pathways and Partnerships - Objective 3:** Increase community engagement, experiential learning, integrated career planning, and workforce training to prepare students for future careers (X)
- **Pathways and Partnerships - Objective 4:** Expand intersegmental pathways to create a seamless transition between Mesa and k-12, non-credit, Universities, and careers (X)
- **Pathways and Partnerships - Objective 5:** Develop and implement technologies, including website redesign, that will make pathways information available to students so that they can effectively utilize this information in their educational and career planning (X)

Action Plans	Action Plan Update
<b>Action Plan Status:</b> Active <b>Action Plan:</b> Expanding to more sections to accommodate more students will allow expansion services to clients within the Community and Wellness Clinic.	<b>Submission Date:</b> 12/02/2024 <b>Action Plan Update:</b> Our community clinic is doing well, and we are fostering a sense of community among our returning patients and clients. Over the past year, we have seen a 2% growth in new patients. It is anticipated that we will continue to add 2% more new patients to our current patient base.

Action Plans	Action Plan Update
<b>Action Plan Cycle:</b> 2022 - 2023, 2023 - 2024, 2024 - 2025, 2025 - 2026	<b>Update Year:</b> 2024 - 2025 <b>Action Plan Progress:</b> On Track
	<b>Submission Date:</b> 12/04/2023 <b>Action Plan Update:</b> We are projected to increase the client/patients seen this year by 10%. <b>Update Year:</b> 2023 - 2024 <b>Action Plan Progress:</b> On Track
<b>Action Plan Status:</b> Active <b>Action Plan:</b> Hiring of a new faculty member to help with the expansion. <b>Action Plan Cycle:</b> 2022 - 2023, 2023 - 2024, 2024 - 2025, 2025 - 2026	<b>Submission Date:</b> 12/02/2024 <b>Action Plan Update:</b> We will be able to continue hiring a new full-time employee by adding a new objective to the Dental Hygiene Program. This person can assist in both the Dental Hygiene and Dental Assisting programs. In California, there is an urgent demand for dental hygienists. The following are some main reasons: 1) Increasing numbers 2) The population's aging 3) A varied population 4) A Greater Knowledge of Oral Health 5) The Extension of Dental Hygiene's Practice Area 6) Lack of Dentists in Underserved Communities. <b>Update Year:</b> 2024 - 2025 <b>Action Plan Progress:</b> On Track
<b>Action Plan Status:</b> Active <b>Action Plan:</b> Acquiring a 3D printer would enable the students to make custom mouth guards for school athletes and night guards for faculty and staff using cutting edge dental technology. By providing more services and equipping the students with a skill set that would enable them to compete in the labor market, this would help both parties in developing the community clinic. <b>Action Plan Cycle:</b> 2024 - 2025	<b>Submission Date:</b> 12/02/2024 <b>Action Plan Update:</b> This piece of equipment has been acquired and will be implemented in the Spring of 2025. In the spring of 2026 will be offered to patients/clients within the community clinic. <b>Update Year:</b> 2024 - 2025 <b>Action Plan Progress:</b> Completed

## Goal 2: Creating articulations with ROP Dental Assisting Programs within the county.

**Unit Goal:** Goal 2: Creating articulations with ROP Dental Assisting Programs within the county.

**Goal Status:** Active

**Beginning Year:** 2022 - 2023

**Projected Completion Year:** 2025 - 2026

### Mapping

Mesa College Strategic Plan: Roadmap to Mesa2030: (X - Highlight the X to Align)

- **Completion - Objective 1:** Develop pathways that provide students with clarity about degree, certificate, and transfer requirements. (X)
- **Completion - Objective 2:** Develop cross - functional teams that support student success and include integrated career and transfer counseling. (X)
- **Completion - Objective 3:** Design and promote programs and services that intentionally target a reduction in equity gaps in completion outcomes (X)

- **Completion - Objective 4:** Support students' access to resources to mitigate the impact caused by technological and basic needs insecurity (X)
- **Pathways and Partnerships - Objective 1:** Develop and implement frameworks to create communities that can provide more targeted delivery of educational resources and support services. (X)
- **Pathways and Partnerships - Objective 2:** Expand partnerships with K-12 institutions to enhance program offerings and increase access for minoritized students. (X)
- **Pathways and Partnerships - Objective 3:** Increase community engagement, experiential learning, integrated career planning, and workforce training to prepare students for future careers (X)
- **Pathways and Partnerships - Objective 4:** Expand intersegmental pathways to create a seamless transition between Mesa and k-12, non-credit, Universities, and careers (X)
- **Pathways and Partnerships - Objective 5:** Develop and implement technologies, including website redesign, that will make pathways information available to students so that they can effectively utilize this information in their educational and career planning (X)

Action Plans	Action Plan Update
<b>Action Plan Status:</b> Active <b>Action Plan:</b> Establishing relationships with directors of different ROP programs in the county to create a pathway for licensure for the RDA or CDA Registered Dental Assistant/Certified Dental Assistant <b>Action Plan Cycle:</b> 2022 - 2023, 2023 - 2024, 2024 - 2025, 2025 - 2026	<b>Submission Date:</b> 12/02/2024 <b>Action Plan Update:</b> The Dental Board of California (DBC) is changing auditing and scope of practice programs to provide stand-alone training to complement ROP Dental assisting programs, which presents a minor obstacle. Once the new laws and regulations are in place then we can move forward with offering stand alone courses. <b>Update Year:</b> 2024 - 2025 <b>Action Plan Progress:</b> Barriers Encountered
<b>Action Plan Status:</b> Active <b>Action Plan:</b> Working with the ROP Dental Assisting Programs curriculum to meet accreditation standards for articulation. <b>Action Plan Cycle:</b> 2022 - 2023, 2023 - 2024, 2024 - 2025, 2025 - 2026	<b>Submission Date:</b> 12/02/2024 <b>Action Plan Update:</b> The Dental Board of California (DBC) is changing auditing and scope of practice programs to provide stand-alone training to complement ROP Dental assisting programs, which presents a minor obstacle. Once the new laws and regulations are in place then we can move forward with offering stand alone courses. <b>Update Year:</b> 2024 - 2025 <b>Action Plan Progress:</b> Barriers Encountered

### Goal 3: Creating a pathway for credit for prior learners with an emphasis with veterans, and people who Certified Dental Assistants from other states.

**Unit Goal:** Goal 3: Creating a pathway for credit for prior learners with an emphasis with veterans, and people who Certified Dental Assistants from other states.

**Goal Status:** Active

**Beginning Year:** 2022 - 2023

**Projected Completion Year:** 2025 - 2026

#### Mapping

Mesa College Strategic Plan: Roadmap to Mesa2030: (X - Highlight the X to Align)

- **Completion - Objective 1:** Develop pathways that provide students with clarity about degree, certificate, and transfer requirements. (X)
- **Completion - Objective 2:** Develop cross - functional teams that support student success and include integrated career and transfer counseling. (X)
- **Completion - Objective 3:** Design and promote programs and services that intentionally target a reduction in equity gaps in completion outcomes (X)
- **Completion - Objective 4:** Support students' access to resources to mitigate the impact caused by technological and basic needs insecurity (X)
- **Pathways and Partnerships - Objective 1:** Develop and implement frameworks to create communities that can provide more targeted delivery of educational resources and support services. (X)
- **Pathways and Partnerships - Objective 2:** Expand partnerships with K-12 institutions to enhance program offerings and increase access for minoritized students. (X)
- **Pathways and Partnerships - Objective 3:** Increase community engagement, experiential learning, integrated career planning, and workforce training to prepare students for future careers (X)
- **Pathways and Partnerships - Objective 4:** Expand intersegmental pathways to create a seamless transition between Mesa and k-12, non-credit, Universities, and careers (X)
- **Pathways and Partnerships - Objective 5:** Develop and implement technologies, including website redesign, that will make pathways information available to students so that they can effectively utilize this information in their educational and career planning (X)

Action Plans	Action Plan Update
<b>Action Plan Status:</b> Active <b>Action Plan:</b> The creation of evaluations and exams for the pathway for credit for prior learning. <b>Action Plan Cycle:</b> 2022 - 2023, 2023 - 2024, 2024 - 2025, 2025 - 2026	<b>Submission Date:</b> 12/02/2024 <b>Action Plan Update:</b> The development of paths for veterans and those certified in another state is still on schedule. The Registered Dental Assisting Scope of Practice and the procedures for out-of-state applicants to get licensed have been modified by the Dental Board of California (DBC). It will be simpler for us to set up a pathway once the DBC laws and regulations are released. <b>Update Year:</b> 2024 - 2025 <b>Action Plan Progress:</b> Barriers Encountered

### Dental Hygiene Program with a Bachelor Science degree

**Unit Goal:** By intergrading a dental hygiene program with an existing dental assisting program, institutions can create a comprehensive dental education and training hub that benefits students, faculty and the community.

**Goal Status:** Active

**Beginning Year:** 2025 - 2026

**Projected Completion Year:** 2026 - 2027

#### Mapping

Mesa College Strategic Plan: Roadmap to Mesa2030: (X - Highlight the X to Align)

- **Community - Objective 1:** Use technology to improve communication and accessibility across campus. (X)



- **Community - Objective 2:** Develop activities, spaces, and programs that support a sense of belonging with a focus on antiracism, historically minoritized groups, and inclusion. (X)
- **Community - Objective 3:** Build a culture of communication that is evidence based, race conscious, institutionally focused, systemically aware, and equity advancing (X)
- **Community - Objective 4:** Remove barriers to equitable participation by developing, incentivizing and creating structures for all employees to engage in and design professional learning (X)
- **Community - Objective 5:** Increase opportunities to be an asset and resource to the external community (X)
- **Completion - Objective 1:** Develop pathways that provide students with clarity about degree, certificate, and transfer requirements. (X)
- **Completion - Objective 3:** Design and promote programs and services that intentionally target a reduction in equity gaps in completion outcomes (X)
- **Completion - Objective 4:** Support students' access to resources to mitigate the impact caused by technological and basic needs insecurity (X)
- **Pathways and Partnerships - Objective 1:** Develop and implement frameworks to create communities that can provide more targeted delivery of educational resources and support services. (X)
- **Pathways and Partnerships - Objective 3:** Increase community engagement, experiential learning, integrated career planning, and workforce training to prepare students for future careers (X)
- **Scholarship - Objective 1:** Expand and prioritize professional learning experiences for all employees that create parity in outcomes across racial/ethnic groups and all disproportionately impacted groups (X)
- **Scholarship - Objective 2:** Evaluate and improve Diversity, Equity, and Inclusion practice in classroom environments, campus activities, departments, schools, and administrative units (X)
- **Scholarship - Objective 3:** Assess impact of prerequisites and corequisites on student success and revise curriculum, as needed (X)
- **Scholarship - Objective 4:** Expand the use of innovative and high-quality teaching, learning, and support practices that achieve equitable outcomes and increase student success (X)
- **Scholarship - Objective 5:** Reduce costs associated with instructional materials to support the elimination of equity gaps (X)
- **Stewardship - Objective 4:** Establish a college-wide practice and schedule that addresses routine maintenance and renewal of equipment, facilities and technology to ensure access to adequate resources and better serve students (X)
- **Stewardship - Objective 5:** Increase campus understanding, communication of and transparency in budget and resource allocation (X)
- **Stewardship - Objective 6:** Develop a proactive hiring plan that includes a review of advertising, screening, and interviewing with a goal of establishing a diverse and competent workforce that is reflective of the student population and the local community (X)

Action Plans	Action Plan Update
Action Plan Status: Active	

**Action Plan:** 1. Enhanced Career Pathways:

1. Vertical Integration: It provides a clear pathway for dental assistants and dental assisting students to advance by pursuing a high-level degree in dental hygiene.

2. Expanded Job Opportunities: Dental hygienists have a broader scope of practice, including performing preventive dental procedures, administering local anesthesia, and educating patients. This would create more diverse and higher-paying job opportunities for graduates.

2. Strengthened Curriculum and Curriculum and Clinical training:

1. Shared Resources: Both programs can share resources, such as clinical facilities, equipment, and faculty, optimizing the use of resources and reducing cost.

2. Complementary Skill Development: Dental assisting students can benefit from exposure to advance clinical procedures performed by dental hygiene students, enhancing their understanding of comprehensive dental care.

3. Improved Patient Care: A well-integrated program can provide a seamless patient experience, with dental assistants and hygienists working collaboratively to deliver efficient and high quality care.

3. Enhanced Community Impact:

1. Expand Community Outreach: Dental Hygiene students can actively participate in community outreach programs, expanded access of care. promoting oral health education and providing preventive services to underserved populations.

4. Interdisciplinary Collaboration:

1. Interprofessional Education: Joint coursework and clinical experiences can foster collaboration and improve communications between all dental professionals.

Action Plans	Action Plan Update
<p><b>Action Plan Cycle:</b> 2025 - 2026</p>	



# **Program Review**

Summary and Reflections with Unit Goals, Action Plans,  
and Updates

Instructional Program - Dramatic Arts (DRAM)

## Executive Summary

**Describe the successes and challenges your unit has faced since the last comprehensive review.**

### ENROLLMENT

- There has been a decline in majors from spring 2020 - spring 2023. Mirroring the district wide pattern.
  - We are small, but we are mighty. However, the overall decline of enrollment for whatever reasons has had a profound impact on our numbers over the last few years. I think it is important to note however, that in the last three semesters we have had a slight increase in drama students and majors; which we feel is directly related to bringing our core classes fully on campus face to face.
- See Enrollment Data 1

### A PROGRAM IN FLUX

#### Loss of fulltime faculty

- For years there were only two full-time contract faculty in Dramatic Arts. At the start of 2017 we acquired Jesse Keller to spearhead the development of a new curriculum in Digital Storytelling. From 2017 to 2020 Drama employed 3 fulltime faculty working in Dramatic Arts, and 3 to 5 adjunct instructors.
- Kris Clark, retired after 27 years in the spring of 2020 during quarantine. At that same time the program was wrestling with enrollment issues and striving to negotiate teaching modalities online which were highly challenging for our discipline.
- We went from three down to two contract faculty in one semester with no additional reassign time to split the mounting duties of rapid changes in curriculum, program planning.
- To replace Kris Clark, we hired two adjunct instructors to teach specialized courses in lighting and scenic design and redistributed chair and DOC responsibilities among remaining faculty, (AKA assistant chairs).
- Both newly hired adjuncts moved on after a year - one to a full-time position at Mira Costa, and the other to pursue more lucrative employment in corporate events planning.

#### Turn- over in adjunct Faculty and Support staff.

- The budget cuts and minimal FTE has forced Drama to be highly creative in our scheduling strategies from 2019 - 2023. We have had to cut multiple sections of courses which resulted in fewer assignments for adjuncts, and limited options for students seeking to take Drama courses.
- On a more positive note, we hired an incredible instructor to teach scenic design, and Kris Clark has been brought back into teach part-time.
- We employ one year-round/part-time classified staff in our program. Due to the union mandate for that individual to use their vacation hours, we essentially have been operating with limited support. Yet, at the same time Drama could benefit by having a full-time classified staff member around full-time to assist with program operations, faculty support, and properly maintain facilities, and production operations; etc.
- The unique skills required of our NANCE employees makes it a little more difficult to recruit qualified people to fill these positions. We currently have a great set of NANCE employees in Drama
- We have high hopes for our currently assembled team of faculty, staff, and NANCE.
- It should be noted that the hiring process was so slow as the result of procedure and communication issues. NANCES were not allowed to start work until after the semester started in spring 2023.

### GROWING AND MAKING CHANGES THOUGH BUDGET CUTS, ENROLLMENT ISSUES, AND QUARANTINE

#### FTE

Acknowledging the district's effort to prepare for the new state funding formula, the end of "hold harmless", reductions in spending, drama has found it difficult to strategize for growth and development with minimal FTE. In the fall of 2019, Drama schedule with a total of 5.8 FTE. In the spring 2023 Drama scheduled with a total 3.9 FTE. In the last three semesters Drama has seen small yet steady growth in majors; yet our overall course offerings continue to be limited.

#### Adapting to the new wave

## Summary and Reflection

Over the last few years Drama has had to racially adapt modalities for all classes; (lecture, survey, production work and performance classes) to meet program outcomes that are essentially based on face-to-face instruction. We did mainly for enrollment and because of quarantine. We have restored most of our core classes to campus meeting times, however, other courses are still scheduled mainly online.

The Mesa College Theatre Company - DRAM 100, 200, 104, 204 A/B respectively - has adapted training and production process every semester for the last couple years as a result of covid. While it negatively impacted proper instruction in some areas; it did increase consistent enrollment and successful outcomes in other classes. DRAM 106 (acting for radio and voiceover) moved entirely online. Enrollment increased as well as outcomes. This course is now offered mostly online with successful enrollment numbers. We also have and continue to offer DRAM 105, a GE course successfully online and on campus every semester.

Standard with the six-year rotation, Drama at Mesa continued top review curriculum, and has worked closely and & Smoothly with our sister department at City College.

### FACILITIES

Aging, failing equipment and facilities in the main theatre building continue to make it difficult to attain proper learning outcomes for our majors. It also limits our ability to provide appropriate support hosting guest departments such as Dance; and to accommodate any campus-wide needs. Recently the Drama program canceled classes to make the theatre available for the opening of the Pride Center ceremonies because rain was in the forecast. The current equipment in the theatre is inadequate, and there were dark areas of the stage which could not properly be lit for the event.

### LIGHTING EQUIPMENT IN THE THEATRE

Upon returning to campus from covid the 60-year-old dimmer rack in theatre did not work. The drama program has had to develop various workarounds which do not meet standards for instruction and practical use. This remains to be a consistent deterrent in successful growth, training, and also equity for that matter. Students training on outdated and subpar equipment will be challenged when seeking employment and delayed in their training when transferring to four institutions.

The Dramatic program revels in the idea that the district may pursue an initiative for a performing arts building, and we are actively and consistently evaluating how Dramatic Arts can grow and change to meet the demands and needs of future students, appropriately serve the mission of Mesa and the District, and become an exemplary training ground for future scholars and artist working technically, academically, and professionally in the performing arts and communication industries.

### **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.**

The story of DIGITAL STORY TELLING

Since 2018 the drama program has submitted curriculum for approval at the CIC level yet was running into opposition from City College RTVF. After literally years of negotiations and modifications the proposed drama courses were final approved this year at the CIC level. This paved the way for the development of a new certificate in Digital Story Telling which will serve student needs and compliment the current degrees and certificates in Dramatic Arts – a conceptual design which started in 2014. The long-time head of Drama retired in spring of 2020 during Covid Quarantine. This changing of the guard, and weathering of budget cuts, enrollment issues, and covid encouraged rigorous review and analysis of program mission statement, goals, and program processes. Some actions included:

1. Addition of DRAM 114A/B which goes online this Fall 2023
2. A comprehensive list of course activations, deactivations, updates and modifications.
3. Degree requirement revisions affected by activations, and updates.
4. Proposal of a new certificate in Digital Story Telling authored by Jesse Keller.
5. Drama AA, ADT, and Certificate modifications to integrate and complement new programing.
6. Modification of the production and class process of the Mesa College Theatre Company and it's relevant courses.

## Summary and Reflection

### PARTNERSHIPS

- To engage more students, audiences, and offer opportunities to students across campus and to the community, Drama has begun to explore sharing the Theatre with outside programs and community organizations.
- We hosted the annual dance concert in 2021 and 2022, and we will be doing so again this Spring.
- We hosted Playwrights Project of San Diego during intersession of 2022.
- We've conducted interviews and negotiations with outside community organizations in an effort to engage in community outreach. At this time, however, technical resources and labor support are not established to successfully and fairly work with outside productions and community events. This inhibits the Mesa2030 initiative for community.

### POSITIVES

- After an informal survey among all students enrolled in Drama courses in the Fall of 2021, we learned that many enroll in drama courses with a deep curiosity to study and explore theatre and performing arts. A lower percentage tended to enroll in Drama courses to fulfill transfer credits.
- We learned that it is imperative that we maintain face to face instruction to meet successful outcomes.
- We have established a team of Drama Faculty, and support staff that are bringing new energy, excitement, original thinking to the program.

**If applicable, describe the impact of any new resources (human, fiscal, etc) on the unit and/or action plan implementation.**

N/A

**If you assess OUTCOMES, please confirm that the outcomes have been reviewed for accuracy. If you do not assess Outcomes, skip this question.**

Reviewed & Accurate

### Related Documents for Charts and Graphs

[Enrollment Data 1.png](#)

### Executive Summary Complete

Yes

## Data Reflection

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### Trends observed in program/service area's data.

The number of degrees conferred seems erratic since 2016. This also reflects a reduction in majors in 2017 and 2018. We heard that some of our students did not want to take classes until we were going to be back on campus. Which may be seen in the increase of conferred degrees last year. Note: we have some alum who finished course work, and have transferred, but may not have petitioned for a certificate or degree. We are working to inform all majors to complete that process.

See Data Reflection 1

### Describe any equity gaps in the data. Are there differences and/or patterns observed by demographics (e.g. race/ethnicity, gender, age, etc.)

Below is a look at outcomes from 2016 – 2018, and 2019 – 2022 broken down by (All, white, Asian, Latinx, BlkAA). The collected slides only included data from the GE courses offered by drama. The core courses for the major which include (DRAM 100/104/200/204/244/268/235) is traditionally comprised of students who identify as white, Latinx, Asian, yet rarely black AA.

See Data Reflection 2 All 2016-2018

See Data Reflection 3 WHITE 2016-2018

See Data Reflection 4 ASIAN 2016-2018

See Data Reflection 5 LATINX 2016-2018

See Data Reflection 6 BLK.AA 2016-2018

See Data Reflection 7 All 2019-2022

See Data Reflection 8 WHITE 2019-2022

See Data Reflection 9 AAPI 2019-2022



## Summary and Reflection

See Data Reflection 10 LATINX 2019-2022

See Data Reflection 11 BLK.AA 2019-2022

There is a clear difference between the performance of students identifying as Black African American and those who identify as White, Asian, and Latinx. The courses examined are Drama courses that students enroll in for transfer, (105,150,151, 112).

The outcomes for our core drama courses for the major tend to be higher, yet sampling those courses does not provide a good sampling of how the Drama curriculum impacts non-majors seeking transfer. However, this data is worth discussing among faculty to see how success outcomes can be come more equitable.

See Data Reflection 12

### Related Documents for Charts and Graphs

[Data Reflection 1.png](#);

[Data Reflection 10 LATINX 2019-2022.png](#);

[Data Reflection 11 BLK.AA 2019-2022.png](#);

[Data Reflection 12.png](#);

[Data Reflection 2 All 2016-2018.png](#);

[Data Reflection 3 WHITE 2016-2018.png](#);

[Data Reflection 4 ASIAN 2016-2018.png](#);

[Data Reflection 5 LATINX 2016-2018.png](#);

[Data Reflection 6 BLK.AA 2016-2018.png](#);

[Data Reflection 7 All 2019-2022.png](#);

[Data Reflection 8 WHITE 2019-2022.png](#);

[Data Reflection 9 AAPI 2019-2022.png](#)

### Describe the discussion(s) that took place about the unit's learning outcomes assessment data.

Our faculty meets regularly to discuss learning outcomes. We address existing equity gaps and potential methods to reduce those gaps, and to improve our outcomes in general. Methods involve diversifying and decolonizing course material, rethinking evaluation strategies, and by providing extra support for students in need of it. We also are in the process of exploring ways in which we could edit our stated Program and Course Learning Outcomes so that they better reflect our department's mission and the "soft skills" that an education in the Dramatic Arts provides our students, as well as providing a way for the Dramatic Arts department to broaden our reach among underrepresented student groups. We believe our majors learn and engage in many hand-on transferable skills that will develop and apply to many of their future endeavors.

Our DOC has facilitated brainstorming discussions around strategies and interventions to promote equity in our program. We explored potential actions such as targeted support services, inclusive curriculum development, and professional development for faculty to promote culturally responsive teaching practices.

Additionally, we discuss the importance of ongoing data collection and assessment to monitor progress and evaluate the effectiveness of our outcomes. We have conducted student surveys, have started to utilize the data dashboards more, and we make continuous subjective observations to ensure that our efforts to promote equity are effective and sustained over time.

Overall, the discussions about the Dramatic Arts program's learning outcomes assessment data with a focus on equity have been proactive, collaborative, and action oriented. We encourage dialogue, critical reflection, and a commitment to equity and inclusivity in all aspects of our program assessment and improvement efforts.

### Data Reflection Complete

Yes

## Summary and Reflection

### Practice Reflection

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**Describe current practices your program/service area has engaged in that you believe impact the above data trends and equity gaps.**

- Engaging in conversations with faculty on the subject.
- Participation in AEM lunchbox meeting and committing to curriculum updates and changes that will address equity issues.
- Select mainstage and capstone projects that will invite and embrace participation from a cross-section of all our Mesa students.

#### PRODUCTION WORK AND CAPSTONE PROJECTS

- The following program initiatives focus mainly on core courses and work students participating in the Mesa College Theatre Company.
- Collaborated with students on a devised theatre project titled Dear 2020 which engaged all participants in challenging and honest communication on major cultural events in 2020; from George Floyd, to Covid, to how it had all impacted their current plans for education.
- Production of Student Written One Acts in Fall of 2022 – Production gave voice to student authors and Mesa College Theatre Company provided a platform for their new plays to be seen, heard, discussed, and celebrated.
- Production of ROASH – co-directed by multiple drama faculty. Random Acts of Shakespeare brought a non-traditional approach to casting, staging, and interpreting Shakespeare to the rest of campus by moving it outdoors away from the theatre into the Quad.
- Current Production of Dog See's God – This play explores issues of gender identity, bullying and acceptance. In part paired with the opening of the Mesa Pride Center we hope to further positive dialogue, awareness, and sensitivity toward others.
- In DRAM 105 instructor John Polak calls on students to share their "stories of origin" through self-authored performances. He generates competent and respectful dialogue in a safe space that results in profound and powerful expression of family, culture, and identity. This assignment is done every semester; and perhaps the impact could be measured somehow in the following semesters.

**What other factors (internal or external) might also impact the above data trends and equity gaps?**

- Budget cuts have resulted in decreased course offerings in our program.
- Adjuncts lost assignments and limited course offerings reduced student access to multiple course sections.
- During and after covid Drama hired replacement adjuncts and NANCE support staff.
- Scheduling face to face classes online, while being very adaptive, hindered growth and retention in the major for a time.
- Informal survey of majors revealed that several majors were waiting to come back on campus before continuing to take theatre courses because they sought more legitimate training and didn't want to waste time taking dramatic arts classes online and off campus.

#### Related Documents for Charts and Graphs

**Practice Reflection Complete**

Yes

### Mid-Cycle Updates

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#### YEAR 2 Updates (2023 - 2024)

**Provide any edits or updates to the prompts originally documented in the Executive Summary section for Year 2.**

## Summary and Reflection

Provide any edits or updates to the prompts originally documented in the Data Reflection section for Year 2.

**Review Outcomes Report.** Review the unit's outcomes assessment process for 2022 - 2023. Discuss connections to unit goals/action plans/resource requests.

Provide any edits or updates to the prompts originally documented in the Practice Reflection section for Year 2.

### YEAR 3 Updates (2024 - 2025)

Provide any edits or updates to the prompts originally documented in the Executive Summary section for Year 3.  
UPDATE:

In our effort to serve and provide creative and academic opportunities for everyone represented on our campus we noticed:

- In FA23 – SP24 6 – 7% enrolled in production courses are non-binary students
- About 3% non-binary were enrolled in all other Dramatic Arts Courses.
- Since the opening of the LGBTQ center across from the theatre more of our major have engaged in activities and events offered through the center.
- We've observed subjectively an odd trend. There's an increase of neurodivergent, and DSPS students enrolled in our Drama classes. A handful who are Autistic. We strive to maintain equity in the classroom for all students regardless of ethnic identification, sexual orientation, socio-economic background, religion, etc; and we are committed to finding ways to engage and challenge all students enrolled in our classes fairly. There additional challenges when working with autistic and neurodivergent students in performing arts. This is something that has come up in department meetings and something we continue to address. We continue to examine ways to engage, challenge, and help all students succeed.

### AWARDS

The dashboard numbers show a lower number of AA, ADT, and Drama Certificates than our program suggests based on reports from students who have successfully completed course work and transferred to four-year institutions. We question why there's a discrepancy in these numbers albeit small. We plan to boost communication with students and majors, and reach out to alumni to encourage all to petition for degrees for which they are eligible.

### SLIGHT BOOST IN ENROLLMENT

Over the past year we've seen a notable increase in enrollment across the board not only in our GE courses, but also in our core courses for the major. We also have seen an increased participation in courses associated with the Mesa College Theatre Company. While enrollment has gone up across campus, we think increased enrollment in our production and major's courses are because of certain changes we made to the schedule and programing:

- We started offering DRAM 244 concurrently with DRAM 100/200/104/204
- Non-majors are now allowed to participate and train with majors on Theatre productions thus opening opportunities to a broader group of students.
- Through this we recruited a few majors and increased participation, diversity, and enrollment.
- Selection of shows. Last semester we produced William Shakespeare's, The Tempest. This production alone boosted enrollment, and recruited majors. We think because of the following:
  1. Interdisciplinary partnership with the Fashion Department.
  2. Fashion Faculty co-taught costume design and integrated fashion majors directly into the production process in The Dramatic Arts Program.
  3. We opened participation to local community members to audition as well as assist on crews and design work on the show.
  4. This Fall 2024 we showcased original work by students from our Playwrighting class.

FTE

## Summary and Reflection

The program still wrestles with limited FTE to offer courses. With limited offering of GE courses we also limit feeder courses for the major and inhibit growth, opportunity and equity.

Yet, positive enrollment over the last two semesters could indicate that additional courses offered could fill.

### UPDATE

#### NEW CURRICULUM AND CERTIFICATE

- We will contact our current majors and past alumni and encourage them to properly petition for all degrees and certificates to which they are eligible.
- The Certificate in Digital Story Telling is now active and new curriculum has been passed and integrated into the certificate along with our AA and ADT.
- We've executed a number of changes to all our degrees and certificates in order to help facilitate student success in a timely and effective manner.
- We have revised all degree requirements to better reflect course offerings, and to simplify and clarify pathways to completion for them.

#### CAREER CONTACT FOR MAJORS

Over the year we've scheduled panels, workshops, and master classes with Alumni and industry professionals.

- Alumni visiting campus: Lexi MKowan, Kaivan Mohsenzadeh, Emilee Zuniga, Deepti Kingra
- Visit with Malachi Beasley – Yale Graduate
- Visit with Andrew Sellon – professional actor
- Visit with Eric Luling – Professional Scenic Dresser in Hollywood
- Visit with Stephen Metcalf – professional screenwriter, playwright, director, Hollywood

To help promote the new certificate program we hosted the second Digital Story Telling @ Mesa Film Fest in Spring 2024

- Festival Included films submitted by SDCCD faculty, staff, students, HS students
- In part to help get the word out about our new certificate in Digital Story Telling

#### UPDATE FACILITIES:

- With the success of proposition HH, the District and Mesa can move forward with the plans to build a new Performing Arts/Administration building at Mesa.

Dramatic Arts is committed to excellence in all areas - outcomes, enrollment, degree, and curriculum in order to prepare and align appropriately with the new challenges and opportunities an upgraded facility will deliver.

- At the top of Fall semester 2024 The Drama Program procured some new LED lighting instruments, and a new lighting board console. This additional hardware has and will continue to help the program meet its outcomes for technical theatre training, and enhance and boost production standards on all capstone projects.

#### **Provide any edits or updates to the prompts originally documented in the Data Reflection section for Year 3.**

- We have assessed 20% of our listed courses
- We're on track to complete 50% of course assessments this Fall 2024
- Benchmarks for Drama are 38.5% unaggregated.
- Most courses are meeting desired CLO benchmarks.
- Faculty have discussed challenges that lie ahead and issues that could be impacting ratings.

Faculty have observed retention issues in some courses mostly hybrid and On line. There is some suspicion that those students often deal with social and economic challenges which also correlate with inequities tied to ethnic, economic and language barriers. Engaging in open and honest conversations about these factors has brought pedagogic habits and standards into question. The Drama faculty realizes that to better serve those students they need to be more proactive in communication, and follow up.

## Summary and Reflection

Some challenges:

- Limited FTE restricts offering of some courses, and possibly reduce individual student contact time with faculty.
- o A known issue – The aging facilities
- o Proper Staffing to assist instruction and better support programming.

### **Review Outcomes Report. Review the unit's outcomes assessment process for 2023 - 2024. Discuss connections to unit goals/action plans/resource requests.**

- We continue to review basic needs to stay innovative and current on all technical practices of theatre making.
- We strive to find ways to open channels of communication with students, and potential majors and make clear the pathway to AA, ADT and Drama Certificates.
- We continue to look for ways to welcome community participation in all aspects of our program.
- We look for ways where faculty and staff continue to effectively support one another to serve student learning outcomes and prepare for the future as the program and facilities develop and change.

### **Provide any edits or updates to the prompts originally documented in the Practice Reflection section for Year 3.**

- Faculty wants to continue discussions started with the AEM Lunchbox workshops.
- It is believed that a major challenge to meeting CLO benchmarks lies in reaching out providing a nurturing and safe space for all students and narrow equity gaps.

-Season selection:

New Play Festival of Fall 2024 showcased new works by students reflecting specifically and beautifully their gender, ethnic, social, and cultural diversity.

Careful consideration and debate continues to go into selection of projects for the Theatre Company

### **YEAR 4 Updates (2025 - 2026)**

**Provide any edits or updates to the prompts originally documented in the Executive Summary section for Year 4.**

**Provide any edits or updates to the prompts originally documented in the Data Reflection section for Year 4.**

**Review Outcomes Report. Review the unit's outcomes assessment process for 2024 - 2025. Discuss connections to unit goals/action plans/resource requests.**

**Provide any edits or updates to the prompts originally documented in the Practice Reflection section for Year 4.**

Goal 1: Community

Unit Goal: Community and Dramatic Arts

Goal Status: Active

Beginning Year: 2022 - 2023

Projected Completion Year: 2025 - 2026

Mapping

Mesa College Strategic Plan: Roadmap to Mesa2030: (X - Highlight the X to Align)

- **Community - Objective 1:** Use technology to improve communication and accessibility across campus. (X)
- **Community - Objective 2:** Develop activities, spaces, and programs that support a sense of belonging with a focus on antiracism, historically minoritized groups, and inclusion. (X)
- **Community - Objective 4:** Remove barriers to equitable participation by developing, incentivizing and creating structures for all employees to engage in and design professional learning (X)
- **Completion - Objective 3:** Design and promote programs and services that intentionally target a reduction in equity gaps in completion outcomes (X)

Action Plans	Action Plan Update
Action Plan Status: Active	Submission Date: 11/29/2024

Action Plans	Action Plan Update
<p><b>Action Plan:</b> GOAL 1: COMMUNITY  SO: Develop Activities and spaces that support a sense of belonging with focus on antiracism, inclusion, and awareness.</p> <p>" The program is participating in AEM (Assignment with Equity in Mind) workshops and making course changes to address specific issues regarding inclusion and representation in our discipline. Post discussion with dept faculty will hopefully inspire all instructors to participate on a continual basis with this initiative.</p> <p>" Faculty will keep equity in mind when working on capstone projects and season selection for our mainstage performance projects in core classes for the major.</p> <p>" Update some production software for the theatre spaces.</p> <p>SO: Remove barriers to equitable participation.</p> <p>" Discussion among faculty regarding use of textbooks, OER, and advance notice to book orders to keep students informed of course fee obligations and spare them from excessive expenses.</p> <p>" Framing and outlining select resource material that embraces diversity</p> <p><b>Action Plan Cycle:</b> 2022 - 2023, 2023 - 2024, 2024 - 2025, 2025 - 2026</p>	<p><b>Action Plan Update:</b> All actions plans for Goal 1 Community are ongoing.  SO: Develop Activities and spaces that support a sense of belonging with focus on antiracism, inclusion, and awareness.</p> <p>GENERAL REPORT</p> <p>- The Drama program has held various workshops with professionals and Drama Alumni to connect majors with career professionals to learn specifics about the working in the industry, or expectations for transfer into four year programs.</p> <p>Workshops included:  Eric Luling - Professional Scenic Dresser  Andrew Sellon - Professioal Actor at the Old Globe, in Television and Film.  Steve Metcalf - Professional Screenwriter  Malachi Beasley - Alumni who completed his MFA at Yale School of Drama and is a working profesional actors.</p> <p>SO: Remove barriers to equitable participation.  " Discussion among faculty regarding use of textbooks, OER, and advance notice to book orders to keep students informed of course fee obligations and spare them from excessive expenses.  " Framing and outlining select resource material that embraces diversity</p> <p><b>Update Year:</b> 2024 - 2025  <b>Action Plan Progress:</b> On Track</p>

## Goal 2: Completion

**Unit Goal:** Generating Pathways to completion for Drama Majors

**Goal Status:** Active

**Beginning Year:** 2022 - 2023

**Projected Completion Year:** 2025 - 2026

### Mapping

Mesa College Strategic Plan: Roadmap to Mesa2030: (X - Highlight the X to Align)

- **Completion - Objective 1:** Develop pathways that provide students with clarity about degree, certificate, and transfer requirements. (X)
- **Completion - Objective 4:** Support students' access to resources to mitigate the impact caused by technological and basic needs insecurity (X)



Action Plans	Action Plan Update
<p><b>Action Plan Status:</b> Active</p> <p><b>Action Plan:</b> GOAL 2: COMPLETION</p> <p>SO: Develop pathways that provide students with clarity about degree, certificate, and transfer requirements.</p> <p>" Program is and has been recently engaged in curriculum review and modification to facilitate path to degree completion within proper timeframe and streamline ADT.</p> <p>" This includes updating legacy program requirements and committing to consistent and effective curriculum review to better serve students and facilitate pathways.</p> <p>" Investigating the possibility of cross-referencing relevant courses in outside programs.</p> <p><b>Action Plan Cycle:</b> 2022 - 2023, 2023 - 2024, 2024 - 2025, 2025 - 2026</p>	<p><b>Submission Date:</b> 11/29/2024</p> <p><b>Action Plan Update:</b> * New Certificate in Digital Story Telling now Active</p> <p>* DRAM 114(A/B Digital Story Telling course not active</p> <p>* Modifications to AA, ADT, and 2 Certificates made to align with requested updates</p> <p>* Modifications to AA, ADT, and 2 Certificates made to stream line and help insure complete with in a timely manner and optimize ability for majors to enroll successfully in other required GE courses</p> <p><b>Update Year:</b> 2024 - 2025</p> <p><b>Action Plan Progress:</b> On Track</p>

### Goal 3: Pathways and Partnerships

**Unit Goal:** {enter unit goal description}

**Goal Status:** Active

**Beginning Year:** 2022 - 2023

**Projected Completion Year:** 2025 - 2026

#### Mapping

Mesa College Strategic Plan: Roadmap to Mesa2030: (X - Highlight the X to Align)

- **Completion - Objective 1:** Develop pathways that provide students with clarity about degree, certificate, and transfer requirements. (X)
- **Pathways and Partnerships - Objective 2:** Expand partnerships with K-12 institutions to enhance program offerings and increase access for minoritized students. (X)
- **Pathways and Partnerships - Objective 3:** Increase community engagement, experiential learning, integrated career planning, and workforce training to prepare students for future careers (X)
- **Pathways and Partnerships - Objective 5:** Develop and implement technologies, including website redesign, that will make pathways information available to students so that they can effectively utilize this information in their educational and career planning (X)

Action Plans	Action Plan Update
<p><b>Action Plan Status:</b> Active</p> <p><b>Action Plan:</b> GOAL 3: PATHWAYS AND PARTNERSHIPS</p> <p>SO Develop and implement technologies, including website redesign, that will make pathways information available to students so that they can effectively utilize this information in their educational and career planning.</p> <p>" Update and maintain software and relevant technologies to keep students current with industry standards, enhance training, and make graduates more competitive when seeking work in the communication and performance industries.</p> <p>" Establish opportunities for majors either as apprentices, or interns for work-based learning experiences to prepare them for employment in the entertainment and communication industry.</p> <p>" Align students with organizations, theatres, companies, personal to grant opportunities for real work experience.</p> <p>SO: Expand partnerships with K-12 to enhance program offerings and increase access for minoritized students.</p> <p>" Revisit high school Internships programs which were extant prior to covid. (MET, and/or other schools)</p> <p>" Explore Possible collaborations with Media Arts school to engage interested students in college training.</p> <p>" Explore local interest in CCAP courses in Dramatic Arts.</p> <p><b>Action Plan Cycle:</b> 2022 - 2023, 2023 - 2024, 2024 - 2025, 2025 - 2026</p>	<p><b>Submission Date:</b> 11/29/2024</p> <p><b>Action Plan Update:</b> Technologies:</p> <p>Develop and implement technologies, including website redesign, that will make pathways information available to students so that they can effectively utilize this information in their educational and career planning.</p> <ul style="list-style-type: none"> <li>- Procurement of new light board, LED instruments and moving lights is keeping student current with industry standard making them more competitive and employable in the industry.</li> <li>- Workshops with local talent and hosting the Mesa College Film Festival has aligned students with working professionals and lead some local jobs and work-related experience.</li> <li>- Faculty (who continue to work professionally in the industry) have connected students directly with industry professionals for employment.</li> </ul> <p>SO: Expand partnerships with K-12 to enhance program offerings and increase access for minoritized students.</p> <ul style="list-style-type: none"> <li>- Drama Program Faculty have committed to working with the MET highschool intern.</li> <li>- There are current conversations about a renewed collaboration with the MET and the Drama Program.</li> </ul> <p><b>Update Year:</b> 2024 - 2025</p> <p><b>Action Plan Progress:</b> On Track</p>

#### Goal 4: Scholarship

**Unit Goal:** {enter unit goal description}

**Goal Status:** Active

**Beginning Year:** 2022 - 2023

**Projected Completion Year:** 2025 - 2026

### Mapping

Mesa College Strategic Plan: Roadmap to Mesa2030: (X - Highlight the X to Align)

- **Scholarship - Objective 3:** Assess impact of prerequisites and corequisites on student success and revise curriculum, as needed (X)
- **Scholarship - Objective 4:** Expand the use of innovative and high-quality teaching, learning, and support practices that achieve equitable outcomes and increase student success (X)
- **Scholarship - Objective 5:** Reduce costs associated with instructional materials to support the elimination of equity gaps (X)

Action Plans	Action Plan Update
<p><b>Action Plan Status:</b> Active</p> <p><b>Action Plan:</b> GOAL 4: SCHOLARSHIP</p> <p>SO: Assess impact of prerequisites and corequisites on student success and revise curriculum as needed.</p> <p>" Faculty has engaged in curriculum changes this year to address this specifically.</p> <p>SO: Reduce costs associated with instructional materials to support the elimination of equity gaps.</p> <p>" Invite faculty to expand use of digital media in the classroom and make course texts and require resources affordable (perhaps free) for all enrolled students.</p> <p>" Embrace digital media and student access to online collaborative software. This includes collaborations not only through CAVAS, but also through newly acquired Office 365 and other productivity programs with the advent of student sdccd emails and access to these programs.</p> <p><b>Action Plan Cycle:</b> 2022 - 2023, 2023 - 2024, 2024 - 2025, 2025 - 2026</p>	<p><b>Submission Date:</b> 11/29/2024</p> <p><b>Action Plan Update:</b> On going on and on track.</p> <p>- We've been discussing how common course numbering will impact our degrees and curriculum.</p> <p>- Low priority at the moment as it will not affect Drama GE courses for at least another year.</p> <p>RE: use of Digital Media in the classroom.</p> <p>- The projector in CT (main lecture hall/Theatre) and slow computers in C121 have impeded instruction and lecture throughout the end of Spring and Fall of 2024.</p> <p>- Update or upgrade of new equipment which was requested in the Spring of 2024 has been slow. Faculty have consistently had to modify lecture and presentations day of class.</p> <p>- A purchase is underway and may be installed before Spring 2025.</p> <p><b>Update Year:</b> 2024 - 2025</p> <p><b>Action Plan Progress:</b> On Track</p>

### Goal 5: Stewardship

**Unit Goal:** {enter unit goal description}

**Goal Status:** Active

**Beginning Year:** 2022 - 2023

**Projected Completion Year:** 2025 - 2026

### Mapping

4/14/2025

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Mesa College Strategic Plan: Roadmap to Mesa2030: (X - Highlight the X to Align)

- **Stewardship - Objective 2:** Support processes and initiatives that prioritize environmental sustainability and reduce Mesa College's impact on climate change (X)
- **Stewardship - Objective 4:** Establish a college-wide practice and schedule that addresses routine maintenance and renewal of equipment, facilities and technology to ensure access to adequate resources and better serve students (X)

Action Plans	Action Plan Update
Action Plan Status: Active	<b>Submission Date:</b> 11/29/2024 <b>Action Plan Update:</b> * New LED lighting has been purchased and integrated into classroom use, as well as production process in the Apolliad Theatre. * Multiple classes have agreed to use the same software reducing the need to purchase and use multiple machines for different courses in the Major. Specifically Sections of DRAM 100A and 100B will both use the License of Vectorworks.  <b>Update Year:</b> 2024 - 2025 <b>Action Plan Progress:</b> On Track
	<b>Submission Date:</b> 11/29/2024 <b>Action Plan Update:</b> Generating full faculty and staff meetings on a regular basis. * 2 Full time faculty meet regularly. * However, conflicts in Staff schedule has inhibited the ability for Facult the Staff to maintain regular conversations and updates throughout the year. * This has resulted in some impence in updating equipment and classroom spaces namely video studio. <b>Update Year:</b> 2024 - 2025 <b>Action Plan Progress:</b> Barriers Encountered
	<b>Submission Date:</b> 11/29/2024 <b>Action Plan Update:</b> Refresh, renew and update Main Lobby * Wall have been painted and redesign of the Lobby is currently in progress. * Although Prop HH has passed the program will continue to update the lobby with the assumption it will increase enrollment, attract majors. <b>Update Year:</b> 2024 - 2025 <b>Action Plan Progress:</b> On Track
	<b>Submission Date:</b> 11/29/2024

<p><b>Action Plan:</b> GOAL 5: STEWARDSHIP</p> <p>SO Support processes and initiatives that prioritize environmental sustainability and reduce Mesa’s impact on climate change.</p> <p>" As stated above, invite faculty to expand use of digital media in the classroom</p> <p>" We are currently pursuing the “green leaf” by modifying curriculum for select classes in the program. To start with DRAM100/200/104/204 – theatre production courses.</p> <p>" Engage faculty and staff to generate ways to produce and operate in more sustainable ways and to minimize use of hazardous chemicals in production work.</p> <p>" Take advantage of modern advances in software and hard developed for theatre production that reduce carbon footprint.</p> <p>SO Help establish practice and schedule that addresses routine maintenance and renewal of equipment, facilities, and technology to ensure access to adequate and (Safe/healthy) resources and better serve students.</p> <p>" Refresh, renew, and update main lobby of the theatre building to</p> <p>" Address the decaying and cracked floors in the theater building that have asbestos.</p> <p>" Engage in regular staff and faculty meeting and discussion that address needs in the classroom and theatre spaces.</p> <p>" Continue to explore and support the process of upgrading the lighting systems in the theatre with LED instruments, digital dimmers, and modernize circuits on the raceway.</p> <p>" Note: Newer LED theatrical lighting instruments burn with minimal heat which almost eliminates all of the high BTU’s generated by traditional lights. This keeps the building at a more stable temperature, minimizes potential for burns and injuries when training students and working on production; creates a safer and more flexible work environment.</p>	<p><b>Action Plan Update:</b> Program spaces</p> <p>* Updates to Video Editing Lab (now B108) has included a large touch screen monitor, an adopted sound system, and a full upgrade of Desktop Macs used for editing and light and scenic design instruction. A gracious thank you to all involved.</p> <p><b>Update Year:</b> 2024 - 2025</p> <p><b>Action Plan Progress:</b> Completed</p> <hr/> <p><b>Submission Date:</b> 11/29/2024</p> <p><b>Action Plan Update:</b> All facilities updates -</p> <p>* Prop HH has passed.</p> <p>* A new Performing Arts Buildling is in the planning.</p> <p>* Therefore any initiatives towards large scale facilities upgardes have been put on hold with the exception of:</p> <p>* Issues concerning saftey and sustainability.</p> <p><b>Update Year:</b> 2024 - 2025</p> <p><b>Action Plan Progress:</b> Completed</p>
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Action Plans	Action Plan Update
<p>" Note: Newer LED theatrical instruments use fraction of the electricity than older traditional lighting instruments. They are also capable of doing more with less.</p> <p>" Note: Updated equipment provides students the opportunity to learn on contemporary industry standard equipment. Making their skills relevant and current and competitive when seeking transfer to four schools or work in the industry.</p> <p>" Weekly review faculty about software, hardware, and material needs to keep all course work current.</p> <p>" Program spaces and areas that require review and update are: sound department, video editing lab (B109), lighting department, costume storage, box office, the Black Box, the Greenroom/dressing room, and storage spaces.</p> <p><b>Action Plan Cycle:</b> 2022 - 2023, 2023 - 2024, 2024 - 2025, 2025 - 2026</p>	



# **Program Review**

Summary and Reflections with Unit Goals, Action Plans,  
and Updates

Instructional Program - Economics (ECON)



## Executive Summary

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**Describe the successes and challenges your unit has faced since the last comprehensive review.****Background:**

Mesa economics program offered half courses online and half courses in-person for nearly a decade before the pandemic. In March 2020, all in-person courses have been converted to online format, which has been proved very successful. For most faculty, the transition has been smooth and seamless. We have not experienced major disruption and decrease in enrollment, actually, all online courses have been filled faster since then with a clear pattern of decreasing drop rates and increasing retention rates, as well as rapidly increasing success rates.

**Evidence of success:**

The strong performance of our program since the pandemic has been demonstrated by the following robust statistics. Our overall 81% success rate is well above Mesa College 70% success rate. Our program retention rate is over 93%: 25 percentage points higher than Mesa College retention rate 68%, a truly astonishing achievement.

**The key to success:**

We attribute our remarkable success to the following 4 factors: First, our faculty have worked extremely hard to help out our struggling students during the pandemic and many of us have been working 10/7 (at least myself). Second, our program has accumulated successful online teaching experiences over a decade and we have been well prepared for the sudden change. Third, our management team has implemented a well-functioning strategic planning and scheduled a student-centered online course structure. Finally, the most important factor we believe is, online education by nature is more diverse, more equitable, more inclusive, and more accessible. Our program's online courses have been carefully designed and tailored to better serve our diverse academic, socioeconomic, and ethnic students' population, especially those students who were frustrated and ill-prepared during the pandemic, as well as those highly-motivated students who enjoy academical challenge.

**The Challenge:**

The main challenge we have faced since the last comprehensive review is the back-to-campus in-person teaching mandate to meet the 67% threshold for each instructor rather than for each program or each school. The current Mesa data end in Fall 2021 and we don't have comprehensive statistics available to verify our concern now. However, based on our faculty's first-hand knowledge, we have seen a trend of decreasing students' enrollments, retention rates, success rates even for those well-scheduled in-person classes since fall 2022.

**Program goal:**

Meet students' needs. We strongly believe that, our class schedule should be evidence-based, program specific and students centered, with meeting the needs of our diverse academic, socioeconomic, and ethnic students population as our ultimate goal instead of putting political consideration or contractual obligation first. We are deeply concerned that the current one-model-fits-all mandate is inherently anti-diversity, anti-equity, anti-inclusion and anti-accessibility. The administrative-centered, anti-DEI 67% threshold for each instructor will decrease our program retention rates, success rates, and widen our program equity gaps. Eventually, it will adversely impact our program and defeat our hard-won success over a decade.

**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.**

We are currently scheduled to be one of the first disciplines to have Common Course Numbering. The impact of that on enrollment is unknown at this time. We have also seen an increase in enrollment across all of Economics offerings. We are above, at, or near capacity in both our online and in-person classes.

**If applicable, describe the impact of any new resources (human, fiscal, etc) on the unit and/or action plan implementation.**

The expected hire of a new contract Economics faculty in Spring 2025 should bring another set of ideas on how to continue to grow the program.

## Summary and Reflection

If you assess **OUTCOMES**, please confirm that the outcomes have been reviewed for accuracy. If you do not assess Outcomes, skip this question.

Reviewed & Accurate

## Related Documents for Charts and Graphs

### Executive Summary Complete

Yes

## Data Reflection

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### Trends observed in program/service area's data.

Previously, our program success rates, while strong when compared to the college as a whole, tended to have been lower in spring-fall than they had been in intersession-summer (when many 4-year college students take the classes at Mesa). This trend did not play out in the 2020-2021 academic year as we had an 86% success rate in fall 2020 and 83% success rate in spring 2021, which are equal to or very close to the winter intersession and summer success rates during the same academic year. Our overall 77% success rate is well above our school 71.3% success rate, as well as Mesa College 73.2% success rate. Our program retention rate is over 93%, with fall 2020 the highest 96%, spring 2021 the second highest 94%, both beating the intersession 2021 93% retention rate. We have successfully reversed the historic cycle. By excluding one outlier Econ 220, which had only 31% success rate and 38% retention rate in spring 2020, our program success rates and retention rates are even higher.

### Describe any equity gaps in the data. Are there differences and/or patterns observed by demographics (e.g. race/ethnicity, gender, age, etc.)

Race/ethnicity gaps:

Our program shows some equity gaps with low success rates of African American and Latinx students' populations, which is a typical pattern for economics major, although our program's equity gaps for these two cohorts are smaller than our school and college gaps. An increasing amount of literature in this active research area emerged in recent years, exploring its socioeconomic, cultural and historical roots and some possible solutions or remedies, such as hiring more minority faculty as a role model to match students' diverse population. However, our program's overall equity gap 75% is below Mesa College equity gap 72%, with Native American students doing the best 85%. Our Native American students even beat Asian students' 84%, the mystery remains to study. Closing our program equity gaps by slowing down our Native American students' success does not sound politically correct.

Does distance-learning reverse Gender gaps?

Our program's gender gap is 75%, well below Mesa College gender gap 71%. One surprise change of our program data is that the gender gap has been further reversed during the pandemic with female success rate 84% in fall 2021, defeating male success rate 77%. A possible reason for this reversal is that online education may better serve female students due to its built-in program flexibility, which effectively helps many working/studying from home moms better balance their career-family trade-off, alleviating the well-known "Motherhood Penalty and Fatherhood Premium". Although this unanticipated further reversal has increased our program gender gap, we consider this trend as a positive development of our program, hoping it won't be stopped with less online courses offered due to the 67% threshold.

Mystery of gender gap reversal:

Although economics is a social science, it is much more rigorous and quantitative than any other social science, even more rigorous and quantitative than some STEM subjects. There is a huge gender gap in economics learning nationwide, which has become a major challenge for the profession nowadays. Besides the online format built-in advantage for working/studying from home moms, we could not figure out any other underlying reason why our program has single handedly reversed gender gap. Ironically, our econ faculty are male dominated with 2 male contract faculty and 3:2 male-female adjunct ratio. A serious empirical study should be conducted to identify the reasons for this gender reversal, hopefully shedding some light for our future success.

Conjectures:

- (i) Mesa has more liberal arts programs than STEM programs;
- (ii) Mesa leadership team is female dominated, setting a role model for female students. Mesa data do show an

## Summary and Reflection

overall gender gap reversal, but our program gender gap reversal is bigger and don't forget economics is a rigorous and male dominated field.

### Related Documents for Charts and Graphs

#### **Describe the discussion(s) that took place about the unit's learning outcomes assessment data.**

Broad and constant discussions:

Course-level and lesson-specific learning outcomes assessment, as well as program-level learning outcomes assessment leads to a better teaching-learning environment. Our department has constantly engaged in discussions about our learning outcomes assessment data. Over a decade, we have established a dynamic digital-interactive assessment mechanism by focusing on "What should students do to demonstrate that they have learned economics?" and, as such, leads instructors to ask, "What and how should we teach to help students achieve our CLOs and PLOs?" We expect that providing students with CLO statements in the syllabus provides direct guidance during course design, helping instructors to decide what and how to teach, as well as how to assess students. CLOs guide students to focus their study more effectively instead of having to guess what instructor wants them to learn. We advocate for a broad and rigorous discussion of CLOs in our department, both to promote wide adoption in economics courses across disciplines and to produce more research on how to maximize the efficacy of our teaching efforts.

Successful assessment of CLOs/PLOs:

Our well-designed framework of CLOs certainly helps our students understand and work toward what we expect of them to achieve by providing a learner-centered, effective and interactive teaching-learning environment, which prepare them to thrive and succeed in this rapidly changing world. Our economics program has successfully assessed all CLOs and PLOs in every assessment cycle and we are committed to do better by incorporating state of art artificial intelligence technology into our next assessment cycle.

#### **Data Reflection Complete**

Yes

## Practice Reflection

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#### **Describe current practices your program/service area has engaged in that you believe impact the above data trends and equity gaps.**

We are concerned that the current in-person teaching mandate to meet the 67% threshold for each instructor rather than for each program or each school may decrease our program's retention rates, success rates and widen our program equity gaps in the next program review cycle. Eventually, it may adversely impact our program and defeat our hard-won success over a decade. We don't have data available to verify our concern now. However, based on our faculty first-hand knowledge, we have seen an apparent trend of decreasing students' enrollments, retention rates, success rates even for those well-scheduled in-person classes since fall 2022.

#### **What other factors (internal or external) might also impact the above data trends and equity gaps?**

legislative and fiscal changes:

\$3.4 million funding. Public attitudes and policies toward LGBTQ+ individuals and undocumented immigrants have improved substantially in recent decades. Economists are actively shaping the discourse around these policies and contributing to our understanding of the economic lives of LGBTQ and immigrants. The recent \$3.4 million district funding for LGBTQ, Dreamers and undocumented students provides us an opportunity to further study LGBTQ, gender and immigration economics. As the lead-writer of our econ program, I post numerous influential research papers to my online course discussion board about LGBTQ economics, gender economics, as well as immigration economics. We propose to use the funding to conduct a school-wide most up-to-date estimates of the size, location, demographic characteristics, and family structures of LGBTQ, Dreamers and undocumented students at Mesa community College by focusing on enrollments, retention rates, success rates related to variation in sexual orientation, gender identity, as well as ethnic identity.

Retention practice:

The pandemic-triggered absenteeism plagued in-person learning and teaching environment. As an individual program, we are not capable to eliminate the negative impact of current one-model-fits-all mandate. However, we believe we could mitigate some adverse impact by helping students to choose a class format which better meets their needs. As a lead writer, I have successfully convinced many of my in-person class students switch to online

## Summary and Reflection

classes if their family and or career obligations prevent them from making a genuine commitment to in-person learning. This retention practice has significantly improved both in-person and online learning outcomes for the following obvious reason.

In-person teaching and learning involve intensive real-time classroom interactions and missing more than 4 classes will surely result in a failure for a student and it would be too late to switch to online course after 4 absences. Helping those students switch to online format during the first day of class does not reduce our program retention and success rates. Actually, we consider this as a retention practice because it increases our program overall retention rates and success rates by literally retaining those switched students through preventing them from late dropping, therefore, missing the add deadlines to join online class later. This of course, decreases the enrollments of my in-person classes, but their retention rates after the first day class are 100% so far and the attendance rates are over 90% even without attendance check. I am so glad to see that everyone is actively engaged in classroom discussion now and I expect a higher success rate this semester. Based on this successful experiment, We propose a pilot project: "Online or In-Person : Students' Choice" for our economics program during the next review cycle when new Mesa data become available.

Impact of Populism and Identity Politics:

Economic research of populism has incorporated contributions of political science, sociology and cognitive psychology by introducing socio-cultural, beliefs, value and education variables into their models, which is a remarkable breakthrough of classical paradigm. Exploring the social foundation of populism as well as its theoretical origins by focusing on the deepening sociocultural and class conflicts exposed in our society's identity crisis, seeking to interpret the reasons and impact of political polarization and social cleavages on our students' population is an imperative endeavor now. The goal of this research proposal is to help our students understand the political polarization and social cleavages in our society and better prepare them to survive and succeed in this increasing complex world.

## Related Documents for Charts and Graphs

### Practice Reflection Complete

Yes

## Mid-Cycle Updates

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### YEAR 2 Updates (2023 - 2024)

**Provide any edits or updates to the prompts originally documented in the Executive Summary section for Year 2.**

**Provide any edits or updates to the prompts originally documented in the Data Reflection section for Year 2.**

**Review Outcomes Report. Review the unit's outcomes assessment process for 2022 - 2023. Discuss connections to unit goals/action plans/resource requests.**

**Provide any edits or updates to the prompts originally documented in the Practice Reflection section for Year 2.**

### YEAR 3 Updates (2024 - 2025)

**Provide any edits or updates to the prompts originally documented in the Executive Summary section for Year 3.**

We have seen an increase in enrollment for our in-person classes over the last two semesters. While the demand for our online classes remains very strong, the increased interest in our in-person offerings has been great to see. We continue to have higher success and retention rates than the college as a whole.

**Provide any edits or updates to the prompts originally documented in the Data Reflection section for Year 3.**

The overall gender breakdown for Mesa Econ courses is currently about 60/40 in terms of male vs female students. With our Latinx students it is about 58/42 in favor of male students. With our African American students the gap is a little larger at 68/32 in favor of male students. The success rate for Econ 120 in the 2023-24 AY was a robust 82% and the success rate for Econ 121 was 80%. Both of these are well above the overall success rate of 74% at Mesa College. The retention rate for Econ 120 in the 2023-24 AY was a robust 94% and the success rate for

## Summary and Reflection

Econ 121 was 91%. Both of these are above the overall retention rate of 87% at Mesa College during the 2023-24 AY.

**Review Outcomes Report. Review the unit's outcomes assessment process for 2023 - 2024. Discuss connections to unit goals/action plans/resource requests.**

The Economics department plans to access all three of the Econ 120 (Principles of Macroeconomics) CLO's in Spring 2025. At this time, the goal is to all have Econ 120 sections in Spring 2025 report their data (excluding intersession classes). This means we will be gathering data from 16-week, 8-week 1, and 8-week 2 online and on-campus classes taught by both full-time, pro-rata, and adjunct faculty members. Therefore there should be a good variety of data providing a detailed report on the Econ 120 student population.

**Provide any edits or updates to the prompts originally documented in the Practice Reflection section for Year 3.**

While there definitely is still a strong trend for online classes in Economics at Mesa College, we have noticed an increased level of interest for on-campus courses as well. The on-campus classes for both Econ 120 and 121 were at 100% of enrollment the first day of fall, with a few of those classes still currently enrolled at 122% and 120% of capacity. These numbers signify a good trend for the program. At the time of this writing the 20 sections of Economics offered in Fall 2024 had a 101% fill rate, which is excellent. The online sections have a fill rate of 98% while the on-campus sections are at 111% of capacity.

### **YEAR 4 Updates (2025 - 2026)**

**Provide any edits or updates to the prompts originally documented in the Executive Summary section for Year 4.**

**Provide any edits or updates to the prompts originally documented in the Data Reflection section for Year 4.**

**Review Outcomes Report. Review the unit's outcomes assessment process for 2024 - 2025. Discuss connections to unit goals/action plans/resource requests.**

**Provide any edits or updates to the prompts originally documented in the Practice Reflection section for Year 4.**

## Goal 1: Develop a Plan to Address Any Equity Gaps in Economics Courses

**Unit Goal:** Goal 1: Develop a Plan to Address Any Equity Gaps in Economics Courses

**Goal Status:** Active

**Beginning Year:** 2024 - 2025

**Projected Completion Year:** 2025 - 2026

### Mapping

Mesa College Strategic Plan: Roadmap to Mesa2030: (X - Highlight the X to Align)

- **Completion - Objective 3:** Design and promote programs and services that intentionally target a reduction in equity gaps in completion outcomes (X)
- **Scholarship - Objective 1:** Expand and prioritize professional learning experiences for all employees that create parity in outcomes across racial/ethnic groups and all disproportionately impacted groups (X)
- **Scholarship - Objective 2:** Evaluate and improve Diversity, Equity, and Inclusion practice in classroom environments, campus activities, departments, schools, and administrative units (X)
- **Scholarship - Objective 4:** Expand the use of innovative and high-quality teaching, learning, and support practices that achieve equitable outcomes and increase student success (X)
- **Scholarship - Objective 5:** Reduce costs associated with instructional materials to support the elimination of equity gaps (X)

Action Plans	Action Plan Update
<b>Action Plan Status:</b> Active <b>Action Plan:</b> Analyze equity gap data and meet with discipline faculty to address ways in which any gaps can be minimized. <b>Action Plan Cycle:</b> 2024 - 2025, 2025 - 2026	<b>Submission Date:</b> 10/17/2024 <b>Action Plan Update:</b> As this is a new goal, the program is in the beginning phases of analyzing the data. Once a new contract faculty is hired, the program expects to ramp up the analysis. <b>Update Year:</b> 2024 - 2025 <b>Action Plan Progress:</b> On Track

## Goal 2: Pilot: Online or In-Person : Students Choice

**Unit Goal:** Goal 2: Pilot: Online or In-Person : Students Choice

**Goal Status:** Active

**Beginning Year:** 2022 - 2023

**Projected Completion Year:** 2025 - 2026

### Mapping

Mesa College Strategic Plan: Roadmap to Mesa2030: (X - Highlight the X to Align)

- **Completion - Objective 3:** Design and promote programs and services that intentionally target a reduction in equity gaps in completion outcomes (X)
- **Completion - Objective 4:** Support students' access to resources to mitigate the impact caused by technological and basic needs insecurity (X)



- **Stewardship - Objective 3:** Increase student access and schedule efficiency by coordinating schedules among departments/disciplines (X)

Action Plans	Action Plan Update
<b>Action Plan Status:</b> Active <b>Action Plan:</b> We are currently in the process of tracking data regarding the demand for our online versus in-person classes to better understanding the best way to meet students needs. <b>Action Plan Cycle:</b> 2022 - 2023, 2023 - 2024, 2024 - 2025, 2025 - 2026	<b>Submission Date:</b> 10/17/2024 <b>Action Plan Update:</b> We continue to track student enrollment data as well as conduct some surveys regarding why students chose specific modalities for their Economics courses. <b>Update Year:</b> 2024 - 2025 <b>Action Plan Progress:</b> On Track

### Goal 3: Research: Mesa College Economics Transfers

**Unit Goal:** Goal 3: Gather data on Mesa College Economics transfers and analyze how they fared in upper division Economics classes. Potentially question these students to determine how well the Mesa College Economics program prepared them for future Economics courses.

**Goal Status:** Active

**Beginning Year:** 2024 - 2025

**Projected Completion Year:** 2026 - 2027

#### Mapping

Mesa College Strategic Plan: Roadmap to Mesa2030: (X - Highlight the X to Align)

- **Completion - Objective 1:** Develop pathways that provide students with clarity about degree, certificate, and transfer requirements. (X)
- **Completion - Objective 4:** Support students' access to resources to mitigate the impact caused by technological and basic needs insecurity (X)

Action Plans	Action Plan Update
<b>Action Plan Status:</b> Active <b>Action Plan:</b> Research proposal: Obtain data on Mesa College Economics Associate Degree Transfers <b>Action Plan Cycle:</b> 2024 - 2025, 2025 - 2026	<b>Submission Date:</b> 10/17/2024 <b>Action Plan Update:</b> We are in the process of determining how best to obtain the necessary data, although the process might be quite lengthy now that there is only one contract faculty member in Economics at Mesa College. A few years ago we had three contract faculty, allowing us to share the responsibility of gathering this data. <b>Update Year:</b> 2024 - 2025 <b>Action Plan Progress:</b> Barriers Encountered



# Program Review

Summary and Reflections with Unit Goals, Action Plans, and Updates

Instructional Program - Engineering (ENGE)



## Executive Summary

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**Describe the successes and challenges your unit has faced since the last comprehensive review.**

The Engineering Program is beginning a new era. A new contract faculty member was added to the department in Spring 2023 to help to plan and enact the future of the program. Engineering faculty have been involved in many curricular reforms and updates and have specific future plans to increase enrollment, shrink equity gaps and preserve the health of the program.

In terms of curriculum, Engineering faculty have been meeting with the HSI-STEM E3 curriculum group. The Curriculum Workgroup has been tasked with clarifying STEM pathways. This work has involved aligning content with other STEM disciplines, especially Physics and Math. Engineering faculty have been working with Physics and Math instructors to review math and physics prerequisites to verify that they are appropriate for the Engineering courses. The Engineering program awards Certificate of Achievement, Associate of Arts and Associate of Science degrees. These degrees were updated this past semester to remove MATH 141 since it is being deactivated. At this time, faculty also reviewed the 2-Year pathway to make sure that it was achievable for students. Engineering also took advantage of the transfer of outcomes review to Nuventive to revise their PLO's. The PLO's are more applicable to Engineering and include an objective regarding technology.

In terms of enrollments, Engineering program enrollments are fluctuating but it is mostly indicated an upward trends. Engineering enrollments for the spring 2024 has gone up significantly for all the courses being offered. In the fall of 2023 ENGE 250 had low enrolments, and this is due to the number of engineering students transferring to a four-year institutions.

The engineering workshops has gained popularity among engineering students, the surveys conducted is presented below:

In Spring 2023, 31 students enrolled in, 29 students received a Certificate of Completion. The students who are eligible to receive a Certificate were who; 1) attended 8 or more workshops out of 10; 2) have caught up with Dr. Truong after the workshops if they missed one or two workshops. 29 students received a Certificate of Completion (15 students attended 10 workshops, 9 students attended 9 workshops, 5 students attended 8 workshops and 1 student attended 6 workshops, 1 student attended none).

Here is the students' post-workshop survey result:

<https://www.sdmesa.edu/academics/stem/irl/documents/SP23%20IRL%20Robotics%20and%20Programming%20Engineering%20Post%20Workshop%20Survey%20Result.pdf>

Mesa Physical Sciences Faculty have also been meeting with faculty and administrators from transfer partners to revise curriculum to make it easier for students to transfer. After a long contentious period, ENGE 151 has been updated and approved to transfer to San Diego State. As part of the agreement, we are updating to Solid Works and including use of our new 3D printers. The 3D printers were purchased from the HSI-STEM E3 grant and are integral to the advancement of the Engineering program. Currently, faculty are learning how to use and best integrate the printers into their curriculum. As a result of meetings with our transfer partners and changes to enrollment at City College, Engineering faculty have decided to activate ENGE 240: Digital Systems. This year, CRC has also approved a new lab course: ENGE 211: Properties of Materials Lab. We hope to develop this lab more fully to offer it in Fall 2024. Finally, our Engineering Workshops, also sponsored by the HSI-STEM E3 grant, continue to be popular with students. We are entering a new phase of the workshops with them being taught by a new faculty member. Students in the workshops increase interest in Engineering and gain valuable skills that enhance transfer and get hired for internships.

**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.**

No changes

## Summary and Reflection

**If applicable, describe the impact of any new resources (human, fiscal, etc) on the unit and/or action plan implementation.**

No changes

**If you assess OUTCOMES, please confirm that the outcomes have been reviewed for accuracy. If you do not assess Outcomes, skip this question.**

Reviewed & Accurate

## Related Documents for Charts and Graphs

### Executive Summary Complete

Yes

## Data Reflection

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### Trends observed in program/service area's data.

Enrollment in ENGE courses has dipped since the pandemic as can be seen in the graph at left below (please keep in mind that only Fall and Spring enrollments are shown in the graph). ENGE courses are beginning to rebound but are not at the level that they had been pre-pandemic. We do not think that this enrollment trend is based on modality since the enrollment drop occurred during semesters when courses were still online. However, we have put in petitions for Distance Education online approvals to have the options of offering online and hybrid options. We suspect that this will be particularly helpful for Summer courses. The drop in enrollment for some ENGE courses could be due to a "kink" in the pipeline leading students to these courses. Many ENGE courses have prerequisites that also have prerequisites. A drop in new student enrollment during the pandemic would cause a delay for when new students would be able to take these upper-level courses. We are seeing a rebound in Spring 2023 and are hoping that this trend will continue. Finally, a different look at these losses can be seen in the Enrollment change graph below right. This graph compares the enrollment changes since Fall 2019 for Engineering (Grey), all Math, Science, and Engineering courses (in Orange), and Mesa College (in Blue) as a whole. The Engineering courses follow the same trends as the college itself, which means that the enrollment decline may not be specific to Engineering courses.

\*See Graphs attached below for this section.

There are several types of Engineering courses with different audiences and purposes. Success rates in ENGE courses overall are fairly high (above 70%) with the exception of ENGE 101 and ENGE 200. ENGE 101 is a course to introduce students to the Engineering profession. The low success rates are concerning, but we noticed that they declined during the pandemic and have begun to rise again. ENGE 200 has both a Physics and Mathematics prerequisite. This is a course in which students begin to apply the science and math that they've learned to engineering problems. It is typically a difficult course for students because of this higher-level thinking. We notice that success rates in subsequent courses are much higher.

### Describe any equity gaps in the data. Are there differences and/or patterns observed by demographics (e.g.race/ethnicity, gender, age, etc.)

Data Dashboards show few overall equity gaps in success data as seen below. Engineering struggles with the success of Latinx students according to these data. Other gaps are not reported as significant, however, the gap for Black/African American students is larger than we would like. Comparison of success by gender also shows insignificant differences.

\*See Data Dashboards attached below for this section.

This data may be slightly misleading. Whereas there are few equity gaps in terms of student success, there are equity gaps in relations to student enrollment. This can be seen in the success rates for Female students in ENGE 101 (top) and ENGE 200 (bottom). The interesting trend here is not the success rates themselves (which are pretty good!), but the fact that for the terms listed (Fall 17, Spring 18, Fall 18, etc.. until Fall 22) that there are only three terms in which there were female students in the course. ENGE 116 shows no female students for any of the semesters listed. Similarly, there are no African American/Black students listed for most of the ENGE courses in the last 5 years.

## Summary and Reflection

\*See Graphs attached below for this section.

This is very problematic. We know that Female and Black/African American students are underrepresented in the Engineering program. We addressed this issue in Program Review last year. This is an equity issue but is also an enrollment issue for Engineering. Engineering can't rely on the enrollment of male students to maintain the health of the program and must attract a more diverse student body.

### Related Documents for Charts and Graphs

[Engineering 2023 Program Review Graphs.docx](#)

#### **Describe the discussion(s) that took place about the unit's learning outcomes assessment data.**

Discussions of SLO's focused primarily on the skills that students bring into the classroom. Engineering is not the first course that a student will take on their pathway. Most courses currently have Math prerequisites and/or corequisites. Those math courses often have prerequisites of their own. Students do not usually come to us without some success in STEM courses. We see very high success rates in some upper-level courses for this reason. However, math and physics continue to be a roadblock for courses such as ENGE 200. This discussion is not particularly new, but faculty have reported a decrease in math skills in terms of basic algebra and calculus. It is not clear if this is due to courses taken during the pandemic or impacts from AB1705. Something new is that faculty are reporting seeing problems with students' reading skills. Often students need to read and identify information from problems descriptions with multiple sentences. It appears that students are having trouble focusing and extracting the information that they need. It appears to go beyond the expected problem of students having difficulty translating written language into mathematical formulas. These are big concerns for Engineering and Physics students.

#### **Data Reflection Complete**

Yes

## Practice Reflection

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#### **Describe current practices your program/service area has engaged in that you believe impact the above data trends and equity gaps.**

Engineering faculty are beginning to address these issues by way of curricular changes, outreach, and student support. To support students in the pathway, Engineering faculty participate in Peer Mentoring for many of their courses. Student participation in Peer Mentoring has been strong as a whole this past year. ENGE faculty have also been working at different outreach events such as Jump Start and STEM Success days to encourage students to enroll in Engineering at Mesa College. The Engineering Club has returned to campus to keep students interested in the engineering pathway. In association with Mesa College's new STEM E3 grant, we have expanded upon Mesa's three existing pilot experiential learning workshops: the Engineering Simulation Virtual workshops, the Mechatronics Virtual workshops, and the Python Workshop Series; each is a series of ten workshops designed for sequential learning. The workshops provide students with the opportunity to learn about the software that is in demand in the STEM industry and are taught by STEM industry leaders and attended by current working STEM professionals, allowing students to network with STEM professionals. Students who complete all ten workshops in each series receive a Certificate of Completion, which greatly improves their chance at landing further work based internship opportunities offered by our four-year college partners.

#### **What other factors (internal or external) might also impact the above data trends and equity gaps?**

We expect that there will be strong implications on physics courses from AB1705. As discussed previously, Engineering courses rely heavily on math prerequisites. Any change in math curriculum will directly affect Engineering success. This is why engineering faculty are working closely with math faculty. To clarify, this alliance is to ensure that math faculty understand what engineering faculty expect students to know and for engineering faculty to know whether those expectations are reasonable. Neither party expects to dictate curriculum to the other. Instead, the aim is to open communication for each to see the effect on student success. We will continue to work with our excellent colleagues in the math department to serve students better in our courses. As discussed previously, faculty are also reporting issues with students' ability to read and write. This problem appears widespread among the courses, but undefined. As with the difficulties with MATH, it is unclear where these problems are coming from and what their nature is. We plan to investigate this more fully in the coming year. Again, in relation to AB 1705, integration of basic skills into all coursework is more important than it was before. We intend to offer more opportunities for students to practice reading and writing skills.

## Summary and Reflection

### Related Documents for Charts and Graphs

#### Practice Reflection Complete

Yes

## Mid-Cycle Updates

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### YEAR 2 Updates (2023 - 2024)

**Provide any edits or updates to the prompts originally documented in the Executive Summary section for Year 2.**

No changes

**Provide any edits or updates to the prompts originally documented in the Data Reflection section for Year 2.**

No changes

**Review Outcomes Report. Review the unit's outcomes assessment process for 2022 - 2023. Discuss connections to unit goals/action plans/resource requests.**

**Provide any edits or updates to the prompts originally documented in the Practice Reflection section for Year 2.**

No changes

### YEAR 3 Updates (2024 - 2025)

**Provide any edits or updates to the prompts originally documented in the Executive Summary section for Year 3.**

We've made significant contributions by revamping the curriculum for ENGE-230 (Mechatronics) and ENGE-211 (Materials Lab). These efforts have strengthened student engagement through workshops and involvement with clubs like the Society of Women Engineers (SWE) and the Engineering Club. Additionally, we've expanded collaboration with transfer partners, particularly SDSU, which is crucial for students planning to continue their education elsewhere.

Our faculty have worked closely with the Physics and Math departments to improve prerequisite alignment for courses like ENGE-250, PHYS-195, and MATH 151. Ensuring consistency with transfer institution requirements remains a priority to support student success.

For ENGE-211 (Properties of Materials Lab), we have meticulously developed the course outline, lab procedures, and materials lists. However, despite these efforts, the course has not yet been activated due to the lack of a dedicated lab space and sufficient funding. Over the past two years, multiple formal requests have been made to the Chair and Dean to secure funding and a safe lab space. Responses to these requests have often been delayed, sometimes by up to a year. In early December 2024, we met with the Dean of the College of Engineering at SDSU, Dr. Yusuf, who emphasized the urgency of offering this course at SDCCD. He highlighted that SDSU's equivalent course is over capacity due to high student demand, reinforcing the importance of establishing this course at Mesa College to better serve engineering students. In response to administrative feedback, we have submitted a BARC request, which is a critical step in securing the necessary resources.

Looking ahead, we've designed a "Basics of Mechatronics" course set to launch in Fall 2025. This course is aligned with California's academic and industry standards and is transferable to the Mechanical Engineering program at SDSU (ME-230 SDSU), marking a significant step forward in strengthening our engineering pathways.

However, we are facing challenges regarding course scheduling. Currently, ENGE-260 (Circuits) and ENGE-250 (Dynamics) are each offered only once per year, based on administrative recommendations that cited enrollment trends and reduced Full-Time Equivalent Faculty (FTEF) allocation. Fall 2024 enrollment in these courses remained low, leading to the decision to maintain this limited scheduling. While we acknowledge the importance of data-driven decision-making, reducing the availability of these courses may push students to transfer elsewhere, negatively impacting overall program growth. To address this concern, we are conducting a comprehensive enrollment analysis to determine the long-term impact of these scheduling changes and advocate for additional course offerings where necessary.

We are advocating for the institutionalization of peer mentoring, especially as the HSI grant funding that currently

## Summary and Reflection

supports this initiative is set to expire. Future plans include embedding peer mentoring into ENGE-101 to improve retention rates among first-year engineering students. Additionally, we aim to analyze first-year retention data in ENGE-101 to track improvements following program adjustments and implement an early-alert system to identify and support struggling students proactively.

Student organizations like SWE and the Engineering Club play a crucial role in supporting underrepresented students in engineering. While direct retention data for these clubs is limited, evidence from the STEM Peer Mentoring program suggests that community engagement improves student confidence and persistence in STEM fields. Future initiatives to enhance these impacts include:

Expanded recruitment efforts targeting female and Black/African American students.

Strengthened collaborations between SWE and local high schools to foster early interest in engineering.

Tailored skill-based workshops, focusing on practical applications such as MATLAB, TinkerCAD, and Ansys software.

Despite student requests for Ansys workshops, faculty efforts to organize these sessions have not been prioritized. To address this gap, we propose integrating Ansys training into existing courses, ensuring that students receive the support they need without requiring additional resources.

### **Provide any edits or updates to the prompts originally documented in the Data Reflection section for Year 3.**

we've made sure our new "Basics of Mechatronics" course is up to par by benchmarking it against similar courses at other schools. This way, we've ensured it's ready for articulation and transfer, which is great news for our students looking to move on to 4-year institutions.

On the flip side, despite years of hard work preparing ENGE 211, we still can't activate it because we don't have dedicated lab space and funding.

We have experienced a significant delay in receiving email support for location verification or safety investigations, which has adversely impacted the overall progress of the ENGE-211 project.

This really puts us behind schools that already have established labs. We're also facing issues with the limited availability for offering of ENGE 260 and ENGE 250. If we can't offer these courses more frequently, we might see students transferring out to places that do, which could hurt our program.

### **Review Outcomes Report. Review the unit's outcomes assessment process for 2023 - 2024. Discuss connections to unit goals/action plans/resource requests.**

we really need funding to set up a cohesive lab that supports both ENGE 211 and the Mechatronics course. We need essential tools like oscilloscopes, microcontroller kits, and signal generators to make this happen. Offering every-semester sections of ENGE 260 and ENGE 250 each year is also crucial to meet our program's growth goals and address our students' needs. Even though ENGE 250 had low enrollment due to some students transferring out, we're seeing an overall upward trend in enrollments for Spring and Fall 2024, which shows our program is still going strong. We're hopeful that ENGE-250 can be offered every semester moving forward.

### **Provide any edits or updates to the prompts originally documented in the Practice Reflection section for Year 3.**

we've got some important steps lined up to keep the momentum going. First up, we need to finalize the Mechatronics course outline and submit it by the December 2 deadline to stay on track with our course development. We're also going to advocate for lab space and equipment by working closely with our leadership—we need to secure funding for lab equipment and space for ENGE 211 and the Mechatronics course. Expanding our course offerings is a big priority, so we'll be collaborating with administration to offer multiple sections of ENGE 260 and ENGE 250 each year, which should help prevent students from transferring out and support our program's growth. We're planning to develop a proposal for a combined Materials and Mechatronics lab, highlighting how it can boost student learning and make our program more competitive. Additionally, we're aiming to realign our workshops to better meet student needs, prioritizing things like Ansys training that students have specifically requested. Lastly, we're ensuring our faculty are equipped with training in modern tools and software so they can continue delivering high-quality instruction.

## **Summary and Reflection**

### **YEAR 4 Updates (2025 - 2026)**

**Provide any edits or updates to the prompts originally documented in the Executive Summary section for Year 4.**

**Provide any edits or updates to the prompts originally documented in the Data Reflection section for Year 4.**

**Review Outcomes Report. Review the unit's outcomes assessment process for 2024 - 2025. Discuss connections to unit goals/action plans/resource requests.**

**Provide any edits or updates to the prompts originally documented in the Practice Reflection section for Year 4.**



**Goal 1: Increase enrollment in ENGE courses with an emphasis on ENGE 101 and ENGE 116.**

**Unit Goal:** Goal 1: Increase enrollment in ENGE courses with an emphasis on ENGE 101 and ENGE 116.

**Goal Status:** Active

**Beginning Year:** 2022 - 2023

**Projected Completion Year:** 2025 - 2026

**Mapping**

Mesa College Strategic Plan: Roadmap to Mesa2030: (X - Highlight the X to Align)

- **Completion - Objective 3:** Design and promote programs and services that intentionally target a reduction in equity gaps in completion outcomes (X)
- **Pathways and Partnerships - Objective 3:** Increase community engagement, experiential learning, integrated career planning, and workforce training to prepare students for future careers (X)
- **Scholarship - Objective 2:** Evaluate and improve Diversity, Equity, and Inclusion practice in classroom environments, campus activities, departments, schools, and administrative units (X)
- **Scholarship - Objective 3:** Assess impact of prerequisites and corequisites on student success and revise curriculum, as needed (X)
- **Scholarship - Objective 4:** Expand the use of innovative and high-quality teaching, learning, and support practices that achieve equitable outcomes and increase student success (X)

Action Plans	Action Plan Update
<b>Action Plan Status:</b> Active <b>Action Plan:</b> Participate in outreach events such as JumpStart and STEM Student Success and prepare written materials for advising events <b>Action Plan Cycle:</b> 2022 - 2023, 2023 - 2024, 2024 - 2025, 2025 - 2026	<b>Submission Date:</b> 01/24/2024

Action Plans	Action Plan Update
	<p><b>Action Plan Update:</b> To increase enrollment and engagement in ENGE 101 and ENGE 116, we have implemented targeted strategies that emphasize outreach, diversity, and collaboration. Through participation in campus-wide events like JumpStart and the STEM Student Success Summit, we have created and distributed written materials to promote these foundational engineering courses. Together, we established the Society of Women Engineers (SWE) club at Mesa College, working with local institutions, SWE-San Diego, and high schools to encourage female participation in STEM. As part of our outreach, we invited students from Kearny Mesa High School to attend our September event, promoting SWE's mission and Mesa College's engineering programs. Additionally, we have participated in a range of events, such as the SWE Open House at Solar Turbines, Girls Conference at East Lakeside High Schools, Lincoln Senior High School, Wilson Middle School, the Latina in Tech Event, and the Junior Scientist Day at Cabrillo National Monument, to inspire and engage prospective students. The SWE club has grown to over 43 active members, 70% of whom are interested in leadership roles, and has hosted inspiring guest speakers, including Jasmine LeFlore and Candace Gray, to motivate students and highlight opportunities in STEM. On Canvas, we provide a comprehensive collection of resources for underrepresented students, such as links to the Puente Program, Umoja Community, and Women's Studies Department. By collaborating with other student clubs, including Chemistry, Biology, and Physics, we have fostered interdisciplinary support for SWE initiatives.</p> <p><b>Update Year:</b> 2023 - 2024  <b>Action Plan Progress:</b> On Track</p>
<p><b>Action Plan Status:</b> Active  <b>Action Plan:</b> Explore different course offerings in terms of time and days to attract different students  <b>Action Plan Cycle:</b> 2022 - 2023, 2023 - 2024, 2024 - 2025, 2025 - 2026</p>	<p><b>Submission Date:</b> 01/24/2024  <b>Action Plan Update:</b> Due to increase in enrollments, we need to offer courses with different modalities so students with different life style will be accommodated.  <b>Update Year:</b> 2023 - 2024  <b>Action Plan Progress:</b> On Track</p>
<p><b>Action Plan Status:</b> Active  <b>Action Plan:</b> Complete Lab Curriculum for ENGE 211  <b>Action Plan Cycle:</b> 2022 - 2023, 2023 - 2024, 2024 - 2025, 2025 - 2026</p>	<p><b>Submission Date:</b> 01/24/2024  <b>Action Plan Update:</b> In order to complete the Lab Curriculum, the Engineering Materials lab equipment must be purchased and we need to find a lab space to house these lab equipment.  <b>Update Year:</b> 2023 - 2024  <b>Action Plan Progress:</b> Barriers Encountered</p>

## Goal 2: Increase Student Success in ENGE 200.

**Unit Goal:** Goal 2: Increase Student Success in ENGE 200.

**Goal Status:** Active

**Beginning Year:** 2022 - 2023

**Projected Completion Year:** 2025 - 2026

### Mapping



Mesa College Strategic Plan: Roadmap to Mesa2030: (X - Highlight the X to Align)

- **Scholarship - Objective 2:** Evaluate and improve Diversity, Equity, and Inclusion practice in classroom environments, campus activities, departments, schools, and administrative units (X)
- **Scholarship - Objective 3:** Assess impact of prerequisites and corequisites on student success and revise curriculum, as needed (X)
- **Scholarship - Objective 4:** Expand the use of innovative and high-quality teaching, learning, and support practices that achieve equitable outcomes and increase student success (X)
- **Stewardship - Objective 3:** Increase student access and schedule efficiency by coordinating schedules among departments/disciplines (X)

Action Plans	Action Plan Update
<b>Action Plan Status:</b> Active <b>Action Plan:</b> Expand Peer Mentoring Program <b>Action Plan Cycle:</b> 2022 - 2023, 2023 - 2024, 2024 - 2025, 2025 - 2026	<b>Submission Date:</b> 12/04/2024 <b>Action Plan Update:</b> We aim to enhance the Peer Mentoring Program by recruiting experienced students from ENGE courses to serve as mentors, fostering a supportive learning environment. This includes pairing mentors with new students, hosting group study sessions, and providing focused support on challenging topics like MATLAB programming and circuit analysis. <b>Update Year:</b> 2024 - 2025 <b>Action Plan Progress:</b> On Track
<b>Action Plan Status:</b> Active <b>Action Plan:</b> Continue work with the STEM Curriculum workgroup to explore Math prerequisites and connections to other disciplines and clear pathways for students. <b>Action Plan Cycle:</b> 2022 - 2023, 2023 - 2024, 2024 - 2025, 2025 - 2026	<b>Submission Date:</b> 12/04/2024 <b>Action Plan Update:</b> We will collaborate with the STEM Curriculum Workgroup to evaluate and streamline math prerequisites for ENGE courses. This includes aligning math concepts with engineering applications and developing resources, such as preparatory workshops, to strengthen the connection between prerequisite math courses and ENGE course content. <b>Update Year:</b> 2024 - 2025 <b>Action Plan Progress:</b> On Track
<b>Action Plan Status:</b> Active <b>Action Plan:</b> Identify more clearly reading and writing problems for students in ENGE courses. <b>Action Plan Cycle:</b> 2022 - 2023, 2023 - 2024, 2024 - 2025, 2025 - 2026	<b>Submission Date:</b> 12/04/2024 <b>Action Plan Update:</b> We will integrate diagnostic assessments early in ENGE courses to pinpoint reading and writing challenges. By providing tailored support, such as engineering-focused writing workshops and annotated examples of technical documentation, we aim to help students improve their comprehension and technical communication skills, crucial for success in engineering. <b>Update Year:</b> 2024 - 2025 <b>Action Plan Progress:</b> On Track

**Goal 3: Decrease Enrollment gaps for Female and Black/African American students in ENGE**

**Unit Goal:** Goal 3: Decrease Enrollment gaps for Female and Black/African American students in ENGE

**Goal Status:** Active

**Beginning Year:** 2022 - 2023

**Projected Completion Year:** 2025 - 2026

## Mapping

### Mesa College Strategic Plan: Roadmap to Mesa2030: (X - Highlight the X to Align)

- **Completion - Objective 3:** Design and promote programs and services that intentionally target a reduction in equity gaps in completion outcomes (X)
- **Scholarship - Objective 2:** Evaluate and improve Diversity, Equity, and Inclusion practice in classroom environments, campus activities, departments, schools, and administrative units (X)
- **Scholarship - Objective 3:** Assess impact of prerequisites and corequisites on student success and revise curriculum, as needed (X)
- **Scholarship - Objective 4:** Expand the use of innovative and high-quality teaching, learning, and support practices that achieve equitable outcomes and increase student success (X)

Action Plans	Action Plan Update
<b>Action Plan Status:</b> Active <b>Action Plan:</b> Participate in outreach events such as JumpStart and STEM Student Success and prepare written materials for advising events. <b>Action Plan Cycle:</b> 2022 - 2023, 2023 - 2024, 2024 - 2025, 2025 - 2026	<b>Submission Date:</b> 12/04/2024 <b>Action Plan Update:</b> We actively engage in outreach initiatives such as JumpStart and the STEM Student Success Summit, presenting student projects like "Investigating the Effectiveness of Women in Advancing the Science of Engineering" and "Advancing Engineering Science: Exploring the Effectiveness of African-American Contributions," both advised by Hamid Bahraseman. Drawing on insights from his ESCALA Professional Development, these projects align with strategies rooted in the Latinx Student Success Framework and Validation Theory, emphasizing the importance of inclusive classrooms that validate cultural and experiential knowledge. These events inspire high school students, particularly from schools like Kearny Mesa High School, Eastlake High School, and others, to pursue engineering, bridging gaps in representation and equity. <b>Update Year:</b> 2024 - 2025 <b>Action Plan Progress:</b> On Track
<b>Action Plan Status:</b> Active <b>Action Plan:</b> Explore different course offerings and modalities. <b>Action Plan Cycle:</b> 2022 - 2023, 2023 - 2024, 2024 - 2025, 2025 - 2026	<b>Submission Date:</b> 12/04/2024 <b>Action Plan Update:</b> Building on culturally responsive strategies learned through ESCALA, we integrate flexible modalities, including hybrid and online courses, to meet diverse student needs. Courses like ENGE 101 and ENGE 116 incorporate tools such as Tinkercad, MATLAB, and ANSYS while addressing systemic barriers to success. Hamid Bahraseman's teaching innovations, like diversity surveys and inclusive assessments, ensure that underrepresented students find these courses accessible and empowering. These efforts are complemented by culturally relevant projects that enhance engagement and representation. <b>Update Year:</b> 2024 - 2025 <b>Action Plan Progress:</b> Completed
<b>Action Plan Status:</b> Active <b>Action Plan:</b> Explore connections with Transfer Partners to connect students to engineering clubs such as Society of Women Engineers. <b>Action Plan Cycle:</b> 2022 - 2023, 2023 - 2024, 2024 - 2025, 2025 - 2026	<b>Submission Date:</b> 12/04/2024

Action Plans	Action Plan Update
	<p><b>Action Plan Update:</b> Through collaboration with SDSU, UCSD, and other transfer partners, we align course offerings to support seamless transitions for underrepresented students. Leveraging Hamid Bahraseman's experience with ESCALA, we connect students to engineering clubs like the Society of Women Engineers (SWE) and encourage participation in initiatives that promote belonging, such as the ESCALA STEM Identity Survey. Projects like "Investigating the Effectiveness of Women in Advancing the Science of Engineering" serve as touchpoints for these partnerships, highlighting the role of diversity in engineering and fostering networks of support.</p> <p><b>Update Year:</b> 2024 - 2025  <b>Action Plan Progress:</b> On Track</p>
<p><b>Action Plan Status:</b> Active  <b>Action Plan:</b> Purposefully recruit and retain students from underrepresented groups in introductory courses such as ENGE 101.  <b>Action Plan Cycle:</b> 2022 - 2023, 2023 - 2024, 2024 - 2025, 2025 - 2026</p>	<p><b>Submission Date:</b> 12/04/2024  <b>Action Plan Update:</b> We purposefully recruit and retain students from underrepresented groups by implementing culturally responsive practices and showcasing relatable role models. Projects such as Juan Lukisa's exploration of African-American contributions to engineering and Anastasia Egoudine's research on women's impact in STEM, both advised by Hamid Bahraseman, provide opportunities for meaningful representation. Guided by ESCALA principles, Hamid has developed strategies like flexible office hours, non-punitive assessments, and equity-focused content that empower students and reduce barriers to success. These efforts, combined with the SWE club's robust leadership and outreach, foster an inclusive environment where all students can thrive in engineering.</p> <p><b>Update Year:</b> 2024 - 2025  <b>Action Plan Progress:</b> On Track</p>



# Program Review

Summary and Reflections with Unit Goals, Action Plans, and Updates

Instructional Program - English (ENGL)

### Executive Summary

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**Describe the successes and challenges your unit has faced since the last comprehensive review.**

2024 Update:

The 2015 transition from “basic skills” to corequisite composition pedagogy and curriculum was a major shift but a big success in terms of students passing English 101 in their first year. Since then our corequisite course offerings have increased.

At first, we offered professional development for the course, which introduced practitioners to the history and research driving the reform, and to equitable, inclusive, strengths-based pedagogy. As we anticipate renewed funding for AB 1705, we wish to reinstate support for those teaching corequisite classes. This may be in the form of a community of practice, a cohort that meets biweekly, a handbook, a MOST course, or something similar. Our success has come mostly through dedicated faculty who stay engaged in the latest research and practices for equity. For that reason, we were re-designing developmental pathways before the legislation of AB 705.

Our biggest challenge has been the retirement of several tenured, senior faculty members. We have lost nine faculty since 2018. While we remain one of the largest departments (20 contract faculty members as of this writing), we still need to increase our host of tenure-track faculty members in order to ensure the continuity of our offerings.

Another significant challenge is the status of our English Acquisition (ELAC) course offerings, which has been experiencing lower enrollment each year. We are only offering one course in Spring 2024 and are working to collaborate with ELAC faculty at Continuing Education.

**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.**

2024 Update:

We are offering more CCAP courses than ever before; we decided to offer ELAC 145 for spring 2024, but cancelled it due to low enrollment. If we continue to offer it, we will have one more alternative for our students. If not, English Language Learners will need to attend City College or Continuing Education.

2025 Update:

We are offering an ELAC 145 course for Spring, and if that is successful, another for summer. This time, a small team of us visited three CE classrooms to encourage students to come to Mesa. Interested students gave us their contact information and we hope to reach out to them regularly to provide enrollment instructions, encouragement, and support.

**If applicable, describe the impact of any new resources (human, fiscal, etc) on the unit and/or action plan implementation.**

2024 Update:

More full-time faculty would give department stability in several ways: they would replace the seven members we have lost to retirement, as well as the dwindling adjunct pool. They would teach more courses (including our CCAP program); and partake in the work of the department (such as committee representation; curriculum-writing; and coordinating student events).

**If you assess OUTCOMES, please confirm that the outcomes have been reviewed for accuracy. If you do not assess Outcomes, skip this question.**

Reviewed & Accurate

**Related Documents for Charts and Graphs**

## Summary and Reflection

### Executive Summary Complete

Yes

## Data Reflection

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### Trends observed in program/service area's data.

2024 Update:

English program: From Fall 2018 to Spring 2023, English students have an overall course success rate of 69% with a high of 72% in 2018. It seems to be on an upward trend since the pandemic.

Corequisite Courses: English 101X (begun Fall 2016) has a current success rate of 67%, with a high of 72% in 2018. It also seems to be regaining momentum post-pandemic. (Mesa IE dashboard)

2025 Update:

Using data parameters recommended by the Office of IE, we looked at 101X in particular and saw that, in 2022-23, though the overall program success rate was 66.7%, the 101X success rate was 55.5%. For 2023-24, The program success rate rose to 70% and 101X to 64%.

In November, 2024, The Campaign for College Opportunity ranked our 116 colleges "reflecting the percent of students completing transfer-level English within one year of their initial enrollment in an English course (academic year 2022-23)." Mesa is number 23, at 73.3%. Not bad, being in the 89th percentile, and certainly not what the rate was when we had remedial courses. But we can do better.

### Describe any equity gaps in the data. Are there differences and/or patterns observed by demographics (e.g. race/ethnicity, gender, age, etc.)

2024 Update:

Across the program, we have equity gaps for Black/African-American students (-8.5%) and for Latinx students (-9.8%). English 101X has one equity gap for Latinx students (-7.1%). (Mesa IE dashboard)

Some have expressed concern that DSPS students don't do well when they are placed at transfer level. However, they have a one-year completion rate for English of 88% (up from 64% in 2012).

Disaggregating by ethnicity, we see that though we still have equity gaps, many more students have had success. For example, 173 Latinx students completed English 101 or 101X in 2012. In 2022, 544 students completed. The addition of English 101X tripled one-year completion for Latinx students. African-American/Black student numbers went from 25 in 2012 to 81 in 2022, which means that Mesa more than tripled one-year completion in English. (The Chancellor's Office Transfer-Level English and Math Completion Dashboard).

2025 Update:

As English 101X is our canary in the coal mine, faculty examined it closely. We noted a 55% student success rate in 101X for 2023-24, which has increased by ten percentage points to 64% in 2024-25, which may be due to post-Covid momentum. Though the success rates seem low, it is important to remember that before corequisite composition, we had throughput of 47% when we offered one course below transfer, and only 24% when we offered two courses below transfer. That being said, there is still a significant equity gap, with Latinx students being disproportionately impacted with an equity gap of -13.9%.

We are now consciously addressing disproportionate impact among Latinx students.

### Related Documents for Charts and Graphs

### Describe the discussion(s) that took place about the unit's learning outcomes assessment data.

2024 Update:

Our department is enthusiastic about equitable goals for students, classes, and the program and so tends to write complicated and aspirational goals. We've talked about the importance of measurability and this semester a small

## Summary and Reflection

team rewrote outcomes for gateway courses: 101, 101/31, and 105. We will measure the outcomes for these courses in Spring 2024, based on final papers/exams/capstone projects.

2025 Update:

We have sent faculty links for inputting their outcomes data and have scheduled January meeting to support faculty in both using Nuventive and discussing the implications of their findings. We are also welcoming a new Department Outcomes Coordinator.

### Data Reflection Complete

Yes

## Practice Reflection

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**Describe current practices your program/service area has engaged in that you believe impact the above data trends and equity gaps.**

2024 Update:

We are continually reviewing and evaluating course success and addressing emerging issues. Our department (in particular, full-time faculty) are dedicated to professional learning and many take advantage of district resources. Most of us understand the background and logic for AB 705. For example, many have relied upon MOST to improve online and hybrid courses. Many have taken advantage of California Acceleration Project resources, and some have become leaders. Four people have applied to attend NCORE this year. In addition, we are often converse in department meetings as well as informally, about pedagogy.

2025 Update:

We met as a department to discuss our equity gaps in 101X. We talked about the challenges faced by Latinx students, the need for better support systems for students, and strategies to improve student outcomes and address systemic issues. The discussion revolved around the challenges faced by Latinx students, particularly in terms of their academic performance and engagement. The participants noted a significant increase in the number of Latinx students and the potential reasons for this, including population growth, the impact of COVID-19 on education, and the lack of culturally relevant programming. They also discussed the need to address these issues and suggested ways to do so, such as connecting with the Chicano studies department, creating learning communities, and developing English courses from a Latinx perspective. The participants agreed on the importance of reducing the disproportionate impact on Latinx students and the need for more culturally relevant programming.

**What other factors (internal or external) might also impact the above data trends and equity gaps?**

2024 Update:

Lack of enrollment in ELAC courses has affected us. And we're working to find out why this is happening. Budget changes affect us, though not heavily. There are some anecdotal issues around introverted post-pandemic students, struggling ELL students who enroll in gateway-level courses, but these are ongoing conversations.

2025 Update:

In October, the department discussed:

1. The challenges faced by students, particularly those from Latinx backgrounds, in balancing work and academic commitments, highlighting the pressure to work and support families, as well as the impact of Covid-19 on students' lives. We also discussed the need for better support systems for students, including one-on-one sessions and counseling services. We considered the possibility of creating a course that emphasizes cultural familiarity to help students feel more comfortable communicating. We also discussed asking Institutional Effectiveness to conduct surveys to gather data on students' experiences and biggest obstacles.

2. Strategies to improve student outcomes and address systemic issues. We discussed the importance of



## Summary and Reflection

recognizing and addressing the challenges faced by students, and the need for a more strategic approach to ensure their success, including how to leave the door open for students who may need to drop a class due to personal circumstances. Faculty agreed on the importance of grading policies and assessment practices to ensure they are not negatively impacting students.

3. The role of tutoring as a strategy for closing gaps. There's a need for better communication between faculty and tutors. The conversation also touched on the need for more tutors, the importance of reflecting the student population in the tutoring body, and the potential benefits of having an embedded tutor for every class. We discussed the importance of destigmatizing writing and of tutoring, with some students preferring in-house tutors over online ones. The group also discussed the effectiveness of our department's Community of Practice, with one participant expressing interest in joining the next cohort. The conversation ended with a discussion on the equity reflections from the institutional effectiveness dashboard, with participants considering how to better inform students about available resources.

## Related Documents for Charts and Graphs

### Practice Reflection Complete

Yes

## Mid-Cycle Updates

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### YEAR 2 Updates (2023 - 2024)

**Provide any edits or updates to the prompts originally documented in the Executive Summary section for Year 2.**  
The updates are included within the prompt responses as "2024 Update."

**Provide any edits or updates to the prompts originally documented in the Data Reflection section for Year 2.**  
The updates are included within the prompt responses as "2024 Update."

**Review Outcomes Report. Review the unit's outcomes assessment process for 2022 - 2023. Discuss connections to unit goals/action plans/resource requests.**

**Provide any edits or updates to the prompts originally documented in the Practice Reflection section for Year 2.**  
The updates are included within the prompt responses as "2024 Update."

### YEAR 3 Updates (2024 - 2025)

**Provide any edits or updates to the prompts originally documented in the Executive Summary section for Year 3.**  
The updates are included within the prompt responses as "2025 Update."

**Provide any edits or updates to the prompts originally documented in the Data Reflection section for Year 3.**  
The updates are included within the prompt responses as "2025 Update."

**Review Outcomes Report. Review the unit's outcomes assessment process for 2023 - 2024. Discuss connections to unit goals/action plans/resource requests.**

In December 2024, Nuventive assignments were sent to all instructors teaching ENGL 101, 101X, 105, 205, 208, 210, and 220. The due date for all is January 6, 2025, and we will have a meeting on January 29 to both input outcomes and discuss implications. Outcomes for all classes should be completed by the end of Fall 2025, with the help of Pegah Motaleb, our new department outcomes coordinator.

**Provide any edits or updates to the prompts originally documented in the Practice Reflection section for Year 3.**  
The updates are included within the prompt responses as "2025 Update."

### YEAR 4 Updates (2025 - 2026)

**Provide any edits or updates to the prompts originally documented in the Executive Summary section for Year 4.**



## Summary and Reflection

**Provide any edits or updates to the prompts originally documented in the Data Reflection section for Year 4.**

**Review Outcomes Report. Review the unit's outcomes assessment process for 2024 - 2025. Discuss connections to unit goals/action plans/resource requests.**

**Provide any edits or updates to the prompts originally documented in the Practice Reflection section for Year 4.**

### Hire 3-5 more full-time, tenure-track contract faculty members

**Unit Goal:** Hire more (3-5) full-time, tenure-track contract faculty members who have as their focus student success and equity.

**Goal Status:** Active

**Beginning Year:** 2022 - 2023

**Projected Completion Year:** 2025 - 2026

#### Mapping

Mesa College Strategic Plan: Roadmap to Mesa2030: (X - Highlight the X to Align)

- **Community - Objective 2:** Develop activities, spaces, and programs that support a sense of belonging with a focus on antiracism, historically minoritized groups, and inclusion. (X)
- **Community - Objective 3:** Build a culture of communication that is evidence based, race conscious, institutionally focused, systemically aware, and equity advancing (X)
- **Community - Objective 4:** Remove barriers to equitable participation by developing, incentivizing and creating structures for all employees to engage in and design professional learning (X)
- **Completion - Objective 1:** Develop pathways that provide students with clarity about degree, certificate, and transfer requirements. (X)
- **Completion - Objective 2:** Develop cross - functional teams that support student success and include integrated career and transfer counseling. (X)
- **Completion - Objective 3:** Design and promote programs and services that intentionally target a reduction in equity gaps in completion outcomes (X)
- **Completion - Objective 4:** Support students' access to resources to mitigate the impact caused by technological and basic needs insecurity (X)
- **Pathways and Partnerships - Objective 2:** Expand partnerships with K-12 institutions to enhance program offerings and increase access for minoritized students. (X)
- **Pathways and Partnerships - Objective 3:** Increase community engagement, experiential learning, integrated career planning, and workforce training to prepare students for future careers (X)
- **Pathways and Partnerships - Objective 4:** Expand intersegmental pathways to create a seamless transition between Mesa and k-12, non-credit, Universities, and careers (X)
- **Scholarship - Objective 2:** Evaluate and improve Diversity, Equity, and Inclusion practice in classroom environments, campus activities, departments, schools, and administrative units (X)
- **Scholarship - Objective 4:** Expand the use of innovative and high-quality teaching, learning, and support practices that achieve equitable outcomes and increase student success (X)
- **Stewardship - Objective 6:** Develop a proactive hiring plan that includes a review of advertising, screening, and interviewing with a goal of establishing a diverse and competent workforce that is reflective of the student population and the local community (X)

Action Plans	Action Plan Update
<b>Action Plan Status:</b> Active <b>Action Plan:</b> Review outcomes data and equity gaps to create a “profile” of sorts of the type of faculty members we need to address said gaps. <b>Action Plan Cycle:</b> 2022 - 2023, 2023 - 2024, 2024 - 2025, 2025 - 2026	

### Decrease Equity Gaps

**Unit Goal:** Decrease existing equity gaps in gateway courses (101X, 101, 205) by 1-2% each year.

**Goal Status:** Active

**Beginning Year:** 2024 - 2025

**Projected Completion Year:** 2025 - 2026

### Mapping

Mesa College Strategic Plan: Roadmap to Mesa2030: (X - Highlight the X to Align)

- **Completion - Objective 3:** Design and promote programs and services that intentionally target a reduction in equity gaps in completion outcomes (X)
- **Scholarship - Objective 2:** Evaluate and improve Diversity, Equity, and Inclusion practice in classroom environments, campus activities, departments, schools, and administrative units (X)
- **Scholarship - Objective 3:** Assess impact of prerequisites and corequisites on student success and revise curriculum, as needed (X)
- **Scholarship - Objective 4:** Expand the use of innovative and high-quality teaching, learning, and support practices that achieve equitable outcomes and increase student success (X)

Action Plans	Action Plan Update
<b>Action Plan Status:</b> Active <b>Action Plan:</b> Review equity gaps with department each year and strategize ways to narrow them (i.e. tutor support, pedagogical redesign, etc.) <b>Action Plan Cycle:</b> 2023 - 2024, 2024 - 2025, 2025 - 2026	



# Program Review

Summary and Reflections with Unit Goals, Action Plans,  
and Updates

Instructional Program - Exercise Science (EXSC),  
Health Education (HEAL), Athletics

### Executive Summary

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**Describe the successes and challenges your unit has faced since the last comprehensive review.**

Successes: Creation of 3 new CTE certificate programs (Health Coaching, and Aquatics). Converting over 100 on-campus courses to distance education. Updated the CLOs for over 200 courses. Successful integration of 2 new contract faculty members into the department.

Challenges: Inadequate facilities to grow enrollment (existing Gym, Aquatics Complex, and Stadium can only accommodate one class at a time). Low enrollment in non-prime time slots for on-campus courses.

**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.**

Creation of 2 new CTE certificate programs (Health Coaching, Aquatics). Converting over 100 on-campus courses to distance education. Updated the CLOs for over 200 courses. Developed three new classes for the health and wellness coaching program. Updated personal trainer certificate program curriculum.

**If applicable, describe the impact of any new resources (human, fiscal, etc) on the unit and/or action plan implementation.**

Addition of two much needed contract faculty in Jackie Guidi and Travis Nichols.  
Gym bleacher refurbishment reduced safety hazards in an aging and problematic gymnasium.

**If you assess OUTCOMES, please confirm that the outcomes have been reviewed for accuracy. If you do not assess Outcomes, skip this question.**

Reviewed & Accurate

#### Related Documents for Charts and Graphs

#### Executive Summary Complete

Yes

### Data Reflection

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**Trends observed in program/service area's data.**

Instructional data: While enrollment decreased substantially during 2020/21 and 2021/22, course retention and success rates remained high. Additionally, enrollment in Intercollegiate Athletics courses remained largely consistent, even during the pandemic.

CLO/PLO/ILO: Course Learning Outcomes were updated for over 200 courses, including mapping to Program and Institutional Learning Outcomes.

Degree Completion in Kinesiology remains low, as well as Certificate completion in the Personal Training CTE program. The Health Coaching and Aquatics certificates are new, so no data is available.

Transfer for intercollegiate athletics remains high, including over 1.5 million dollars in athletic aid being earned by Mesa student-athletes on a yearly basis.

Making large capital improvements in the Exercise Science facilities including the Gym, Aquatics Complex, and Stadium will allow the department to grow enrollment. The existing Gym, Aquatics Complex, and Stadium can only accommodate one class at a time, meaning that adding additional sections must be added in non-prime time slots. This has significantly contributed to reduced headcount in EXSC sections during cycles of lower demand.

## Summary and Reflection

**Describe any equity gaps in the data. Are there differences and/or patterns observed by demographics (e.g. race/ethnicity, gender, age, etc.)**

While equity gaps continue in enrollment, course success rate, and course retention rate; the success and retention rates have remained much higher than the campus rates of 73.1% and 86.8%, respectively. The Exercise Science courses overall exceed the campus course retention and success rates for that of the campus (81.7% and 87.9%, respectively for EXSC vs. 73.1% and 86.8% for the campus). Health Education courses also exceeded that of the campus, but by a lesser margin (74.3% and 89.7%, respectively for HEAL vs. 73.1% and 86.8% for the campus). However, the Health Education course success rate for Black/African American students is significantly lower than the campus rate at 60.6%, as well as the course retention rate for Black/African American students being somewhat lower than the campus rate at 84.1%.

Equity Gaps for Exercise Science:

Enrollment = Latinx 13,603, White 10,513, Black/AA 3,490, Multi/Other 2,911, Asian 2,579, Filipino 1,275, PI/HN 254

Course Success = PI/HN 86.6%, White 83.0%, Asian 82.9%, Multi/Other 82.4%, Black/AA 80.4%, Latinx 80.2%, Filipino 80.0%

Retention Rate = PI/HN 92.1%, Black/AA 88.5%, Multi/Other 88.4%, White 88.1%, Asian 88.1%, Latinx 87.5%, Filipino 86.5%

Equity Gaps for Health Education:

Enrollment = Latinx 4,768, White 3,253, Asian 1,121, Black/AA 1,073, Multi/Other 831, Filipino 507, PI/HN 60

Course Success = Asian 83.1%, White 79.5%, PI/HN 78.3%, Multi/Other 72.2%, Latinx 71.6%, Filipino 79.3%, Black/AA 60.6%

Retention Rate = Asian 93.1%, Filipino 92.1%, PI/HN 91.7%, Multi/Other 91.3%, White 90.6%, Latinx 89.3%, Black/AA 84.1%

Equity Gaps for Intercollegiate Athletics Courses:

Enrollment = Latinx 1,626, White 1,289, Black/AA 677, Multi/Other 436, Asian 143, Filipino 79, PI/HN 44

Course Success = PI/HN 97.7%, Asian 96.5%, Filipino 96.2%, Latinx 95.9%, White 95.5%, Multi/Other 93.8%, Black/AA 91.0%,

Retention Rate = PI/HN 97.7%, Asian 97.2%, Filipino 96.2%, Latinx 96.1%, White 96.0%, Multi/Other 94.0%, Black/AA 92.3%

## Related Documents for Charts and Graphs

**Describe the discussion(s) that took place about the unit's learning outcomes assessment data.**

Discussions about outcomes data at department meetings, Zoom meetings, and on-campus meetings have focused on completing outcomes assessments on at least one CLO for over 200 courses in Exercise Science and 325 course sections. The focus of discussions in Health Education centered around collaboration and agreement to use a common measurement instrument to assess one CLO for each of 6 courses and 24 course sections.

The Department Outcomes Coordinator for Exercise Science for the beginning of the cycle was Ed Helsher. The current DOC is Nathan Resch.

**Data Reflection Complete**

Yes

## Practice Reflection

**Describe current practices your program/service area has engaged in that you believe impact the above data trends and equity gaps.**

Current practices in Exercise Science that impact the above equity gaps are centered on creating meaningful course learning outcomes and that assessments are broadly relevant to ensure that the needs of all students are considered. Several exercise science activity classes (EXSC 124 and 139) had been previously converted from

## Summary and Reflection

flexible class times to specific class times, and these are being reassessed to determine if student needs are better met with one format and/or the other.

Current practices in Health Education that impact the above equity gaps may be contributed to by the greater portion of health education classes being delivered online compared to in-person classes in this domain. Perhaps the equity gap is related to reduced access to things like Wi-Fi, distraction-free places to study/complete work, etc. for online students

Current practices in Athletics that impact the above equity gaps are the focus on contact hours with student-athletes in practices, training, study hall, and recruiting activities.

### **What other factors (internal or external) might also impact the above data trends and equity gaps?**

Factors –

A significant factor that has affected students is the issue of course repeatability. Currently, students are not able to repeat Exercise Science activity courses. EXSC activity courses may have beginner (A level) through advanced (D level) sections, but this system has shown to be a difficult pathway for students to navigate. The department and others in the state have continued lobbying for a return to the former system of students being able to repeat specific activity courses up to 4 times. Additionally, adding non-credit options for additional access to facilities that the local community currently has difficulty gaining access.

The removal of Area E from the CalGETC lower division breadth requirements poses a grave threat to enrollments in HEAL 101. The current legislation moves it to an upper division course, despite courses in this area not being offered as upper division courses in the CSU system. We feel that Area E provide vital skills and knowledge for students in important life areas that are not addressed in other areas, such as nutrition, mental health, physical health, and the effect of social justice issues on health and well being.

## Related Documents for Charts and Graphs

### Practice Reflection Complete

Yes

## Mid-Cycle Updates

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### YEAR 2 Updates (2023 - 2024)

**Provide any edits or updates to the prompts originally documented in the Executive Summary section for Year 2.**

**Provide any edits or updates to the prompts originally documented in the Data Reflection section for Year 2.**

### **Review Outcomes Report. Review the unit's outcomes assessment process for 2022 - 2023. Discuss connections to unit goals/action plans/resource requests.**

During the current four-year Course Learning Outcome (CLO) assessment cycle the departments of Exercise Science, Health Education and Athletics have followed the Committee of Outcomes and Assessment (COA) recommended timeline. During Year 1 (2022-23) we had discussions and reflection on the previous cycle including reviewing and reaffirming outcomes and developing program review unit goals and action plans. Based on the post-COVID Course Learning Outcome assessment experience, where a backlog of in-person assessments were not possible, we decided to schedule CLO assessment in a way that spread the assessments more evenly by semester. We set a goal to group assessments where similar outcomes, such as with intercollegiate athletics courses, are assessed in the same semester.

During the fall of Year 2 (2023-2024) our departments continued validation of outcomes with our department faculty and identifying our gateway courses along with assessing several other groups of courses. Exercise Science 241B Introduction to Kinesiology was identified as a gateway course and assessed in Spring 2024. Exercise Science 282 Techniques of Weight Training (Personal Trainer) and Exercise Science 294 Health Coaching (Health and Wellness Coaching) were also identified as gateway courses to be assessed in year two. Exercise Science 118 Lifeguard Training was identified as a gateway course for the Aquatics Certificate program, however,

## Summary and Reflection

it was not offered in Spring 2024 so assessment of that course was scheduled to be conducted in Fall 2024.

Spring 2024 Intercollegiate sport course learning outcomes were assessed as well as the gateway courses for our personal trainer and health and wellness coaching programs. Due to the volume of courses learning outcomes need to be assessed in our department (over 200), our department faculty made the determination to use the Nuventive assignment feature in order to make the work of the Department Outcomes Coordinator (DOC) and faculty more organized and streamlined.

**Provide any edits or updates to the prompts originally documented in the Practice Reflection section for Year 2.**

### YEAR 3 Updates (2024 - 2025)

**Provide any edits or updates to the prompts originally documented in the Executive Summary section for Year 3.**

The passage of Proposition HH in November of 2024 provides new optimism to address the facilities challenges faced by the Exercise Science, Athletics, and Dance courses. Many courses that teach in the Gym, L100, Aquatics, and athletic fields have long suffered from pedagogical and scheduling challenges due to facilities that are inadequate and 60+ years old. Future facilities planning provide opportunities to improve instruction, grow enrollment, improve safety, and lead to improved student success. The department of Exercise Science, Dance, Health Education, and Athletics has participated in extensive facilities planning as part of the Mesa 2030 planning group. Now will begin the next round of planning and implementation of the bond expenditures to bring the Mesa 20230 vision to fruition.

**Provide any edits or updates to the prompts originally documented in the Data Reflection section for Year 3.**

Degree completion data for the new certificate program in Health Coaching is growing stronger enrollment and completion. This program was modified to offer more online course offerings and a 9-unit certificate option to go along with the 18-unit option. The new Aquatics certificate has had more challenges filling classes.

Equity Gaps: The Health Education faculty are in ongoing discussions to address lagging Course Success and Retention Rates for African-American students in Health Education courses.

CLO assessments are being conducted in over 75 sections of Exercise Science, Athletics, and Health Education courses. Department discussions are ongoing to determine the order of assessment, assessment instruments, and strategies for improving assessment outcomes. Exercise Science also has CTE courses in the Personal Trainer Certificate and Health Coaching Certificates that are on a 2-year cycle – and are assessed each year.

**Review Outcomes Report. Review the unit's outcomes assessment process for 2023 - 2024. Discuss connections to unit goals/action plans/resource requests.**

Discussion Summary for Spring Intercollegiate Course Data Reflection (FHP Request for Mental Health Counseling Faculty):

In Spring 2024, the school of Exercise Science, Health Education Dance and Athletics conducted Student Learning Outcomes Assessments for Spring intercollegiate athletics courses. The school met during the Fall 2024 semester to analyze outcomes data, reflect on findings and discuss connections to our unit goals, curriculum, resource needs and action plans. Assessments included skills evaluation in practice and competition as well as exit interview written reflections and in person meetings. One key takeaway from data analysis and resource needs reflection/discussion was the overwhelming demand for mental health support for our student-athlete population. Our student-athletes reflect the challenges many Mesa students face, such as basic needs concerns, financial and scheduling burdens including needing to work to make ends meet while attending classes, transportation issues, etc., all while facing additional student-athlete commitments of practice and competition.

Mesa College has only started the work of addressing the mental health challenges of our students and student-athletes. Our data and reflection indicates that more mental health resources are necessary to educate the Mesa community, and, in the case of athletics, our coaches, faculty, staff and student-athletes to create partnerships in order to identify concerns and address them. The Community, Counseling and Mentorship (CCM) approach already deployed with athletics needs additional resources to reach a sustainable level of success.

During the 2023-2024 academic year our mental health counselor and mentors attended several games, conducted over 18 presentations to teams and coaching staff and developed new forms that cater to the needs of the student athlete. Counselors worked to make counseling more attainable to the needs of the student-athlete. Counselors conducted sessions at practice, early morning/afternoon and virtually. Mentors have developed strong relationships with coaches and assisted in reaching out to students that are reluctant to access services.



## Summary and Reflection

Though these efforts have made significant impacts on our student-athlete population, we must continue to develop rapport between coaches and student athletes. Even though we have had every team represented in therapy session we still have a goal is to increase mental health counseling to student-athletes and mentorship. Ultimately, an embedded counselor in the athletics department will increase mental health awareness and decrease the stigma of mental health counseling. When factoring the larger needs of the entire campus, the demands for mental health counseling is compounded. All this can only be accomplished with additional mental health counselling faculty. The school of Exercise Science, Health Education, Dance and Athletics faculty, administrators and staff, proudly join Student Affairs, Mental Health Counseling, Student Health Services, in supporting the resource request for additional Mental Health Counseling Faculty.

### Detailed Data Reflection by Course:

EXSC 200/201: Unit Goal: Explain how resources selected will be used.

An automatic shuttle feeder for training would be helpful.

By purchasing an automatic shuttle feeder, success rates of student athletes would be improved, thus exceeding CLO#1:

Course Learning Outcome

Upon completion of this course the student will be able to demonstrate the skills necessary to compete at the intercollegiate level.

EXSC 222/223: Unit Goal #3 Increase the Number of Tenure-track Faculty

We have a need to support our students and student-athletes with more mental health faculty; one mental health counselor is not enough

Approach other departments/schools in FHP request for campus

Student-Athlete support through MAAP program tremendous resource; success having our counselor faculty in our building

We have a part-time counselor that runs out of time in Spring (pro-rata); other programs have multiple counselors

What is our facilities plan in the future for housing our counseling faculty with new facilities

ART program supports student-athletes and connects them with resources

Right now this is year-by-year funding can it/should it be expanded to include permanent classified support? Or, ok as a faculty/nance coach model?

Student success coach program volunteer faculty

Current model works to have coaches supervising ozone; one classified will divert funding to one position would hinder current

How will you use data reported above to continue improvement for the Course, CLO, Student Success, or Assessment Process?

Reflection on our curriculum and strengths and challenges in setting up our student athletes for success, completion of academic goals, and transfer rates.

If resources are needed to complete the action plan, select one or more categories.

Hiring, Student Support Services, Professional Development Resources

Explain how resources selected will be used.

Hopefully our ART Program stays in effect. This is a critical program in supporting our student athletes, keeping them on track academically and connecting them to resources. We also need more mental health support and resources. Derrick White is not enough. I would rate our student services as failing in providing enough mental health support for not just our student athletes, but our whole student population at SD Mesa College. Michael Temple has been a huge resource for our department.

Assessing the Action Plan

Our student athletes completion of their academic goals/associate degree, transfer rate of our student athletes to a four year, and their improvement and development in their marks over the course of their two years.

EXSC 282: Unit Goal #1:

While all of the course outcomes are being met, CLOs #2 and #3 require creativity to successfully educate and prepare students on because of space limitations. These CLOs involve students being able to successfully demonstrate, cue, and teach different exercises to and train a novice individual. Appropriately preparing students to meet these CLOs is difficult with the limited training space available. We often overlap with our class times in

## Summary and Reflection

the fitness center with the football team, other sports teams, or general population classes. This means we have to modify class times/structure to use the fitness facility when it is available or we are in a space that is very loud and cramped, making educational instruction difficult. Lastly, the football team sometimes modifies their schedule for us to allow us to be in the space for certain practicals. Overall, space and equipment is a limitation for meeting CLOs in EXSC 282 and the personal trainer program as a whole.

In addition to the additional space and equipment we need to allow our personal training program, general population classes, and athletic team training to occur at the same time, we need an ILT lab technician for this/these spaces. Currently, there is no one to oversee the lab spaces, purchase new equipment, set up regular maintenance and repair, and oversee the space, so these duties fall on faculty. This regularly leaves gaps in maintenance, repair, and overall functionality of the space.

### EXSC 294: Unit Goal #3 Increase the Number of Tenure-track Faculty

While we are meeting course outcomes for EXSC 294, we are limited in the number of course sections we can offer in EXSC 294, EXSC 298, and HEAL 107 and the additional number of elective/GE health coaching courses we can teach due to not having any tenure-track faculty in the health and wellness coaching program outside of the program director. Because the instructors in the program are all adjuncts, they are capped at three classes per semester each, constraining our program size and offerings. Faculty must have specific credentials to teach in the program for us to maintain accreditation, so we cannot have other current tenured or tenure-track faculty teach in the program. Adding an additional tenure-track faculty to teach in either the personal trainer or health and wellness coaching programs would allow for more classes to be offered in the health and wellness coaching program, thus better meeting program demand and enhancing program outcomes (some of our adjuncts teach in both programs).

### **Provide any edits or updates to the prompts originally documented in the Practice Reflection section for Year 3.**

#### Unit Goals

**Facilities Improvement:** Passage of Proposition HH will offer an opportunity to improve facilities as part of the Mesa 2030 plan to enable the Gym, Aquatics Complex, Stadium, and Dance Complex to accommodate 2 or more classes simultaneously, as well as better serving student learning and safety.

**Equity Gap Reduction:** The Health Education faculty continue ongoing discussions to determine the causes of and reduce the equity gap that is evident for Black/African American students in Health Education classes. One potential solution that is being implemented is equity-based grading strategies. One potential contributing factor to the equity gap may be the number of fraudulent students enrolling in online classes. Health Education has experienced a rise in the proportion of online vs. on-campus sections. There is no ethnicity data on fraudulent students, but 100% of fraudulent students receive financial aid.

**Increase the number of Tenure Track Faculty:** The department added two new tenure track faculty in 2023-24, one in Exercise Science/Softball, and one in Exercise Science/Men's Basketball. The current FHP request for 2024-25 includes requests for 2 additional contract faculty positions, one in Exercise Science/Women's Volleyball, and one in Exercise Science/Women's Soccer. These two requests will help equalize the Title IX requirements for gender equity.

Additionally, the Exercise Science Department would like to support the hiring of additional Mental Health Counselor(s) by the Student Health Services.

### **YEAR 4 Updates (2025 - 2026)**

**Provide any edits or updates to the prompts originally documented in the Executive Summary section for Year 4.**

**Provide any edits or updates to the prompts originally documented in the Data Reflection section for Year 4.**

**Review Outcomes Report. Review the unit's outcomes assessment process for 2024 - 2025. Discuss connections to unit goals/action plans/resource requests.**

**Provide any edits or updates to the prompts originally documented in the Practice Reflection section for Year 4.**

Summary and Reflection

## Facilities Improvement

**Unit Goal:** Improve facilities as part of the Mesa 2030 plan to enable the Gym, Aquatics Complex, Stadium, and Dance Complex to accommodate 2 or more classes simultaneously, as well as better serving student learning and safety.

**Goal Status:** Active

**Beginning Year:** 2022 - 2023

**Projected Completion Year:** 2025 - 2026

### Mapping

Mesa College Strategic Plan: Roadmap to Mesa2030: (X - Highlight the X to Align)

- **Community - Objective 1:** Use technology to improve communication and accessibility across campus. (X)
- **Community - Objective 2:** Develop activities, spaces, and programs that support a sense of belonging with a focus on antiracism, historically minoritized groups, and inclusion. (X)
- **Community - Objective 4:** Remove barriers to equitable participation by developing, incentivizing and creating structures for all employees to engage in and design professional learning (X)
- **Community - Objective 5:** Increase opportunities to be an asset and resource to the external community (X)
- **Completion - Objective 3:** Design and promote programs and services that intentionally target a reduction in equity gaps in completion outcomes (X)
- **Pathways and Partnerships - Objective 1:** Develop and implement frameworks to create communities that can provide more targeted delivery of educational resources and support services. (X)
- **Pathways and Partnerships - Objective 2:** Expand partnerships with K-12 institutions to enhance program offerings and increase access for minoritized students. (X)
- **Pathways and Partnerships - Objective 3:** Increase community engagement, experiential learning, integrated career planning, and workforce training to prepare students for future careers (X)
- **Scholarship - Objective 2:** Evaluate and improve Diversity, Equity, and Inclusion practice in classroom environments, campus activities, departments, schools, and administrative units (X)
- **Scholarship - Objective 4:** Expand the use of innovative and high-quality teaching, learning, and support practices that achieve equitable outcomes and increase student success (X)
- **Scholarship - Objective 5:** Reduce costs associated with instructional materials to support the elimination of equity gaps (X)
- **Stewardship - Objective 2:** Support processes and initiatives that prioritize environmental sustainability and reduce Mesa College's impact on climate change (X)
- **Stewardship - Objective 3:** Increase student access and schedule efficiency by coordinating schedules among departments/disciplines (X)
- **Stewardship - Objective 4:** Establish a college-wide practice and schedule that addresses routine maintenance and renewal of equipment, facilities and technology to ensure access to adequate resources and better serve students (X)

Action Plans	Action Plan Update
<p><b>Action Plan Status:</b> Active</p> <p><b>Action Plan:</b> Increasing enrollment, retention, and success in exercise Science courses via improved facilities for the Mesa 2030 project. Exercise Science courses overall, and Intercollegiate Athletics focused Exercise Science courses exceed the campus course retention and success rates (81.7% and 87.9%, respectively for EXSC vs. 73.1% and 86.8% for the campus). Exercise Science courses overall, and Intercollegiate Athletics focused Exercise Science courses have a track record of course retention and success among Mesa's diverse student groups, including those that have equity gaps campus wide. Updating and expanding exercise science facilities to accommodate larger class sections and/or multiple sections will increase the number of students in courses that promote academic success and have demonstrated equity success.</p> <p><b>Action Plan Cycle:</b> 2022 - 2023, 2023 - 2024</p>	

## Equity Gap Reduction

**Unit Goal:** Determine the causes of and reduce the equity gap that is evident for Black/African American students in Health Education classes.

**Goal Status:** Active

**Beginning Year:** 2022 - 2023

**Projected Completion Year:** 2025 - 2026

### Mapping

Mesa College Strategic Plan: Roadmap to Mesa2030: (X - Highlight the X to Align)

- **Community - Objective 2:** Develop activities, spaces, and programs that support a sense of belonging with a focus on antiracism, historically minoritized groups, and inclusion. (X)
- **Community - Objective 3:** Build a culture of communication that is evidence based, race conscious, institutionally focused, systemically aware, and equity advancing (X)
- **Community - Objective 4:** Remove barriers to equitable participation by developing, incentivizing and creating structures for all employees to engage in and design professional learning (X)
- **Completion - Objective 2:** Develop cross - functional teams that support student success and include integrated career and transfer counseling. (X)
- **Completion - Objective 3:** Design and promote programs and services that intentionally target a reduction in equity gaps in completion outcomes (X)

- **Completion - Objective 4:** Support students' access to resources to mitigate the impact caused by technological and basic needs insecurity (X)
- **Pathways and Partnerships - Objective 2:** Expand partnerships with K-12 institutions to enhance program offerings and increase access for minoritized students. (X)
- **Pathways and Partnerships - Objective 3:** Increase community engagement, experiential learning, integrated career planning, and workforce training to prepare students for future careers (X)
- **Scholarship - Objective 1:** Expand and prioritize professional learning experiences for all employees that create parity in outcomes across racial/ethnic groups and all disproportionately impacted groups (X)
- **Scholarship - Objective 2:** Evaluate and improve Diversity, Equity, and Inclusion practice in classroom environments, campus activities, departments, schools, and administrative units (X)
- **Scholarship - Objective 4:** Expand the use of innovative and high-quality teaching, learning, and support practices that achieve equitable outcomes and increase student success (X)
- **Scholarship - Objective 5:** Reduce costs associated with instructional materials to support the elimination of equity gaps (X)
- **Stewardship - Objective 6:** Develop a proactive hiring plan that includes a review of advertising, screening, and interviewing with a goal of establishing a diverse and competent workforce that is reflective of the student population and the local community (X)

Action Plans	Action Plan Update
<p><b>Action Plan Status:</b> Active</p> <p><b>Action Plan:</b> Evaluation of data to determine the contributing causes to lower retention and success rates among Black/African American students in Health Education courses may include, but are not limited to examination of: Drop/Withdrawal survey data, CLO completion rate for online vs. on-campus sections, course learning outcomes, and course learning outcome assessment.</p> <p><b>Action Plan Cycle:</b> 2022 - 2023, 2023 - 2024</p>	

#### Increase the Number of Tenure-track Faculty.

**Unit Goal:** Increase the number of tenure-track faculty. Retirements and hiring freezes have decreased the number of tenured and tenure-track faculty and increased the reliance on adjunct faculty. The department is requesting an additional tenure-track faculty member in each of the following areas of Exercise Science, with a specialty in coaching: Women's Soccer, Women's Volleyball, Baseball, Strength and Conditioning Coach for all athletic teams. Additionally, the department is requesting additional classified professionals to better meet the needs of students and our instructional mission. Athletic Trainer, Sports Information Director/Event Coordinator, Groundskeeper are critically needed to meet the needs of students and instruction.

**Goal Status:** Active

**Beginning Year:** 2022 - 2023

**Projected Completion Year:** 2025 - 2026

### **Mapping**

Mesa College Strategic Plan: Roadmap to Mesa2030: (X - Highlight the X to Align)

- **Community - Objective 2:** Develop activities, spaces, and programs that support a sense of belonging with a focus on antiracism, historically minoritized groups, and inclusion. (X)
- **Community - Objective 3:** Build a culture of communication that is evidence based, race conscious, institutionally focused, systemically aware, and equity advancing (X)
- **Community - Objective 4:** Remove barriers to equitable participation by developing, incentivizing and creating structures for all employees to engage in and design professional learning (X)
- **Community - Objective 5:** Increase opportunities to be an asset and resource to the external community (X)
- **Completion - Objective 1:** Develop pathways that provide students with clarity about degree, certificate, and transfer requirements. (X)
- **Completion - Objective 2:** Develop cross - functional teams that support student success and include integrated career and transfer counseling. (X)
- **Completion - Objective 3:** Design and promote programs and services that intentionally target a reduction in equity gaps in completion outcomes (X)
- **Completion - Objective 4:** Support students' access to resources to mitigate the impact caused by technological and basic needs insecurity (X)
- **Pathways and Partnerships - Objective 1:** Develop and implement frameworks to create communities that can provide more targeted delivery of educational resources and support services. (X)
- **Pathways and Partnerships - Objective 2:** Expand partnerships with K-12 institutions to enhance program offerings and increase access for minoritized students. (X)
- **Pathways and Partnerships - Objective 3:** Increase community engagement, experiential learning, integrated career planning, and workforce training to prepare students for future careers (X)
- **Scholarship - Objective 1:** Expand and prioritize professional learning experiences for all employees that create parity in outcomes across racial/ethnic groups and all disproportionately impacted groups (X)
- **Scholarship - Objective 2:** Evaluate and improve Diversity, Equity, and Inclusion practice in classroom environments, campus activities, departments, schools, and administrative units (X)
- **Scholarship - Objective 4:** Expand the use of innovative and high-quality teaching, learning, and support practices that achieve equitable outcomes and increase student success (X)
- **Stewardship - Objective 3:** Increase student access and schedule efficiency by coordinating schedules among departments/disciplines (X)
- **Stewardship - Objective 5:** Increase campus understanding, communication of and transparency in budget and resource allocation (X)
- **Stewardship - Objective 6:** Develop a proactive hiring plan that includes a review of advertising, screening, and interviewing with a goal of establishing a diverse and competent workforce that is reflective of the student population and the local community (X)

Action Plans	Action Plan Update
<p><b>Action Plan Status:</b> Active</p> <p><b>Action Plan:</b> Hire additional tenure-track faculty in Women's Soccer, Women's Volleyball, Baseball, and a multisport Strength and Conditioning to facilitate greater student success and transfer among Mesa's 500+ student athletes. Hire additional classified professionals to support student success and safety as Athletic trainer, SID/Event Coordinator, and athletic/exercise science area grounds keeper</p> <p><b>Action Plan Cycle:</b> 2022 - 2023, 2023 - 2024</p>	

#### Address legislative impacts

**Unit Goal:** Address legislative impacts such as AB 928/CalGETC

**Goal Status:** Active

**Beginning Year:** 2023 - 2024

**Projected Completion Year:** 2029 - 2030

#### Mapping

Mesa College Strategic Plan: Roadmap to Mesa2030: (X - Highlight the X to Align)

- **Community - Objective 5:** Increase opportunities to be an asset and resource to the external community (X)
- **Completion - Objective 1:** Develop pathways that provide students with clarity about degree, certificate, and transfer requirements. (X)
- **Completion - Objective 2:** Develop cross - functional teams that support student success and include integrated career and transfer counseling. (X)
- **Pathways and Partnerships - Objective 1:** Develop and implement frameworks to create communities that can provide more targeted delivery of educational resources and support services. (X)
- **Scholarship - Objective 3:** Assess impact of prerequisites and corequisites on student success and revise curriculum, as needed (X)





# **Program Review**

Summary and Reflections with Unit Goals, Action Plans,  
and Updates

Instructional Program - Fashion (FASH)

## Executive Summary

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**Describe the successes and challenges your unit has faced since the last comprehensive review.**

The challenges our program has faced include teaching hands-on lab-heavy courses in both online and hybrid modalities due to COVID resurgence and student and faculty resistance to coming back to campus for in person instruction, and not having the necessary program support in the form of an ILT, causing contract faculty to have to cover these duties, resulting in taking valuable time away from their classroom obligations and student support.

The successes of our program include rebuilding community events including bring back the Golden Scissors Fashion Show as a fully in person event and hosting it on campus for the first time.

**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.**

Fashion has restructured the Merchandising degrees/certificates to become more streamlined. There was a reduction in units to enable student completion in a timely manner while removing unnecessary pre/co-requisite barriers. It is too early to judge the full impact of the restructuring because programs just became active in Fall 2022, so no completion records with the revised degrees exist yet.

**If applicable, describe the impact of any new resources (human, fiscal, etc) on the unit and/or action plan implementation.**

In 2022 we lost our second full-time faculty member, which brought the total number of contract faculty down from 3 to 1 and put undue strain on the sole remaining contract faculty. This strain trickled down to our adjuncts, causing the program to ask more of them than their contractual obligations covered. This strain was also felt by the students, as less time was available to counsel them and help guide the program.

**If you assess OUTCOMES, please confirm that the outcomes have been reviewed for accuracy. If you do not assess Outcomes, skip this question.**

Reviewed Not Accurate - Update In Progress

**Related Documents for Charts and Graphs****Executive Summary Complete**

Yes

## Data Reflection

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**Trends observed in program/service area's data.**

Fashion has had an average fill rate of 80% over the last (documented) five years. (Data from the last two years is not covered on current dashboards) Since returning from COVID, Fashion's fill rate has been steadily increasing, with a current fill rate of 87% in Fall 2023.

Fashion has a retention rate of 82% and a course success rate of 68% over the past 5 years.

Our program average is a 70% course success rate overall, over the past 5 years. Our highest was a 72% success rate in 2016/2017, which fell to a 67% success rate in 2018/2019. However, there is a noticeable difference in the data when you remove the students who withdrew from courses. When looking only at the students that completed the courses to the end of the term, our success rates were 84% in 2017/2018 and 83% in 2018/2019. Our success rates are also higher in the Fall then they are in the Spring.

**Describe any equity gaps in the data. Are there differences and/or patterns observed by demographics (e.g.race/ethnicity, gender, age, etc.)**

Our success rate with females is 70.5%, which is 3% lower than Mesa's average. Our success rate with males is 60.2%, giving us a -10.2% equity gap for success rates with male fashion students. Our program success rate for both genders is lower than Mesa's average.

We see the largest equity gaps in success rates with our Latinx and Black/African American students. Fashion has

## Summary and Reflection

a success rate of only 65% with our Latinx students and 58% with our Black/African American students, both of which are significantly lower than Mesa average. Working to target these populations would be in line with Mesa's 2022-2025 Equity Plan.

On the plus side, our success rates for students who identify as Asian, Filipino and Pacific Islander are much higher than the college average. Fashion has a success rate of 79% with our Asian students, 76% with our Filipino students, and 96% with our Pacific Islander students.

### Related Documents for Charts and Graphs

#### **Describe the discussion(s) that took place about the unit's learning outcomes assessment data.**

2022-2023: Last year we started a new cycle of evaluating the CLOs for our program, since Mesa is shifting from a 6-year review process to a 4-year review process. During the first year, we were instructed to hold off on evaluating the success rates of the individual CLOs and instead evaluate the accuracy and applicability of the individual CLOs for each course. Given that our program offers 48 different classes, resulting in over 150 individual CLOs, combined with the loss of a contract faculty position and the current demands of the program, there was not enough time to dedicate to an in-depth discussion with all the faculty. Instead, courses were gone through at a cursory level and the in-depth examination is ongoing.

2023-2024: This year we have completed the overview of the CLOs, checking them for accuracy and correctness. A few errors were found in the listings in Nuventive and they have been updated. Starting this year, we are currently evaluating each course CLO individually. A faculty meeting was held mid-Fall semester with all the Fashion professors where we went over what CLOs are, why they are important, and how/why they need to be reviewed. A schedule was made to determine when each class CLO would be evaluated and those due for evaluation this Fall were identified. This process is ongoing and will continue until the end of the 4 year cycle in 2026.

#### **Data Reflection Complete**

Yes

## Practice Reflection

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#### **Describe current practices your program/service area has engaged in that you believe impact the above data trends and equity gaps.**

2022-2023:

Fashion was one of the first programs at Mesa to reinstate its study abroad courses for a Summer 2023 program that included students from a variety of backgrounds, including 2 EOPS students who received full scholarships to attend and 2 Gillman award students.

Fashion maintains an equipment checkout program where students are able to checkout sewing machines, dress forms, irons, and other industry equipment to increase equity and access to resources necessary for successful coursework. However, without an ILT to run the equipment checkout program, this has put an additional strain on the contract faculty.

Fashion has actively been recruiting and hiring more diverse adjunct faculty, resulting in faculty that are more representative of our current student population.

Fashion restructured the Merchandising Degrees/Certificates to create more streamlined pathways for completion.

2023-2024:

In the past Fashion offered an open lab for our students, however since we do not have an ILT position, we are currently unable to offer this to our students. This is a huge equity problem because it means that students aren't able to use the fashion lab outside of class for their homework and need to do all their work at home, where they may not have the necessary space or materials to complete their work.

#### **What other factors (internal or external) might also impact the above data trends and equity gaps?**

2022-2023:

A large part of our equity gaps could be due to our lack of ability to provide consistent and frequent open lab hours for our students, due to lack of funding and approval for an ILT position, (despite a proven need by being #1 and #2 over the past 2 years). Not having open lab removes an accessible workspace for our students, forcing them to

## Summary and Reflection

complete their work at home, which is not an equitable solution due to many students not having the necessary space or resources.

Our equity gap among male fashion students, may also be attributed partly to society culture where it is believed that fashion is a female-centered career. We have been working on changing the imagery on our publicity and promotional materials for our program to show a mix of both male and female students from all ethnicities.

### Related Documents for Charts and Graphs

#### Practice Reflection Complete

Yes

## Mid-Cycle Updates

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### YEAR 2 Updates (2023 - 2024)

**Provide any edits or updates to the prompts originally documented in the Executive Summary section for Year 2.**  
2023-2024:

We brought back the Golden Scissors Fashion Show as a fully in person event, hosting it on campus. It was a success and we intend to continue this format, building on what worked and strengthening our community outreach.

**Provide any edits or updates to the prompts originally documented in the Data Reflection section for Year 2.**  
2023-2024:

This year we have completed the overview of the CLOs, checking them for accuracy and correctness. A few errors were found in the listings in Nuventive and they have been updated. Starting this year, we are currently evaluating each course CLO individually. A faculty meeting was held mid-Fall semester with all the Fashion professors where we went over what CLOs are, why they are important, and how/why they need to be reviewed. A schedule was made to determine when each class CLO would be evaluated and those due for evaluation this Fall were identified. This process is ongoing and will continue until the end of the 4 year cycle in 2026.

**Review Outcomes Report. Review the unit's outcomes assessment process for 2022 - 2023. Discuss connections to unit goals/action plans/resource requests.**

**Provide any edits or updates to the prompts originally documented in the Practice Reflection section for Year 2.**  
2023-2024:

In the past Fashion offered an open lab for our students, however since we do not have an ILT position, we are currently unable to offer this to our students. This is a huge equity problem because it means that students aren't able to use the fashion lab outside of class for their homework and need to do all their work at home, where they may not have the necessary space or materials to complete their work.

We also need to have a stronger community outreach presence. Unfortunately the current contract faculty are stretched too thin and without additional support, we aren't able to set aside any additional time to make this happen.

### YEAR 3 Updates (2024 - 2025)

**Provide any edits or updates to the prompts originally documented in the Executive Summary section for Year 3.**  
2024-2025:

Based on feedback from counselors, students, and employers (i.e. our Advisory Board), Fashion is in the process of modifying our current Merchandising and Design degrees/certificates to help clarify student pathways and align degree content with employment opportunities. We also intend to streamline the Design awards through a reduction in units, which will enable student completion in a timely manner while removing unnecessary pre/co-requisite barriers.

**Provide any edits or updates to the prompts originally documented in the Data Reflection section for Year 3.**  
2024-2025:

Fashion's average fill rate has been steadily increasing over the last few years (since COVID). We have a current fill rate of 89% in Fall 2024, which is up from our average fill rate of 87% in Fall 23 and 84% in Fall 22.

Fashion's retention rate has also been increasing, with an average retention rate of 83% over the past 5 years. Last

## Summary and Reflection

year (2023/2024), our retention rate was the highest it has been at 89%. This is up from 82% in 2022/2023 and 80% in 2021/2022.

Fashion has an average course success rate of 67% over the past 5 years. Our course success rate for the 2023/2024 year was 71%. The 5 year average has fallen slightly since the last assessment.. We believe this is due to the not having the necessary program support in the form of an ILT, causing contract faculty to have to cover these duties, resulting in taking valuable time away from their classroom obligations and student support. This strain trickled down to our adjuncts, causing the program to ask more of them than their contractual obligations covered. This strain was also felt by the students, as less time was available to counsel them and help guide the program. There are currently only 2 contract faculty members in our CTE program with 10 adjuncts, 49 courses, many of which are hands-on, lab-heavy course loads. Additionally, our program has very specific needs which demand more of a contract faculty's time than a typical academic program.

### **Review Outcomes Report. Review the unit's outcomes assessment process for 2023 - 2024. Discuss connections to unit goals/action plans/resource requests.**

Fashion faculty met to discuss our program's course learning outcomes assessment results over the past year. The consensus was that there has been a noticeable drop in our students' success and we felt this was largely due to not having the necessary program support in the form of a full-time ILT. Without an ILT, we are unable to offer open lab times to our students, which is a serious equity and success issue. The majority of our students do not have access to industry level equipment, and many don't have a good work space in their home. We do have an equipment check out program, however without an ILT, the running of this program has fallen to the already overloaded contract faculty, which means there are limited checkout windows and no one to repair any malfunctioning equipment, resulting in fewer working items available to check out. Students have been vocal about the need for an open lab, and the faculty unanimously felt the lack of the lab has impacted the quality and success of student work. Additionally, faculty felt that having additional computers and newer printers available to our students in our classrooms would greatly increase not only the professional appearance of their work, but increase the equity of the access to this technology. Our current printers are long out of warranty and require almost weekly IT visits just to keep them partially running.

Observed equity gaps in Fashion from 2023/2024 include:

a -5.4% equity gap among Latinx student success rates

a -15.9% equity gap among African/African American student success rates

However, Fashion as a whole has a higher percentage of Latinx students enrolled in our program than in Mesa College as a whole, and our equity gap among Latinx student success rates is lower than Mesa College's Latinx student success rate (-8.1%)

### **Provide any edits or updates to the prompts originally documented in the Practice Reflection section for Year 3. 2024/2025:**

Fashion still maintains an equipment checkout program where students are able to checkout sewing machines, dress forms, irons, and other industry equipment to increase equity and access to resources necessary for successful coursework. However, without an ILT to run the equipment checkout program, this has put an additional strain on the contract faculty, resulting in limited check-out times and a lack of support to fix malfunctioning or broken equipment, resulting in less items available to check out.

We have been working on having a stronger community outreach presence, however our progress has been minimal. Unfortunately the current contract faculty are stretched too thin and without additional support, we aren't able to set aside any additional time to make this happen.

### **YEAR 4 Updates (2025 - 2026)**

### **Provide any edits or updates to the prompts originally documented in the Executive Summary section for Year 4.**

### **Provide any edits or updates to the prompts originally documented in the Data Reflection section for Year 4.**

### **Review Outcomes Report. Review the unit's outcomes assessment process for 2024 - 2025. Discuss connections to unit goals/action plans/resource requests.**

## Summary and Reflection

Provide any edits or updates to the prompts originally documented in the Practice Reflection section for Year 4.

## Provide more resources for students

**Unit Goal:** Provide more resources for students, including equitable access to equipment and lab space for students to be able to have more time available to complete projects and further develop their ideas.

**Goal Status:** Active

**Beginning Year:** 2022 - 2023

**Projected Completion Year:** 2025 - 2026

### Mapping

Mesa College Strategic Plan: Roadmap to Mesa2030: (X - Highlight the X to Align)

- **Completion - Objective 3:** Design and promote programs and services that intentionally target a reduction in equity gaps in completion outcomes (X)
- **Completion - Objective 4:** Support students' access to resources to mitigate the impact caused by technological and basic needs insecurity (X)
- **Stewardship - Objective 4:** Establish a college-wide practice and schedule that addresses routine maintenance and renewal of equipment, facilities and technology to ensure access to adequate resources and better serve students (X)

Action Plans	Action Plan Update
<b>Action Plan Status:</b> Active <b>Action Plan:</b> Continue to work with Mesa to allocate resources for an ILT so we can hold open lab hours for students to work in the classroom space. <b>Action Plan Cycle:</b> 2022 - 2023, 2023 - 2024, 2024 - 2025, 2025 - 2026	<b>Submission Date:</b> 12/27/2024 <b>Action Plan Update:</b> We have requested an ILT position for the past few years and each time we have been ranked in the top 2 in terms of need, however we have continuously been told we cannot hire an ILT due to lack of funding. Without a full-time ILT, we are unable to offer open lab times to our students, which is a serious equity and success issue. The majority of our students do not have access to industry level equipment, and many don't have a good work space in their home. This has led to a noticeable drop in our student success rates and has been unanimously voiced by faculty in our outcomes assessment discussions. We desperately need this full-time program support in order to adequately serve our students and ensure their success. <b>Update Year:</b> 2024 - 2025 <b>Action Plan Progress:</b> Barriers Encountered
	<b>Submission Date:</b> 12/04/2023 <b>Action Plan Update:</b> We submitted a request for a full-time ILT position and even though we were ranked in the #2 position, we were told there was not enough funding to hire someone. Unfortunately we have also not been able to hire a NANCE or program assistant so we have not been able to offer any open lab hours this year so far. This is an incredible disservice to our students. <b>Update Year:</b> 2023 - 2024 <b>Action Plan Progress:</b> Barriers Encountered

Action Plans	Action Plan Update
<b>Action Plan Status:</b> Active <b>Action Plan:</b> Increase student awareness of and access to equipment checkout program. <b>Action Plan Cycle:</b> 2022 - 2023, 2023 - 2024, 2024 - 2025, 2025 - 2026	<b>Submission Date:</b> 12/27/2024 <b>Action Plan Update:</b> Student awareness of the equipment checkout program has increased, but their access has remained limited due to not having a full time ILT position to run the equipment checkout program. Students can only check out equipment during limited hours due to faculty schedules which make it difficult for some students to arrange a time to access these resources. Additionally, without an ILT, we do not have any support to fix malfunctioning or broken equipment, resulting in less items available for students to check out. To solve this, we need a full-time ILT position. <b>Update Year:</b> 2024 - 2025 <b>Action Plan Progress:</b> Barriers Encountered
	<b>Submission Date:</b> 12/04/2023 <b>Action Plan Update:</b> Student awareness of the equipment checkout program has increased but their access has remained limited due to not having an ILT to help run the equipment checkout program. Students can only check out equipment during limited hours due to faculty schedules which make it difficult for some students to arrange a time to access these resources. To solve this, we need a full-time ILT position. <b>Update Year:</b> 2023 - 2024 <b>Action Plan Progress:</b> Barriers Encountered

### Develop and update digital patterning curriculum

**Unit Goal:** Develop and update digital patterning curriculum, resulting in appropriate training for students to enter the workforce or transfer.

**Goal Status:** Active

**Beginning Year:** 2022 - 2023

**Projected Completion Year:** 2025 - 2026

#### Mapping

Mesa College Strategic Plan: Roadmap to Mesa2030: (X - Highlight the X to Align)

- **Community - Objective 1:** Use technology to improve communication and accessibility across campus. (X)
- **Completion - Objective 4:** Support students' access to resources to mitigate the impact caused by technological and basic needs insecurity (X)
- **Pathways and Partnerships - Objective 3:** Increase community engagement, experiential learning, integrated career planning, and workforce training to prepare students for future careers (X)
- **Scholarship - Objective 3:** Assess impact of prerequisites and corequisites on student success and revise curriculum, as needed (X)
- **Stewardship - Objective 1:** In collaboration with students, develop a climate action plan aligned with state and city goals that includes a timeline to reduce Mesa College's carbon footprint, focuses on climate literacy and student action, and mitigates Mesa's impact on climate change (X)



Action Plans	Action Plan Update
<p><b>Action Plan Status:</b> Active</p> <p><b>Action Plan:</b> Implement curriculum that focuses on digital patterning software used in the industry.</p> <p><b>Action Plan Cycle:</b> 2022 - 2023, 2023 - 2024, 2024 - 2025, 2025 - 2026</p>	<p><b>Submission Date:</b> 01/23/2025</p> <p><b>Action Plan Update:</b> We tried out two different software options - Optitex and CLO3D and based on student feedback, instructor experience and feedback from the Advisory Board, we decided to move forward with only CLO3D. It is more affordable and accessible to students and they are able to access it from home for work outside of class (unlike Optitex). It is also widely used in the Industry and user-friendly enough that students who learn the program will be comfortable adjusting to other digital patterning programs. We have taught CLO3D for 1 year and students are able to pick up employable skills and understand the software with few setbacks. Moving forward, we hope to incorporate CLO3D into additional courses in our program to fully utilize the software and increase students' familiarity with the skills.</p> <p><b>Update Year:</b> 2024 - 2025</p> <p><b>Action Plan Progress:</b> On Track</p>
	<p><b>Submission Date:</b> 12/04/2023</p> <p><b>Action Plan Update:</b> We have obtained subscriptions to two digital patterning software programs: Optitex and CLO 3D and are offering one course in each during the 2023-2024 school year. We need to complete both courses and evaluate both the success rates of our students and the overall courses in moving forward. Ultimately we would like to be able to then track these students' progress to see if these skills improved their ability to obtain a living wage.</p> <p><b>Update Year:</b> 2023 - 2024</p> <p><b>Action Plan Progress:</b> On Track</p>
<p><b>Action Plan Status:</b> Active</p> <p><b>Action Plan:</b> Examine current pattern making courses to streamline pre/co-requisites for digital pattern making class.</p> <p><b>Action Plan Cycle:</b> 2022 - 2023, 2023 - 2024, 2024 - 2025, 2025 - 2026</p>	<p><b>Submission Date:</b> 01/23/2025</p> <p><b>Action Plan Update:</b> We have taught CLO3D for 1 year in two classes: Computer Patternmaking 1 and 2. So far, the adjusted prerequisites are working: students are displaying enough knowledge before they take the class that they can easily understand the basic patternmaking concepts. We will continue to examine this for another year to accumulate more data before making a final assessment.</p> <p><b>Update Year:</b> 2024 - 2025</p> <p><b>Action Plan Progress:</b> On Track</p>
	<p><b>Submission Date:</b> 12/04/2023</p> <p><b>Action Plan Update:</b> No updates yet - the courses are in their first year of being taught. After each one has been taught once we can examine the current pre/co-requisites to see if they still match what the software requires or if they need adjustment.</p> <p><b>Update Year:</b> 2023 - 2024</p> <p><b>Action Plan Progress:</b> On Track</p>

## Streamline the course sequencing for our Fashion Design degrees/certificates

**Unit Goal:** Streamline the course sequencing for our Fashion Design degrees/certificates so there is a clear, concise map that all students, faculty, and counselors will be able to access and navigate.

**Goal Status:** Active

**Beginning Year:** 2022 - 2023

**Projected Completion Year:** 2025 - 2026

### Mapping

Mesa College Strategic Plan: Roadmap to Mesa2030: (X - Highlight the X to Align)

- **Completion - Objective 1:** Develop pathways that provide students with clarity about degree, certificate, and transfer requirements. (X)
- **Pathways and Partnerships - Objective 5:** Develop and implement technologies, including website redesign, that will make pathways information available to students so that they can effectively utilize this information in their educational and career planning (X)

Action Plans	Action Plan Update
<b>Action Plan Status:</b> Active <b>Action Plan:</b> Examine the current fashion design degree/certificate programs and create clear pathway maps for students to follow for achieving completion in a timely manner. <b>Action Plan Cycle:</b> 2022 - 2023, 2023 - 2024, 2024 - 2025, 2025 - 2026	<b>Submission Date:</b> 01/23/2025 <b>Action Plan Update:</b> Due to not having a full-time ILT, the contract faculty have not had the time or resources to be able to work on this goal. We are hopeful that with the addition of a full-time ILT, that will take some of the burden off our contract faculty and they will be able to complete this action plan. <b>Update Year:</b> 2024 - 2025 <b>Action Plan Progress:</b> Barriers Encountered
	<b>Submission Date:</b> 12/04/2023 <b>Action Plan Update:</b> Fashion Design degrees and Certificates have been examined and the faculty are in the process of completing clear pathway maps for students. We are hoping these maps will be completed and ready to distribute by early to mid Spring semester, 2024. <b>Update Year:</b> 2023 - 2024 <b>Action Plan Progress:</b> On Track
<b>Action Plan Status:</b> Active <b>Action Plan:</b> Share pathway maps with faculty, students, and counselors, and add the pathways to our program website for easy access. <b>Action Plan Cycle:</b> 2022 - 2023, 2023 - 2024, 2024 - 2025, 2025 - 2026	<b>Submission Date:</b> 01/23/2025 <b>Action Plan Update:</b> Due to not having a full-time ILT, the contract faculty have not had the time or resources to be able to work on this goal. We are hopeful that with the addition of a full-time ILT, that will take some of the burden off our contract faculty and they will be able to complete this action plan. <b>Update Year:</b> 2024 - 2025 <b>Action Plan Progress:</b> Barriers Encountered
	<b>Submission Date:</b> 12/04/2023 <b>Action Plan Update:</b> No updates yet - as soon as the maps / sequencing are complete, we will share these with the students, faculty and counselors, as well as updating them on our website.

Action Plans	Action Plan Update
	<b>Update Year:</b> 2023 - 2024 <b>Action Plan Progress:</b> On Track

#### Working facilities for textiles: washing machine, dryer, hot water

**Unit Goal:** Attain functioning washer and dryer that work with the infrastructure of our classroom, allowing us to teach the required course outcomes and reflect industry standard practices. This includes a top-loading washing machine, electric clothes dryer, and an electric Instahot tankless hot water heater

**Goal Status:** Active

**Beginning Year:** 2024 - 2025

**Projected Completion Year:** 2025 - 2026

#### Mapping

Mesa College Strategic Plan: Roadmap to Mesa2030: (X - Highlight the X to Align)

- **Completion - Objective 4:** Support students' access to resources to mitigate the impact caused by technological and basic needs insecurity (X)
- **Scholarship - Objective 5:** Reduce costs associated with instructional materials to support the elimination of equity gaps (X)
- **Stewardship - Objective 2:** Support processes and initiatives that prioritize environmental sustainability and reduce Mesa College's impact on climate change (X)

Action Plans	Action Plan Update
<b>Action Plan Status:</b> Active <b>Action Plan:</b> Attain a top-loading washing machine, electric clothes dryer, and electric Instahot tankless hot water heater <b>Action Plan Cycle:</b> 2024 - 2025	<b>Submission Date:</b> 01/23/2025 <b>Action Plan Update:</b> Resource requests for top-loading washing machine, electric clothes dryer, electric Instahot tankless hot water heater were put into the 24/25 program review. <b>Update Year:</b> 2024 - 2025 <b>Action Plan Progress:</b> On Track



# **Program Review**

Summary and Reflections with Unit Goals, Action Plans,  
and Updates

Instructional Program - Fermentation (FERM)

## Summary and Reflection





# **Program Review**

Summary and Reflections with Unit Goals, Action Plans,  
and Updates

Instructional Program - Geographic Information  
Systems (GISG)

### Executive Summary

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**Describe the successes and challenges your unit has faced since the last comprehensive review.**

#### SUCCESSES

Strong student success and retention history

GISG continues to have relatively high success rates, with an average success rate of 73% from 2018-2022. Over the same time period, our retention rate is 85%.

UPDATE 2023: 2022/23 Retention was 83%, improving average retention rate to 84%

#### Serving Skills Builders

GISG is a CTE program and attracts many people looking to make a career change, to be a more attractive job candidate with a GIS certification, or to brush up on skills to reenter the workforce. These "skills builders" push the average overall age of the GISG program older than many of Mesa's programs.

UPDATE 2023: 2022/2023 Career/Skills Builders remains a high percentage of GISG students, with 30.5%.

Bachelor's Degree has increased to 36.4%. Almost 70% of GISG students are over the age of 25.

#### Student employment

Over the past 6 years, GISG students continue to find employment in the regional (and beyond) GIS industries.

Students are employed at SDG&E, PanGIS, Michael Baker International, Quartic, City of San Diego, County of San Diego, Helix Environmental, Dudek, among others. Students that completed the program in 2018 have received promotions.

UPDATE 2023: Mesa continues to grow connections in the county for student employment. In the 2022 CTEOS, the very small sample of GIS graduates that responded are making an average of \$38 an hour, well above a living wage.

#### Shift to remote learning

During the COVID remote learning period, faculty in the GISG program were well prepared to handle the shift to the online environment. Full-time and adjunct faculty participated in several professional learning activities related to course redesign including: HSI Stem Lab redesign grants for GISG 110, 130, and 131. Full-time faculty completed an @One course on Equity & Culturally Responsive Online Teaching. The lessons learned in these PL opportunities have been applied to both face-to-face and online modalities.

GISG worked with Work Based Learning and Career Center to shift offerings to prepare students to enter the job market. In Spring 2021, GISG offered a virtual career panel. Since the return to campus, we continue to offer Zoom options for guest speaker events to ensure a broader participation of our students.

UPDATE 2023: Full-time faculty (Russell) remains active in online learning professional development. She served as a facilitator for the Summer 2023 "Humanize" Cohort through the LOFT/MOST. GISG courses will transition to HyFlex format in Spring 2023.

#### Strong links to regional industry

GISG has many regional industry and workforce connections. This has allowed the program to reestablish and expand the Industry Advisory Committee. Our Committee works with faculty to identify emerging industry needs and advise on course sequencing, necessary skills, and new graduate expectations. They also offer much needed feedback on software and hardware acquisitions. Many committee members started as internship site supervisors. Several are Mesa graduates.

UPDATE 2023: Mesa contract and adjunct faculty continue to be active in regional working groups and professional groups. Russell presented about Mesa College GIS at the San Diego Regional GIS Council's GIS day in November 2023. GISG participated in the portfolio show in Spring 2023. New industry partners attended the show and we continue to strengthen these connections.

#### CHALLENGES

##### Persistent equity gaps

Despite the efforts of faculty, equity gaps persist. In our previous comprehensive review, Black/African American success rate was 25% and a -46% equity gap. As of this review, the Black/African American success rate for 2018-22 was 46.4% with an equity gap of 27.9%. While there is improvement, the equity gap is still significant. In our



## Summary and Reflection

previous comprehensive review Latinx success rate was 68% and equity gaps was -3%. Frustratingly, this review period's success rate was 68.4% but the equity gap increased to -7.3%.

UPDATE 2023: GISG small program size causes some equity data to be anonymized because results for values with less than 10 students are hidden, including the Black/African American students. Looking solely at 2022/23 data, the equity gap for Latinx students increased dramatically, to 16.1%. Latinx student success rate was only 66.7%. This is a worrying downward trend in success rates and equity gap for our Latinx students and must be addressed. Moreover, online/async success rates have decreased to 68.3% despite being 82% of our enrollment. This results in an -14.7% equity gap.

### COVID

While GIS was able to pivot to remote successfully, students' experience outside of the classroom had a dramatic impact on their ability to perform in the classroom. Some students confided in significant mental and emotional strain and were unable to complete coursework, despite instructor and Mesa support. Success rates remained steady in 2020/21 academic year, but this reversed in 2021/22. COVID also highlighted the technology barriers many of our students face. Rental laptops provided a much-needed support system for GIS students. Additional technology improvements, such as remote desktop/Azure labs.

### Students not completing program

Many students enter the GIS program with a BA/BS or higher degree and are at Mesa to build skills (ranges from 44% to 24% of student population). Our student population 18-24 was at its highest in 2020/21 at 26%. Although this data is not tracked, many students are employed full time in a related career, but need training on the GIS software. Or, they may gain employment during the program and pause classes and do not return. This is one reason for lower awards. Additionally, some students do not complete the Work Experience, therefore cannot apply for graduation.

## **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.**

### Conversion of Certificate Performance to Certificate of Achievement

The CA allows us to better track the number of degrees earned. Its increase of units to meet the requirements for Veteran's Education Benefits. Since this degree was added/updated, we've been able to track the number of students who earn a certificate, between 11 and 6 annually.

### Updating A.S. Degree

In 2019 we added the requirement of GISG 104 to the major, this increased the units to 33-37. This introductory course is a gateway course into our program, but students weren't getting credit for the course in their degree path. We consistently have 2-5 students earn the A.S. each year.

### Degree Path

GISG has worked with our department chair and dean to ensure we are maximizing student enrollment and students' educational goals.

### Updated SLOs for GISG 270

To align with Mesa's Work Experience program, GISG updated the SLOs of our WE course. The new SLOs reflect the purpose and objectives of WE courses and the experience in a GIS internship/volunteer/other position.

### Incorporated ZTC when possible

GISG Instructors have worked hard to remove textbook costs in as many courses as possible. Textbooks have been eliminated in 3 courses in the certificate program. One course has a low-cost textbook. Faculty have identified several OER resource textbooks to provide additional information for students. Faculty are working to develop ZTC materials to replace the existing textbooks.

### UPDATES 2022/23

1. GISG has officially added CISC 179: Python Programming to the list of programming electives. This will be effective Fall 2024.

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2. Russell received a district ZTC grant for GISG 104. In Spring 2024, GISG 104 will be a ZTC course.
3. GISG updated the math recommended course to remove a course that is no longer offered.
4. GISG decided to no longer seek approval for the Remote Sensing certificate and degree.

**If applicable, describe the impact of any new resources (human, fiscal, etc) on the unit and/or action plan implementation.**

Mesa College/BARC has institutionalized funding for ESRI products that are required to run our courses. This eliminated the need for faculty to apply for Perkins funding annually. Additionally, the software can now be deployed across the campus regardless of discipline.

Since the last comprehensive review, GIS has received funding to procure Android tablets, iPads, and GNSS receivers. These are used in multiple classes to support the teaching/learning of Web App development, GPS data collection, and ground truthing. We created a classroom library to alleviate textbook costs. This was popular from 2019-2020, but its use decreased due to COVID and technology changes. Books are still available for student use.

Through support of Perkins and other funding sources, faculty were able to complete online teaching professional learning. This training was essential during the COVID shift to remote learning.

UPDATES 2022/2023: N/a

**If you assess OUTCOMES, please confirm that the outcomes have been reviewed for accuracy. If you do not assess Outcomes, skip this question.**

Reviewed & Accurate

## Related Documents for Charts and Graphs

### Executive Summary Complete

Yes

## Data Reflection

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### Trends observed in program/service area's data.

Headcount in GIS has remained relatively steady since 2018, ranging from 160 to 176.

GIS continues to have relatively high success rates, with an average success rate of 73% from 2018-2022. Our success rate for Online-Asynchronous courses is 69%. Over the same time period, our retention rate is 85%. The 2021/22 academic year brought a noticeable drop in success rates, from 75 to 69%. There is a drop in success rates across campus during this academic year as well, but not as large of a drop.

From 2018-2022, there were 37 Certificates earned and 12 AS degrees. The number of degrees dipped in 2021, which we believe is a reflection of the COVID-19 pandemic. While GIS was able to pivot to remote learning, some students struggled with the shift. Additionally, internships were a challenge as it took some time for companies to open remote internships or for hybrid positions to open.

GIS continues to have successful employment of graduates and current students, although this data is difficult to track.

UPDATES 2022/23

- Headcount was down to 105.
- Success Rate was 76% for all courses, only 68% for Online-Asynch courses.
- Retention was 78%
- Degrees: 2 AS and 5 Certificates. These numbers seem low, and GISG will work with Evaluations to ensure students who complete the program are applying for graduation.

UPDATES 2022/23

- Headcount rose to 135.
- Success rate was 71% for all courses, only 61% for Online-Asynch courses

## Summary and Reflection

- Retention was 92%
- Degrees: 4 AS and 4 Certificates

### **Describe any equity gaps in the data. Are there differences and/or patterns observed by demographics (e.g. race/ethnicity, gender, age, etc.)**

There are several equity challenges that remain in the GIS program.

#### Ethnicity data

- Black/African American students continue to have a low success rate of 45.8% with a -29% equity gap. The valid enrollments of this group of students is 31 over the last 6 years. This makes it challenging to dig into individual courses and sections to identify places for change. This is disappointing after the improvements to 54% success rates during the Covid period.
- Latinx students have a success rate of 68% and an equity gap of -6.6%. While this success rate is still below the Mesa average, this is an increase from the previous 65% average.

#### Age data

- 18-24 year old students have a success rate of 69.1% and an equity gap of -5.7%. It appears that in GISG 104 and 110 these students have success rates over 70%, but starting in GISG 111 the success rates (and enrollments) fall. This could be due to these students transferring successfully or the approachability of the material and time of classes. This is an area that needs further investigation.

#### First generation status

- First generation students have a success rate of 63.5% and an equity gap of -11.8%.

#### UPDATES 2022/23

Ethnicity: GISG small program size causes some equity data to be anonymized because results for values with less than 10 students are hidden, including the Black/African American students. Looking solely at 2022/23 data, the equity gap for Latinx students increased dramatically, to 16.1%. Latinx student success rate was only 66.7%. This is a worrying downward trend in success rates and equity gap for our Latinx students and must be addressed.

Modality: Online/async success rates have decreased to 68.3% despite being 82% of our enrollment. This results in an -14.7% equity gap.

Age: No equity gaps persist in age data.

First Gen: No equity gaps persist in age data.

#### UPDATES 2023/24

Ethnicity: GISG small program size causes some equity data to be anonymized because results for values with less than 10 students are hidden, including the Black/African American students. Looking solely at 2023/24 data, the equity gap for Latinx students decreased slightly, to 15.9%. Latinx student success rate decreased to a new low of 59.7%.

Modality: Online/async success rates have decreased again to 60.9%, even though it represents a smaller portion of our enrollment at 53.74%. This results in an -20.9% equity gap.

Age: Ages 30-39 have a 60% success rate, which represents a 13.9% equity gap. Upon further inspection of the data, the equity gap is eliminated when GISG 131 is removed from the sample.

First generation status: No equity gaps present

### **Related Documents for Charts and Graphs**

### **Describe the discussion(s) that took place about the unit's learning outcomes assessment data.**

Discuss outcomes at semester department meetings.

GISG and Digital Technology continue to stress the importance of project-based assessments of outcomes. We discussed the need to add more scaffolding/guided exercises before students get to their independent work.

Another focus is on decreasing our reliance on traditional textbooks and an interest in using OER or designing our own projects/assignments. We generally meet our benchmark of 70% students passing/earning passing grade on assignment, etc.

## Summary and Reflection

We are all continually updating our assignments to meet industry needs, and better prepare students.

We have reviewed and updated our outcomes when necessary.

### UPDATES 2022/23

GISG and Digital Technology continue to stress the importance of project-based assessments of outcomes. In 2022/23 we updated or affirmed our CLOs and PLOs. This year GISG will assess outcomes related to technological skills.

### Data Reflection Complete

Yes

## Practice Reflection

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### **Describe current practices your program/service area has engaged in that you believe impact the above data trends and equity gaps.**

-The full-time faculty continues to seek out additional professional learning on- and off- campus related to online teaching (Humanizing STEM, Equity & culturally responsive online teaching, Assess). Many of these trainings can be applied to face-to-face modalities as well. Adjunct faculty are offered the same opportunities.

-Faculty continues to work with the department chair and dean to improve course scheduling and offerings to maximize enrollments.

-GISG seeks input from Industry Advisory Committee on community outreach and supporting non-traditional students. Faculty attend regional meetings and industry meetings to promote the program, and support students attending and presenting at these meetings.

-GISG faculty are involved in campus wide discussions on Azure labs/remote desktop to allow for students to access software from their home devices.

-Faculty seek out a diverse representation of GIS professionals for guest lecturers and advisory committee members.

### **What other factors (internal or external) might also impact the above data trends and equity gaps?**

GISG saw some minor gains in student success, equity gaps, and online modality performance. However, these seem to be erased by the 2021-22 academic year. The cause for this is unknown, but may be impacted by the full-time faculty being on maternity leave. More likely students were experiencing new challenges as the remote learning period was coming to an end and obligations outside of the classroom changed.

### **Related Documents for Charts and Graphs**

### Practice Reflection Complete

Yes

## Mid-Cycle Updates

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### **YEAR 2 Updates (2023 - 2024)**

**Provide any edits or updates to the prompts originally documented in the Executive Summary section for Year 2.**

See above

**Provide any edits or updates to the prompts originally documented in the Data Reflection section for Year 2.**

See above

**Review Outcomes Report. Review the unit's outcomes assessment process for 2022 - 2023. Discuss connections to unit goals/action plans/resource requests.**

**Provide any edits or updates to the prompts originally documented in the Practice Reflection section for Year 2.**

Not at this time

## Summary and Reflection

### YEAR 3 Updates (2024 - 2025)

**Provide any edits or updates to the prompts originally documented in the Executive Summary section for Year 3.**

#### SUCSESSES

Headcount increased to 135.

Success rate remains high at 71%

Retention improved to 92%

Student educational goals changing

- For the first time, Student educational goal has shifted to 58.5% Bachelor's degree. When isolating adult learners 25+, the Bachelor's degree career goal remains high at 52.3%. Career/Skills Builder now only represents 12.6%. When added with Adult Education and Lifelong Learning, this percentage only increases to about 19%. However, over 77% of students are attending Mesa Part-Time versus full time. This trend is worth exploring in more detail!

Hyflex introduction

In Spring 2024 and Fall 2024 GISG introduced HyFlex modality to 4 of its courses. This has allowed students located outside of San Diego County to attend regularly and have live interaction with faculty. Faculty will assess CLOs and success rates when data are available. Beginning in Fall 2024, student enrollment in GISG 110 and 111 have increased from the previous fall. In 2023/24 77% of enrollments were in online courses. 13.3% were in Hyflex courses.

#### CHALLENGES

Fraudulent enrollments presented a challenge for the program, in particular in late-start 8-week courses GISG 130 and 131. The short nature of drop and W period in these courses allowed for some fraudulent enrollments to be missed. In Fall 2023, this oversight contributed a low success rate of 52% for this course which had ripple effects when looking at the program as a whole. This class was one of the few that reported the assessed outcomes were unmet. If GISG 131 is removed from the analysis, overall success rate is 71.2% and there are no significant equity gaps for ethnicity. Equity gaps remain for online asynch even if GIS G131 is removed.

**Provide any edits or updates to the prompts originally documented in the Data Reflection section for Year 3.**

Trends:

- Headcount rose to 135.
- Success dropped slightly to 71% for all courses, only 61% for Online-Asynch courses
- Retention was 92%
- Degrees: 4 AS and 4 Certificates

Equity

- Ethnicity: GISG small program size causes some equity data to be anonymized because results for values with less than 10 students are hidden, including the Black/African American students. Looking solely at 2023/24 data, the equity gap for Latinx students decreased slightly, to 15.9%. Latinx student success rate decreased to 59.7%.
- Modality: Online/asynch success rates have decreased again to 60.9%, even though it represents a smaller portion of our enrollment at 53.74%. This results in an -20.9% equity gap.
- Age: Ages 30-39 have a 60% success rate, which represents a 13.9% equity gap. Upon further inspection of the data, the equity gap is eliminated when GISG 131 is removed from the sample.
- Gender: Male students have a 66% success rate and an 11.1% Equity gap.
- First Gen: No Equity gaps exist.

**Review Outcomes Report. Review the unit's outcomes assessment process for 2023 - 2024. Discuss connections to unit goals/action plans/resource requests.**

GIS faculty lead is the Digital Technology department outcomes coordinator. The unit as a whole continues to evaluate course & program outcomes at the Spring Department meetings. We as a department and as individual programs regularly assess outcomes and update curriculum to reflect the needs of our industry advisory boards. Faculty have worked with on-campus resources to reduce equity gaps in our classes. Faculty share successes and lessons learned in incorporating ZTC materials. After successful HyFlex courses in MULT, MULT faculty shared effective practices to increase student engagement and success rates. Faculty are encouraged to participate in professional learning focused on equitable teaching strategies. A challenge for GIS and Digital Technology is getting adjuncts to complete outcomes assessment, program leads were asked to reach out to adjunct faculty in their areas. Additionally, Rachel sent around more frequent reminders about Outcomes Assessment throughout the semester.

## Summary and Reflection

Provide any edits or updates to the prompts originally documented in the Practice Reflection section for Year 3.  
n/a

### YEAR 4 Updates (2025 - 2026)

Provide any edits or updates to the prompts originally documented in the Executive Summary section for Year 4.

Provide any edits or updates to the prompts originally documented in the Data Reflection section for Year 4.

Review Outcomes Report. Review the unit's outcomes assessment process for 2024 - 2025. Discuss connections to unit goals/action plans/resource requests.

Provide any edits or updates to the prompts originally documented in the Practice Reflection section for Year 4.

## Goal 1: Update curriculum and coursework

**Unit Goal:** Goal 1: Update curriculum and coursework with the guidance of the advisory committee to reflect industry trends and needs to prepare students for the workforce/transfer and facilitate degree completion.

**Goal Status:** Active

**Beginning Year:** 2022 - 2023

**Projected Completion Year:** 2025 - 2026

### Mapping

Mesa College Strategic Plan: Roadmap to Mesa2030: (X - Highlight the X to Align)

- **Completion - Objective 1:** Develop pathways that provide students with clarity about degree, certificate, and transfer requirements. (X)
- **Completion - Objective 3:** Design and promote programs and services that intentionally target a reduction in equity gaps in completion outcomes (X)
- **Completion - Objective 4:** Support students' access to resources to mitigate the impact caused by technological and basic needs insecurity (X)
- **Pathways and Partnerships - Objective 1:** Develop and implement frameworks to create communities that can provide more targeted delivery of educational resources and support services. (X)
- **Pathways and Partnerships - Objective 2:** Expand partnerships with K-12 institutions to enhance program offerings and increase access for minoritized students. (X)
- **Pathways and Partnerships - Objective 3:** Increase community engagement, experiential learning, integrated career planning, and workforce training to prepare students for future careers (X)
- **Pathways and Partnerships - Objective 4:** Expand intersegmental pathways to create a seamless transition between Mesa and k-12, non-credit, Universities, and careers (X)
- **Scholarship - Objective 3:** Assess impact of prerequisites and corequisites on student success and revise curriculum, as needed (X)
- **Stewardship - Objective 3:** Increase student access and schedule efficiency by coordinating schedules among departments/disciplines (X)

Action Plans	Action Plan Update
<b>Action Plan Status:</b> Active <b>Action Plan:</b> Evaluate course outlines of record to identify areas that can be improved. <b>Action Plan Cycle:</b> 2022 - 2023, 2023 - 2024, 2024 - 2025, 2025 - 2026	<b>Submission Date:</b> 11/18/2024 <b>Action Plan Update:</b> Work continues to updated curriculum with advisory committee. <b>Update Year:</b> 2024 - 2025 <b>Action Plan Progress:</b> On Track
	<b>Submission Date:</b> 10/27/2023 <b>Action Plan Update:</b> This goal is active and ongoing. Working with Curriculum to remove deactivate prerequisites. <b>Update Year:</b> 2023 - 2024 <b>Action Plan Progress:</b> On Track



Action Plans	Action Plan Update
<b>Action Plan Status:</b> Active <b>Action Plan:</b> Evaluate annually course offerings and scheduling of classes, assess time to completion. <b>Action Plan Cycle:</b> 2022 - 2023, 2023 - 2024, 2024 - 2025, 2025 - 2026	<b>Submission Date:</b> 11/18/2024 <b>Action Plan Update:</b> Evaluate annual to assess course outcomes. <b>Update Year:</b> 2024 - 2025 <b>Action Plan Progress:</b> On Track
	<b>Submission Date:</b> 10/27/2023 <b>Action Plan Update:</b> Every semester faculty works with department chair to assess scheduling. <b>Update Year:</b> 2023 - 2024 <b>Action Plan Progress:</b> On Track

## Goal 2 Equity

**Unit Goal:** Goal 2: Develop and implement plans to address technology equity gaps and ensure student success, particularly among disproportionality impacted students.

**Goal Status:** Active

**Beginning Year:** 2022 - 2023

**Projected Completion Year:** 2025 - 2026

### Mapping

Mesa College Strategic Plan: Roadmap to Mesa2030: (X - Highlight the X to Align)

- **Community - Objective 2:** Develop activities, spaces, and programs that support a sense of belonging with a focus on antiracism, historically minoritized groups, and inclusion. (X)
- **Completion - Objective 1:** Develop pathways that provide students with clarity about degree, certificate, and transfer requirements. (X)
- **Completion - Objective 3:** Design and promote programs and services that intentionally target a reduction in equity gaps in completion outcomes (X)
- **Completion - Objective 4:** Support students' access to resources to mitigate the impact caused by technological and basic needs insecurity (X)
- **Pathways and Partnerships - Objective 1:** Develop and implement frameworks to create communities that can provide more targeted delivery of educational resources and support services. (X)
- **Scholarship - Objective 1:** Expand and prioritize professional learning experiences for all employees that create parity in outcomes across racial/ethnic groups and all disproportionately impacted groups (X)
- **Scholarship - Objective 2:** Evaluate and improve Diversity, Equity, and Inclusion practice in classroom environments, campus activities, departments, schools, and administrative units (X)
- **Scholarship - Objective 4:** Expand the use of innovative and high-quality teaching, learning, and support practices that achieve equitable outcomes and increase student success (X)
- **Stewardship - Objective 4:** Establish a college-wide practice and schedule that addresses routine maintenance and renewal of equipment, facilities and technology to ensure access to adequate resources and better serve students (X)



Action Plans	Action Plan Update
<b>Action Plan Status:</b> Active <b>Action Plan:</b> Work with CTS and ICT faculty to deploy the Azure cloud environment to reduce the need for students to have high-end hardware outside of the classroom <b>Action Plan Cycle:</b> 2022 - 2023, 2023 - 2024, 2024 - 2025, 2025 - 2026	<b>Submission Date:</b> 11/18/2024 <b>Action Plan Update:</b> Azure Labs is sunsetting in 2026. Limited capacity for college technology service to manage and support Azure labs for one class. New ideas need to be generated. <b>Update Year:</b> 2024 - 2025 <b>Action Plan Progress:</b> Barriers Encountered
	<b>Submission Date:</b> 10/27/2023 <b>Action Plan Update:</b> Ongoing. Continuing to work with CTS and district, but barriers encountered with inexperience using Azure, licensing issues, etc. <b>Update Year:</b> 2023 - 2024 <b>Action Plan Progress:</b> Barriers Encountered
<b>Action Plan Status:</b> Active <b>Action Plan:</b> Evaluate Hy-flex course modality options and its effectiveness for GIS. <b>Action Plan Cycle:</b> 2022 - 2023, 2023 - 2024, 2024 - 2025, 2025 - 2026	<b>Submission Date:</b> 11/18/2024 <b>Action Plan Update:</b> Hyflex classes piloted in Spring 2024, Fall 2024 will be first cohort going through program with HyFlex options. <b>Update Year:</b> 2024 - 2025 <b>Action Plan Progress:</b> On Track
	<b>Submission Date:</b> 10/27/2023 <b>Action Plan Update:</b> Hyflex courses will be piloted in Spring 2024. <b>Update Year:</b> 2023 - 2024 <b>Action Plan Progress:</b> On Track

### Goal 3: ZTC

**Unit Goal:** Goal 3: Develop and deploy zero-cost culturally-relevant lab experiences across the program to address equity gap.

**Goal Status:** Active

**Beginning Year:** 2022 - 2023

**Projected Completion Year:** 2025 - 2026

#### Mapping

Mesa College Strategic Plan: Roadmap to Mesa2030: (X - Highlight the X to Align)

- **Community - Objective 2:** Develop activities, spaces, and programs that support a sense of belonging with a focus on antiracism, historically minoritized groups, and inclusion. (X)
- **Community - Objective 4:** Remove barriers to equitable participation by developing, incentivizing and creating structures for all employees to engage in and design professional learning (X)
- **Completion - Objective 1:** Develop pathways that provide students with clarity about degree, certificate, and transfer requirements. (X)
- **Completion - Objective 3:** Design and promote programs and services that intentionally target a reduction in equity gaps in completion outcomes (X)
- **Completion - Objective 4:** Support students' access to resources to mitigate the impact caused by technological and basic needs insecurity (X)

- **Scholarship - Objective 1:** Expand and prioritize professional learning experiences for all employees that create parity in outcomes across racial/ethnic groups and all disproportionately impacted groups (X)
- **Scholarship - Objective 2:** Evaluate and improve Diversity, Equity, and Inclusion practice in classroom environments, campus activities, departments, schools, and administrative units (X)
- **Scholarship - Objective 4:** Expand the use of innovative and high-quality teaching, learning, and support practices that achieve equitable outcomes and increase student success (X)
- **Scholarship - Objective 5:** Reduce costs associated with instructional materials to support the elimination of equity gaps (X)

Action Plans	Action Plan Update
<b>Action Plan Status:</b> Active <b>Action Plan:</b> Create lab materials for that incorporate more programming in open-source GIS software. <b>Action Plan Cycle:</b> 2022 - 2023, 2023 - 2024, 2024 - 2025, 2025 - 2026	<b>Submission Date:</b> 11/18/2024 <b>Action Plan Update:</b> ZTC GISG 104 launched in Spring 2024. Success rate was 62% which was a slight improvement over the previous Fall 2024. Revisions made for Fall 2024 course. <b>Update Year:</b> 2024 - 2025 <b>Action Plan Progress:</b> On Track
	<b>Submission Date:</b> 10/27/2023 <b>Action Plan Update:</b> Rachel received district ZTC grant for GISG 104. <b>Update Year:</b> 2023 - 2024 <b>Action Plan Progress:</b> On Track
<b>Action Plan Status:</b> Active <b>Action Plan:</b> Assess the effectiveness of materials through student surveys on experiences and review of student success data. <b>Action Plan Cycle:</b> 2022 - 2023, 2023 - 2024, 2024 - 2025, 2025 - 2026	<b>Submission Date:</b> 11/18/2024 <b>Action Plan Update:</b> GISG 104 material launched in Spring 2024 contains multiple opportunities for feedback from students and is being incorporated into Fall 2024. <b>Update Year:</b> 2024 - 2025 <b>Action Plan Progress:</b> On Track
	<b>Submission Date:</b> 10/27/2023 <b>Action Plan Update:</b> Some new OER material created and deployed in GISG 104 and 130. Surveys/Feedback offered. <b>Update Year:</b> 2023 - 2024 <b>Action Plan Progress:</b> On Track



# Program Review

Summary and Reflections with Unit Goals, Action Plans, and Updates

Instructional Program - Geography (GEOG)

### Executive Summary

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**Describe the successes and challenges your unit has faced since the last comprehensive review.**

Since the last comprehensive review, successes include:

- Completion of an EquityEdit faculty interest group (FIG) with three geography faculty members (one contract and two part-time).
- Completion of the Teaching Research for Equity and Excellence (TREE) FIG with one geography faculty member. (in collaboration with faculty from sociology and biology).
- Publication of an OER physical geography lab manual (co-authored by the contract geographer).
- Funding for an OER world regional geography textbook (co-authored by a Mesa faculty member) and an OER physical geography lab manual for online instructions (co-authored by contract and part-time faculty members).
- Involvement in seven grant applications to provide funding for Mesa student research internships; five of which were successful:
  - o Encoding Geography (\$140,000 subaward from the American Association of Geographers funded by the National Science Foundation)  
in partnership with Mesa's geographic information systems (GIS) department,
  - o Sustainable Food Futures (\$98,201 subaward from the San Diego State University Research Foundation funded by the U.S. Department of Agriculture), and
  - o International Research Internship Program (\$2,500 direct student payment from UCSD's International Institute).
  - o Strengthening Our Roots (\$125,000 award from the San Diego Foundation)
  - o SEEDS Scholars: APT Program (\$400,000 from the U.S. Department of Agriculture)
  - o Climate Literacy @ Mesa (\$15,000 award from the National Audubon Society)
- Co-hosting professional learning workshops on science identities and geoscience careers with faculty members in geography and geology.
- Faculty accolades include the 2024 Sustainability Champion award from the California Community Colleges Board of Governors, selection for the inaugural 2023 STEMSEAS community college faculty expedition from Seattle to Honolulu, faculty mentorship for the 2024 STEMSEAS expedition from Portland (OR) to San Diego, selection for the 2024 International Ocean Discovery Program's School of Rock in Amsterdam, and lead authorship on a poster presentation at the 2024 American Geophysical Union's annual meeting.
- Hiring of a tenure-track assistant professor with a physical geography specialization.

Since the last comprehensive review, challenges include:

- 50% loss of contract faculty due to retirement.
- 48% loss of course sections scheduled each semester even though the program's productivity values exceed campus-wide targets.
- Persistent equity gaps.

**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.**

In 2021, CSU San Marcos began offering a bachelor's degree in geography. Two of four preparation for the major courses have been articulated so far.

## Summary and Reflection

In collaboration with the contract geography at City College, scheduled six-year reviews for GEOG 102 (effective term Spring 2020), GEOG 104 (effective term Fall 2021), GEOG 101, GEOG 101L, and GEOG 154 (effective term Fall 2023) were completed.

The physical geography lab course (GEOG 101L) was submitted for non-emergency distance education instruction in Spring 2023.

Two new geography courses were approved for scheduling starting in the Fall 2025 semester: Sustainable Places and Practices (GEOG 170) and Critical Thinking and Writing in Geography (GEOG 205).

**If applicable, describe the impact of any new resources (human, fiscal, etc) on the unit and/or action plan implementation.**

n/a

**If you assess OUTCOMES, please confirm that the outcomes have been reviewed for accuracy. If you do not assess Outcomes, skip this question.**

Reviewed & Accurate

### Related Documents for Charts and Graphs

#### Executive Summary Complete

Yes

## Data Reflection

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### Trends observed in program/service area's data.

The following trends in instructional data have been observed:

- Slight improvements in reducing equity gaps in course success and retention rates, although there are still persistent and considerable gaps.
- After the decline in enrollment during the pandemic, enrollments have increased over the past two academic years.
- Geography continues to enroll more male-identifying students (51%) than female-identifying (48%). This is distinct from the College statistics: 44% and 54%, respectively.

### Describe any equity gaps in the data. Are there differences and/or patterns observed by demographics (e.g.race/ethnicity, gender, age, etc.)

There are persistent equity gaps in the geography program that have seen slight improvements since the pandemic. The five-year average of course success is 72.4% and the equity gaps are as follows: Black/African American (14%), Latinx (7%), and first-generation status (4%). Similar equity gaps exist for course retention.

### Related Documents for Charts and Graphs

### Describe the discussion(s) that took place about the unit's learning outcomes assessment data.

Each semester, the geography program discusses the course and program learning outcomes assessment data. At the course level, students are meeting the minimum threshold set by the social sciences department.

#### Data Reflection Complete

Yes

## Practice Reflection

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### Describe current practices your program/service area has engaged in that you believe impact the above data trends and equity gaps.

Professional learning is a focus of reducing equity gaps in geography classes. Recent opportunities completed by geography faculty include:

- Unlearning Racism in the Geosciences, which included the co-authorship of the Guidelines to be Actively Anti-Racist in the Geosciences at Two-Year Colleges.
- Supporting and Advancing Geoscience Education at Two-Year Colleges change agent program with faculty in the

## Summary and Reflection

geology program.

- EquityEdit faculty interest group.
- Introducing Geophysics for Urban and Near-surface Applications NSF-workshop, which had the goal to attract a diverse population of students to geophysics through the development of teaching materials that highlight the application of geophysical tools and methods to societally-relevant questions, including environmental, engineering, and forensic questions in urban settings.
- Workshops with geography and geology faculty on creating inclusive field experiences, professional opportunities in the geosciences, and cultivating students' science identities.
- Faculty member participation in the AAPI Community of Practice.
- Partnership with Mesa Athletics to enroll and support athletes in geography courses.

### **What other factors (internal or external) might also impact the above data trends and equity gaps?**

It is unclear what internal or external factors directly influence data trends and equity gaps. Promoting the geography program and adapting teaching practices to best student needs may help to improve the positive data outcomes.

## Related Documents for Charts and Graphs

### Practice Reflection Complete

Yes

## Mid-Cycle Updates

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### YEAR 2 Updates (2023 - 2024)

**Provide any edits or updates to the prompts originally documented in the Executive Summary section for Year 2.**

2023-2024 Update:

Since the last comprehensive review, successes include:

- Approval for a physical geography faculty hire, who will start in Fall 2024.
- Lottery funds approval to purchase qPCR and seismic refraction equipment in Fall 2023 for use in the physical geography laboratory course and for student research projects.
- Delivery of two asynchronous physical geography laboratory courses in Fall 2023 with the District ZTC grant-funded lab manual. The implementation of the course has been positive thus far in terms of student learning, however student success rates and evaluations will need to be evaluated at the end of the term.
- In partnership with Garden 31, Mesa College was awarded a \$125,000 grant from the San Diego Foundation to increase students' food security and food sovereignty at the TerraMesa Community Garden.

Since the last comprehensive review, challenges include:

- Ensuring that course modalities match student needs.
- Persistent equity gaps.

In 2021, CSU San Marcos began offering a bachelor's degree in geography. Three of four preparation for the major courses have been articulated so far.

In Fall 2023, two new courses are being proposed: GEOG 170, Sustainable Places and Practices; and GEOG 205, Critical Thinking and Writing in Geography.

In Fall 2023, the first honors section of cultural geography (GEOG 102) was offered.

**Provide any edits or updates to the prompts originally documented in the Data Reflection section for Year 2.**

2023-2024 Updates:

There have been slight improvements in reducing equity gaps in course success and retention rates, although there are still persistent and considerable gaps.

## Summary and Reflection

There are persistent equity gaps in the geography program. The five-year average of course success is 71.4% and the equity gaps are as follows: Black/African American (15%), Latinx (7%), and first-generation status (4%). Similar equity gaps exist for course retention.

Each semester, the geography program discusses the course and program learning outcomes assessment data. At the course level, students are meeting the minimum threshold set by the social sciences department.

**Review Outcomes Report. Review the unit's outcomes assessment process for 2022 - 2023. Discuss connections to unit goals/action plans/resource requests.**

**Provide any edits or updates to the prompts originally documented in the Practice Reflection section for Year 2.**

2023-2024 Updates:

Professional learning is a focus of reducing equity gaps in geography classes. Recent opportunities completed by geography faculty include:

- Unlearning Racism in the Geosciences, which included the co-authorship of the Guidelines to be Actively Anti-Racist in the Geosciences at Two-Year Colleges.
- Supporting and Advancing Geoscience Education at Two-Year Colleges change agent program with faculty in the geology program.
- EquityEdit faculty interest group.
- Introducing Geophysics for Urban and Near-surface Applications NSF-workshop, which had the goal to attract a diverse population of students to geophysics through the development of teaching materials that highlight the application of geophysical tools and methods to societally-relevant questions, including environmental, engineering, and forensic questions in urban settings.
- Workshops with geography and geology faculty on creating inclusive field experiences, professional opportunities in the geosciences, and cultivating students' science identities.

It is unclear what internal or external factors directly influence data trends and equity gaps. Hiring a physical geographer with professional experience in teaching culturally-affirming curricula is a step towards eliminating equity gaps.

### **YEAR 3 Updates (2024 - 2025)**

**Provide any edits or updates to the prompts originally documented in the Executive Summary section for Year 3.**

- Funded grants:
  - o Strengthening Our Roots (\$125,000 award from the San Diego Foundation)
  - o SEEDS Scholars: APT Program (\$400,000 from the U.S. Department of Agriculture)
  - o Climate Literacy @ Mesa (\$15,000 award from the National Audubon Society)
- Faculty accolades include the 2024 Sustainability Champion award from the California Community Colleges Board of Governors, selection for the inaugural 2023 STEMSEAS community college faculty expedition from Seattle to Honolulu, faculty mentorship for the 2024 STEMSEAS expedition from Portland (OR) to San Diego, selection for the 2024 International Ocean Discovery Program's School of Rock in Amsterdam, and lead authorship on a poster presentation at the 2024 American Geophysical Union's annual meeting.
- Hiring of a tenure-track assistant professor with a physical geography specialization.

Two new geography courses were approved for scheduling starting in the Fall 2025 semester: Sustainable Places and Practices (GEOG 170) and Critical Thinking and Writing in Geography (GEOG 205).

**Provide any edits or updates to the prompts originally documented in the Data Reflection section for Year 3.**

The following trends in instructional data have been observed:

- Slight improvements in reducing equity gaps in course success and retention rates, although there are still persistent and considerable gaps.
- After the decline in enrollment during the pandemic, enrollments have increased over the past two academic years.
- Geography continues to enroll more male-identifying students (51%) than female-identifying (48%). This is distinct from the College statistics: 44% and 54%, respectively.

## Summary and Reflection

There are persistent equity gaps in the geography program that have seen slight improvements since the pandemic. The five-year average of course success is 72.4% and the equity gaps are as follows: Black/African American (14%), Latinx (7%), and first-generation status (4%). Similar equity gaps exist for course retention.

**Review Outcomes Report. Review the unit's outcomes assessment process for 2023 - 2024. Discuss connections to unit goals/action plans/resource requests.**

Each semester, the geography program discusses the course and program learning outcomes assessment data. At the course level, students are meeting the minimum threshold set by the social sciences department.

**Provide any edits or updates to the prompts originally documented in the Practice Reflection section for Year 3.**

- Faculty member participation in the AAPI Community of Practice.
- Partnership with Mesa Athletics to enroll and support athletes in geography courses.

It is unclear what internal or external factors directly influence data trends and equity gaps. Promoting the geography program and adapting teaching practices to best student needs may help to improve the positive data outcomes.

### **YEAR 4 Updates (2025 - 2026)**

**Provide any edits or updates to the prompts originally documented in the Executive Summary section for Year 4.**

**Provide any edits or updates to the prompts originally documented in the Data Reflection section for Year 4.**

**Review Outcomes Report. Review the unit's outcomes assessment process for 2024 - 2025. Discuss connections to unit goals/action plans/resource requests.**

**Provide any edits or updates to the prompts originally documented in the Practice Reflection section for Year 4.**



**Goal 1: Implement the recommendations of the Supporting and Advancing Geoscience Education at Two-Year Colleges program of the Science Education Resource Center to reduce equity gaps.**

**Unit Goal:** Goal 1: Implement the recommendations of the Supporting and Advancing Geoscience Education at Two-Year Colleges program of the Science Education Resource Center to reduce equity gaps.

**Goal Status:** Active

**Beginning Year:** 2022 - 2023

**Projected Completion Year:** 2025 - 2026

**Mapping**

Mesa College Strategic Plan: Roadmap to Mesa2030: (X - Highlight the X to Align)

- **Community - Objective 1:** Use technology to improve communication and accessibility across campus. (X)
- **Community - Objective 2:** Develop activities, spaces, and programs that support a sense of belonging with a focus on antiracism, historically minoritized groups, and inclusion. (X)
- **Community - Objective 3:** Build a culture of communication that is evidence based, race conscious, institutionally focused, systemically aware, and equity advancing (X)
- **Community - Objective 4:** Remove barriers to equitable participation by developing, incentivizing and creating structures for all employees to engage in and design professional learning (X)
- **Community - Objective 5:** Increase opportunities to be an asset and resource to the external community (X)
- **Completion - Objective 1:** Develop pathways that provide students with clarity about degree, certificate, and transfer requirements. (X)
- **Completion - Objective 2:** Develop cross - functional teams that support student success and include integrated career and transfer counseling. (X)
- **Completion - Objective 3:** Design and promote programs and services that intentionally target a reduction in equity gaps in completion outcomes (X)
- **Completion - Objective 4:** Support students' access to resources to mitigate the impact caused by technological and basic needs insecurity (X)
- **Pathways and Partnerships - Objective 1:** Develop and implement frameworks to create communities that can provide more targeted delivery of educational resources and support services. (X)
- **Pathways and Partnerships - Objective 2:** Expand partnerships with K-12 institutions to enhance program offerings and increase access for minoritized students. (X)
- **Pathways and Partnerships - Objective 3:** Increase community engagement, experiential learning, integrated career planning, and workforce training to prepare students for future careers (X)
- **Pathways and Partnerships - Objective 4:** Expand intersegmental pathways to create a seamless transition between Mesa and k-12, non-credit, Universities, and careers (X)
- **Pathways and Partnerships - Objective 5:** Develop and implement technologies, including website redesign, that will make pathways information available to students so that they can effectively utilize this information in their educational and career planning (X)

- **Scholarship - Objective 1:** Expand and prioritize professional learning experiences for all employees that create parity in outcomes across racial/ethnic groups and all disproportionately impacted groups (X)
- **Scholarship - Objective 2:** Evaluate and improve Diversity, Equity, and Inclusion practice in classroom environments, campus activities, departments, schools, and administrative units (X)
- **Scholarship - Objective 3:** Assess impact of prerequisites and corequisites on student success and revise curriculum, as needed (X)
- **Scholarship - Objective 4:** Expand the use of innovative and high-quality teaching, learning, and support practices that achieve equitable outcomes and increase student success (X)
- **Scholarship - Objective 5:** Reduce costs associated with instructional materials to support the elimination of equity gaps (X)

Action Plans	Action Plan Update
<b>Action Plan Status:</b> Active <b>Action Plan:</b> Meet with geography faculty in Spring 2025 to discuss the recommendations and develop an implementation strategy. <b>Action Plan Cycle:</b> 2024 - 2025	<b>Submission Date:</b> 12/02/2024 <b>Action Plan Update:</b> This action plan was postponed to Spring 2025 due to scheduling conflicts. <b>Update Year:</b> 2024 - 2025 <b>Action Plan Progress:</b> On Track

## Goal 2: Modernize the physical geography laboratory.

**Unit Goal:** Goal 2: Modernize the physical geography laboratory.

**Goal Status:** Active

**Beginning Year:** 2022 - 2023

**Projected Completion Year:** 2025 - 2026

### Mapping

Mesa College Strategic Plan: Roadmap to Mesa2030: (X - Highlight the X to Align)

- **Community - Objective 1:** Use technology to improve communication and accessibility across campus. (X)
- **Community - Objective 2:** Develop activities, spaces, and programs that support a sense of belonging with a focus on antiracism, historically minoritized groups, and inclusion. (X)
- **Community - Objective 3:** Build a culture of communication that is evidence based, race conscious, institutionally focused, systemically aware, and equity advancing (X)
- **Community - Objective 4:** Remove barriers to equitable participation by developing, incentivizing and creating structures for all employees to engage in and design professional learning (X)
- **Community - Objective 5:** Increase opportunities to be an asset and resource to the external community (X)
- **Completion - Objective 1:** Develop pathways that provide students with clarity about degree, certificate, and transfer requirements. (X)
- **Completion - Objective 2:** Develop cross - functional teams that support student success and include integrated career and transfer counseling. (X)
- **Completion - Objective 3:** Design and promote programs and services that intentionally target a reduction in equity gaps in completion outcomes (X)

- **Completion - Objective 4:** Support students' access to resources to mitigate the impact caused by technological and basic needs insecurity (X)
- **Pathways and Partnerships - Objective 1:** Develop and implement frameworks to create communities that can provide more targeted delivery of educational resources and support services. (X)
- **Pathways and Partnerships - Objective 2:** Expand partnerships with K-12 institutions to enhance program offerings and increase access for minoritized students. (X)
- **Pathways and Partnerships - Objective 3:** Increase community engagement, experiential learning, integrated career planning, and workforce training to prepare students for future careers (X)
- **Pathways and Partnerships - Objective 4:** Expand intersegmental pathways to create a seamless transition between Mesa and k-12, non-credit, Universities, and careers (X)
- **Pathways and Partnerships - Objective 5:** Develop and implement technologies, including website redesign, that will make pathways information available to students so that they can effectively utilize this information in their educational and career planning (X)
- **Scholarship - Objective 1:** Expand and prioritize professional learning experiences for all employees that create parity in outcomes across racial/ethnic groups and all disproportionately impacted groups (X)
- **Scholarship - Objective 2:** Evaluate and improve Diversity, Equity, and Inclusion practice in classroom environments, campus activities, departments, schools, and administrative units (X)
- **Scholarship - Objective 3:** Assess impact of prerequisites and corequisites on student success and revise curriculum, as needed (X)
- **Scholarship - Objective 4:** Expand the use of innovative and high-quality teaching, learning, and support practices that achieve equitable outcomes and increase student success (X)
- **Scholarship - Objective 5:** Reduce costs associated with instructional materials to support the elimination of equity gaps (X)

Action Plans	Action Plan Update
<b>Action Plan Status:</b> Completed <b>Action Plan:</b> Request lottery funds for qPCR and seismic refraction equipment. <b>Action Plan Cycle:</b> 2023 - 2024	<b>Submission Date:</b> 12/02/2024 <b>Action Plan Update:</b> completed <b>Update Year:</b> 2024 - 2025 <b>Action Plan Progress:</b> Completed
<b>Action Plan Status:</b> Active <b>Action Plan:</b> Identify what resources are needed to provide students with experience using appropriate technologies and equipment. <b>Action Plan Cycle:</b> 2023 - 2024	<b>Submission Date:</b> 12/02/2024 <b>Action Plan Update:</b> Several pieces of equipment were purchased for the geography lab, including equipment to conduct microbe research, seismic studies, air quality studies, and water quality research. We need to develop and refine curricula related to this equipment, and identify what other technologies and equipment will provide students with hands-on applications of physical geography and develop students' transferable and professional skills. Additionally, GIS software will be requested for installation on the geography lab room computers.  <b>Update Year:</b> 2024 - 2025

Action Plans	Action Plan Update
	Action Plan Progress: On Track

### Goal 3: Develop the sustainable places and practices course.

**Unit Goal:** Goal 3: Develop the sustainable places and practices course.

**Goal Status:** Completed

**Beginning Year:** 2022 - 2023

**Projected Completion Year:** 2023 - 2024

#### Mapping

Mesa College Strategic Plan: Roadmap to Mesa2030: (X - Highlight the X to Align)

- **Pathways and Partnerships - Objective 1:** Develop and implement frameworks to create communities that can provide more targeted delivery of educational resources and support services. (X)
- **Pathways and Partnerships - Objective 2:** Expand partnerships with K-12 institutions to enhance program offerings and increase access for minoritized students. (X)
- **Pathways and Partnerships - Objective 3:** Increase community engagement, experiential learning, integrated career planning, and workforce training to prepare students for future careers (X)
- **Pathways and Partnerships - Objective 4:** Expand intersegmental pathways to create a seamless transition between Mesa and k-12, non-credit, Universities, and careers (X)
- **Pathways and Partnerships - Objective 5:** Develop and implement technologies, including website redesign, that will make pathways information available to students so that they can effectively utilize this information in their educational and career planning (X)
- **Scholarship - Objective 1:** Expand and prioritize professional learning experiences for all employees that create parity in outcomes across racial/ethnic groups and all disproportionately impacted groups (X)
- **Scholarship - Objective 2:** Evaluate and improve Diversity, Equity, and Inclusion practice in classroom environments, campus activities, departments, schools, and administrative units (X)
- **Scholarship - Objective 3:** Assess impact of prerequisites and corequisites on student success and revise curriculum, as needed (X)
- **Scholarship - Objective 4:** Expand the use of innovative and high-quality teaching, learning, and support practices that achieve equitable outcomes and increase student success (X)
- **Scholarship - Objective 5:** Reduce costs associated with instructional materials to support the elimination of equity gaps (X)
- **Stewardship - Objective 1:** In collaboration with students, develop a climate action plan aligned with state and city goals that includes a timeline to reduce Mesa College's carbon footprint, focuses on climate literacy and student action, and mitigates Mesa's impact on climate change (X)
- **Stewardship - Objective 2:** Support processes and initiatives that prioritize environmental sustainability and reduce Mesa College's impact on climate change (X)
- **Stewardship - Objective 3:** Increase student access and schedule efficiency by coordinating schedules among departments/disciplines (X)
- **Stewardship - Objective 4:** Establish a college-wide practice and schedule that addresses routine maintenance and renewal of equipment, facilities

and technology to ensure access to adequate resources and better serve students (X)

- **Stewardship - Objective 5:** Increase campus understanding, communication of and transparency in budget and resource allocation (X)
- **Stewardship - Objective 6:** Develop a proactive hiring plan that includes a review of advertising, screening, and interviewing with a goal of establishing a diverse and competent workforce that is reflective of the student population and the local community (X)

Action Plans	Action Plan Update
<b>Action Plan Status:</b> Completed <b>Action Plan:</b> 1. Review the course syllabus from SDSU. 2. Draft a course outline and discuss with District colleagues. 3. Submit course for state and articulation approval.  <b>Action Plan Cycle:</b> 2023 - 2024	

#### Goal 4: Increase hands-on and field experiences in geography courses.

**Unit Goal:** Goal 4: Increase hands-on and field experiences in geography courses.

**Goal Status:** Active

**Beginning Year:** 2022 - 2023

**Projected Completion Year:** 2025 - 2026

#### Mapping

Mesa College Strategic Plan: Roadmap to Mesa2030: (X - Highlight the X to Align)

- **Community - Objective 1:** Use technology to improve communication and accessibility across campus. (X)
- **Community - Objective 2:** Develop activities, spaces, and programs that support a sense of belonging with a focus on antiracism, historically minoritized groups, and inclusion. (X)
- **Community - Objective 3:** Build a culture of communication that is evidence based, race conscious, institutionally focused, systemically aware, and equity advancing (X)
- **Community - Objective 4:** Remove barriers to equitable participation by developing, incentivizing and creating structures for all employees to engage in and design professional learning (X)
- **Community - Objective 5:** Increase opportunities to be an asset and resource to the external community (X)
- **Completion - Objective 1:** Develop pathways that provide students with clarity about degree, certificate, and transfer requirements. (X)
- **Completion - Objective 2:** Develop cross - functional teams that support student success and include integrated career and transfer counseling. (X)
- **Completion - Objective 3:** Design and promote programs and services that intentionally target a reduction in equity gaps in completion outcomes (X)
- **Completion - Objective 4:** Support students' access to resources to mitigate the impact caused by technological and basic needs insecurity (X)
- **Pathways and Partnerships - Objective 1:** Develop and implement frameworks to create communities that can provide more targeted delivery of

educational resources and support services. (X)

- **Pathways and Partnerships - Objective 2:** Expand partnerships with K-12 institutions to enhance program offerings and increase access for minoritized students. (X)
- **Pathways and Partnerships - Objective 3:** Increase community engagement, experiential learning, integrated career planning, and workforce training to prepare students for future careers (X)
- **Pathways and Partnerships - Objective 4:** Expand intersegmental pathways to create a seamless transition between Mesa and k-12, non-credit, Universities, and careers (X)
- **Pathways and Partnerships - Objective 5:** Develop and implement technologies, including website redesign, that will make pathways information available to students so that they can effectively utilize this information in their educational and career planning (X)
- **Scholarship - Objective 1:** Expand and prioritize professional learning experiences for all employees that create parity in outcomes across racial/ethnic groups and all disproportionately impacted groups (X)
- **Scholarship - Objective 2:** Evaluate and improve Diversity, Equity, and Inclusion practice in classroom environments, campus activities, departments, schools, and administrative units (X)
- **Scholarship - Objective 3:** Assess impact of prerequisites and corequisites on student success and revise curriculum, as needed (X)
- **Scholarship - Objective 4:** Expand the use of innovative and high-quality teaching, learning, and support practices that achieve equitable outcomes and increase student success (X)
- **Scholarship - Objective 5:** Reduce costs associated with instructional materials to support the elimination of equity gaps (X)
- **Stewardship - Objective 1:** In collaboration with students, develop a climate action plan aligned with state and city goals that includes a timeline to reduce Mesa College's carbon footprint, focuses on climate literacy and student action, and mitigates Mesa's impact on climate change (X)
- **Stewardship - Objective 2:** Support processes and initiatives that prioritize environmental sustainability and reduce Mesa College's impact on climate change (X)
- **Stewardship - Objective 3:** Increase student access and schedule efficiency by coordinating schedules among departments/disciplines (X)
- **Stewardship - Objective 4:** Establish a college-wide practice and schedule that addresses routine maintenance and renewal of equipment, facilities and technology to ensure access to adequate resources and better serve students (X)
- **Stewardship - Objective 5:** Increase campus understanding, communication of and transparency in budget and resource allocation (X)
- **Stewardship - Objective 6:** Develop a proactive hiring plan that includes a review of advertising, screening, and interviewing with a goal of establishing a diverse and competent workforce that is reflective of the student population and the local community (X)

Action Plans	Action Plan Update
<b>Action Plan Status:</b> Active <b>Action Plan:</b> Identify current and potential hands-on and field experiences. <b>Action Plan Cycle:</b> 2022 - 2023	<b>Submission Date:</b> 12/02/2024

Action Plans	Action Plan Update
	<p><b>Action Plan Update:</b> This is an ongoing project within the geography program. We will begin to price how much a field trip vehicle will cost to purchase and maintain by speaking to other groups on campus with a vehicle (e.g., NextUP and Athletics). And we will look for funding to support this project. Additionally, we will work with Facilities to create an on-campus, ADA accessible space for outdoor lab analysis exercises for future field data collection and analysis.</p> <p><b>Update Year:</b> 2024 - 2025</p> <p><b>Action Plan Progress:</b> On Track</p>

**Goal 5: Publish an OER physical geography lab manual designed for asynchronous instruction.**

**Unit Goal:** Goal 5: Publish an OER physical geography lab manual designed for asynchronous instruction.

**Goal Status:** Completed

**Beginning Year:** 2022 - 2023

**Projected Completion Year:** 2023 - 2024

**Mapping**

Mesa College Strategic Plan: Roadmap to Mesa2030: (X - Highlight the X to Align)

- **Completion - Objective 1:** Develop pathways that provide students with clarity about degree, certificate, and transfer requirements. (X)
- **Completion - Objective 2:** Develop cross - functional teams that support student success and include integrated career and transfer counseling. (X)
- **Completion - Objective 3:** Design and promote programs and services that intentionally target a reduction in equity gaps in completion outcomes (X)
- **Completion - Objective 4:** Support students' access to resources to mitigate the impact caused by technological and basic needs insecurity (X)
- **Scholarship - Objective 1:** Expand and prioritize professional learning experiences for all employees that create parity in outcomes across racial/ethnic groups and all disproportionately impacted groups (X)
- **Scholarship - Objective 2:** Evaluate and improve Diversity, Equity, and Inclusion practice in classroom environments, campus activities, departments, schools, and administrative units (X)
- **Scholarship - Objective 3:** Assess impact of prerequisites and corequisites on student success and revise curriculum, as needed (X)
- **Scholarship - Objective 4:** Expand the use of innovative and high-quality teaching, learning, and support practices that achieve equitable outcomes and increase student success (X)
- **Scholarship - Objective 5:** Reduce costs associated with instructional materials to support the elimination of equity gaps (X)

Action Plans	Action Plan Update
<p><b>Action Plan Status:</b> Completed</p> <p><b>Action Plan:</b> 1. Co-author lab manual for review. 2. Send lab manual draft for review. 3. Beta-test lab manual 4. Publish lab manual.</p>	



Action Plans	Action Plan Update
Action Plan Cycle: 2023 - 2024	

**Goal 6: Formalize mentoring opportunities for majors in geography and related disciplines.**

**Unit Goal:** Goal 6: Formalize mentoring opportunities for majors in geography and related disciplines.

**Goal Status:** Active

**Beginning Year:** 2022 - 2023

**Projected Completion Year:** 2025 - 2026

**Mapping**

Mesa College Strategic Plan: Roadmap to Mesa2030: (X - Highlight the X to Align)

- **Community - Objective 1:** Use technology to improve communication and accessibility across campus. (X)
- **Community - Objective 2:** Develop activities, spaces, and programs that support a sense of belonging with a focus on antiracism, historically minoritized groups, and inclusion. (X)
- **Community - Objective 3:** Build a culture of communication that is evidence based, race conscious, institutionally focused, systemically aware, and equity advancing (X)
- **Community - Objective 4:** Remove barriers to equitable participation by developing, incentivizing and creating structures for all employees to engage in and design professional learning (X)
- **Community - Objective 5:** Increase opportunities to be an asset and resource to the external community (X)
- **Completion - Objective 1:** Develop pathways that provide students with clarity about degree, certificate, and transfer requirements. (X)
- **Completion - Objective 2:** Develop cross - functional teams that support student success and include integrated career and transfer counseling. (X)
- **Completion - Objective 3:** Design and promote programs and services that intentionally target a reduction in equity gaps in completion outcomes (X)
- **Completion - Objective 4:** Support students' access to resources to mitigate the impact caused by technological and basic needs insecurity (X)
- **Pathways and Partnerships - Objective 1:** Develop and implement frameworks to create communities that can provide more targeted delivery of educational resources and support services. (X)
- **Pathways and Partnerships - Objective 2:** Expand partnerships with K-12 institutions to enhance program offerings and increase access for minoritized students. (X)
- **Pathways and Partnerships - Objective 3:** Increase community engagement, experiential learning, integrated career planning, and workforce training to prepare students for future careers (X)
- **Pathways and Partnerships - Objective 4:** Expand intersegmental pathways to create a seamless transition between Mesa and k-12, non-credit, Universities, and careers (X)
- **Pathways and Partnerships - Objective 5:** Develop and implement technologies, including website redesign, that will make pathways information available to students so that they can effectively utilize this information in their educational and career planning (X)
- **Scholarship - Objective 1:** Expand and prioritize professional learning experiences for all employees that create parity in outcomes across



racial/ethnic groups and all disproportionately impacted groups (X)

- **Scholarship - Objective 2:** Evaluate and improve Diversity, Equity, and Inclusion practice in classroom environments, campus activities, departments, schools, and administrative units (X)
- **Scholarship - Objective 3:** Assess impact of prerequisites and corequisites on student success and revise curriculum, as needed (X)
- **Scholarship - Objective 4:** Expand the use of innovative and high-quality teaching, learning, and support practices that achieve equitable outcomes and increase student success (X)
- **Scholarship - Objective 5:** Reduce costs associated with instructional materials to support the elimination of equity gaps (X)

Action Plans	Action Plan Update
<b>Action Plan Status:</b> Completed <b>Action Plan:</b> Plan a visit to the geography department at SDSU for Fall 2023. <b>Action Plan Cycle:</b> 2023 - 2024	
<b>Action Plan Status:</b> Active <b>Action Plan:</b> Identify what activities would best support geography majors. <b>Action Plan Cycle:</b> 2023 - 2024	<b>Submission Date:</b> 12/02/2024 <b>Action Plan Update:</b> We are able to get email addresses for geography and sustainability majors. There has been a poor response rate to emails. We need to update the geography program webpage to include mentoring opportunities. Additionally, we are planning to implement Monday Meetings, which is a mentorship/professional development group for students with an emphasis on geography, sustainability, environmental science, and GIS majors. <b>Update Year:</b> 2024 - 2025 <b>Action Plan Progress:</b> On Track

## Goal 7: Develop Garden-related Curricula

**Unit Goal:** Develop garden and food system-related curricula for the TerraMesa Community Garden.

**Goal Status:** Active

**Beginning Year:** 2022 - 2023

**Projected Completion Year:** 2024 - 2025

### Mapping

Mesa College Strategic Plan: Roadmap to Mesa2030: (X - Highlight the X to Align)

- **Community - Objective 2:** Develop activities, spaces, and programs that support a sense of belonging with a focus on antiracism, historically minoritized groups, and inclusion. (X)
- **Pathways and Partnerships - Objective 3:** Increase community engagement, experiential learning, integrated career planning, and workforce training to prepare students for future careers (X)
- **Scholarship - Objective 1:** Expand and prioritize professional learning experiences for all employees that create parity in outcomes across racial/ethnic groups and all disproportionately impacted groups (X)

- **Scholarship - Objective 2:** Evaluate and improve Diversity, Equity, and Inclusion practice in classroom environments, campus activities, departments, schools, and administrative units (X)
- **Scholarship - Objective 4:** Expand the use of innovative and high-quality teaching, learning, and support practices that achieve equitable outcomes and increase student success (X)
- **Stewardship - Objective 1:** In collaboration with students, develop a climate action plan aligned with state and city goals that includes a timeline to reduce Mesa College's carbon footprint, focuses on climate literacy and student action, and mitigates Mesa's impact on climate change (X)
- **Stewardship - Objective 2:** Support processes and initiatives that prioritize environmental sustainability and reduce Mesa College's impact on climate change (X)

Action Plans	Action Plan Update
<b>Action Plan Status:</b> Active <b>Action Plan:</b> Develop curricula as part of the Strengthening Our Roots grant. <b>Action Plan Cycle:</b> 2023 - 2024	<b>Submission Date:</b> 12/02/2024 <b>Action Plan Update:</b> Curricula for physical geography lecture and lab and cultural geography courses have been developed. <b>Update Year:</b> 2024 - 2025 <b>Action Plan Progress:</b> Completed



# **Program Review**

Summary and Reflections with Unit Goals, Action Plans,  
and Updates

Instructional Program - Geology (GEOL)

## Executive Summary

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**Describe the successes and challenges your unit has faced since the last comprehensive review.**

The Geology program has continued to grow and adapt in the post-pandemic environment. General Education courses in the program have had success in the on-line environment (see Geology Program Review from 2020–2021 for more information). Students are beginning to come back to campus, but successful online courses continue to be popular, and a variety of modalities have been made available to students including fully on campus, hybrid, fully online, and 10-week online sessions. All Geology labs are back on campus in fully face-to-face formats. Oceanography has emerged in popularity as part of the overall Geology program. Oceanography is combined with Geology for this review because both disciplines serve similar student goals and faculty who teach Geology meet minimum qualifications to teach Oceanography and vice-versa. Two of our adjunct faculty teach both Oceanography and Geology classes. Oceanography is considered one of the Earth Sciences of which Geology is also a discipline.

Faculty from the Geology/Oceanography program participated in the Scripps Institution of Oceanography Geosciences Education and Opportunities Program, "Scripps-GEO." The objectives of this program are (1) to strengthen faculty, institutional and public partnerships in geoscience workforce applications in our region, (2) initiate student-focused project components, specifically career-focused seminar courses and academic-year internship opportunities at Scripps, targeted at recruiting students early in their undergraduate education, i.e. first or second year students, and (3) critically evaluate our results and identify strategies that are most effective in preparing, advancing and retaining diverse students in degrees and careers in the geosciences. We are very proud to say that several of our program students were selected as Scripps-GEO scholars and successfully presented their research at the Mesa College Research Conference (MCRC) in 2022.

**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.**

The STEM Lecture Series, led by our Geology faculty Don Barrie, has continued with both online and in person events by Physics Faculty member, James Hinton. Faculty continue to collaborate closely with the geoscience departments at SDSU and UCSD. The STEM Lecture Series occasionally hosts speakers from both institutions. Mesa Faculty were approached by Scripps Institute of Oceanography to be involved with their GEO Paths Internship for Spring 2024. This paid internship would allow Mesa students to complete research projects with Scripps faculty while learning about Geology career paths.

Faculty have been making the return to campus worthwhile to students through increased hands on and interactive learning. Students have been making regular visits to the Geogarden for instruction and to see the sedimentary rocks exposed south of campus, near A-100 Bldg. Being back on campus has also seen Geology Faculty Don Barrie on the quad doing his explosive liquid nitrogen volcano experiment. The AR Sandbox is nearly complete. The AR Sandbox, funded by the HSI STEM E3 grant, has the capability to show students real-time topographic images overlaid on sand that they are able to manipulate (see image). The AR Sandbox has the capability to greatly improve topographic map instruction, which is both difficult for students and essential to understanding geoscience phenomena. Also, in an effort to improve on campus learning and increase student engagement, faculty have increased the use of binoculars and polarizing microscopes in the lab. As part of the pandemic, many high quality rock/mineral sets were purchased for student at-home lab kits. These same kits are now used by students in lectures where each student has their own kit to explore rocks and minerals. Finally, Mesa College's extensive sand collection has been an integral part of the GEOL 111 course, The Earth Through Time.

One of the greatest curricular improvements in the past year has been the return to field trips. Most San Diego students have not had access to geoscience education in high school and many are unaware of the rocks and formations around them. Geoscience faculty regularly provide field trips to Tourmaline Beach & Mt. Soledad, San Diego Natural History Museum, Torrey Pines, Lake Morena, Eagle/High Peak Gold Mine, Julian, Palm Springs Aerial Tramway & San Andreas Fault visit and Salton Sea & Mecca Hills (just north of Salton Sea) and the Anza-Borrego Desert. Geoscience faculty, led by Don Barrie, took 10 students on a Summer Field Experience this summer as part of a grant funded by the National Science Foundation that was won by Mesa College. Students camped out for this 10-day research field trip. Applications for the trip exceeded the number of spots available. Students used words

## Summary and Reflection

like Amazed, Grateful, Educated, Happy, Inspired and Fascinated when describing the event.

Here are some other student comments:

"I would absolutely recommend this trip to other students. It was a wonderful experience that allowed me to meet many amazing people and learn awesome things."

"One of the things that this experience really helped me is being able to have the opportunity to have experience in the career that I plan to have, which is Geology. This experience helped me open my eyes more and be completely convinced that this is what I want for my career."

"I really enjoyed being about to meet other likeminded students from Mesa. You get all sorts of people at community college and sometimes I forget that I'm not alone in my pursuit of a highly academic career. It was good to talk to others on the same path and develop relationships with professors and experienced students who could help guide me and give hints as to where my next opportunity might be."

"I would absolutely recommend this trip to others. The people in the group were wonderful. Field instructions was the most impactful for me. Things out in nature are not at neat and easily classified as what we find in text book or lab."

Students were given an opportunity to continue their work with a research grant in the Spring 2024 semester and response has been greater than we expected.

In terms of Curriculum, the GEOL 111 course completed a six-year review as part of which the course title and description were updated. The course title and description were written to make the course subject matter clearer to students and to generate interest. GEOL 120 and GEOL 104 completed 6-year reviews as well and basic skills courses were removed from the GEOL 120 course due to AB1705.

**If applicable, describe the impact of any new resources (human, fiscal, etc) on the unit and/or action plan implementation.**

Not applicable

**If you assess OUTCOMES, please confirm that the outcomes have been reviewed for accuracy. If you do not assess Outcomes, skip this question.**

Reviewed & Accurate

**Related Documents for Charts and Graphs**

[AR Sandbox Image.docx](#)

**Executive Summary Complete**

Yes

## Data Reflection

**Trends observed in program/service area's data.**

**\*\*See attachment with graphs.**

Geology and Oceanography enrollment has been healthy. As discussed previously, one of the most interesting observations that we have made centers on the growing popularity of online and Oceanography courses. The following graph shows the enrollment numbers for Geology (in blue) and Oceanography (in red). From this graph, we see that the enrollment for Geology has been decreasing somewhat over the last few semesters while the enrollment of Oceanography has begun to grow. However, both enrollments as a whole (in purple) are on an upward path exceeding enrollment prior to the pandemic.

Another way to look at this data is in the following. This graph shows the growth/decline trends in enrollment with respect to Fall 2019. The black line depicts enrollment during Fall 2019. Enrollment at Mesa College (ALL MESA in blue) shows small declines since 2019 (around 20% lower). Enrollment trends in Physical Sciences as a whole (ASTR, GEOL, OCEA, PHYN, ENGE, and PHYS shown in orange) show similar trends. However, enrollment in GEOL/OCEA (in purple) appears to be returning to pre-pandemic levels.

## Summary and Reflection

One other interesting set of data is related to transfer. Although the majority of students who take courses in geosciences are interested in fulfilling a GE requirement, there are students who transfer into geology programs. The numbers are not large, but they are larger than one might think. Numbers from the CSU Transfer Dashboards put the numbers close to the number of students transferring into Physics programs (See Graph below). The total number of CSU transfers into Physics programs was 29 and Geology was 25. This compares with Chemistry programs with 43 students. Transfers into UC programs are smaller, but that may be an avenue for change. Geoscience programs can be an excellent way to get students new to STEM into STEM careers. Geosciences tap into students' sense of community because they involve questions and problems that are relevant to specific regions and to deeper questions about the Earth and the world around us. Geoscience courses offer an opportunity to "center" Latinx/Chicano experience in the design and implementation of curriculum and outside of the classroom activities. This may especially be relevant to LatinX students where connection to the STEM fields is best established through the lens of serving/supporting the community (Chavarria and Knox, 2019).

### **Describe any equity gaps in the data. Are there differences and/or patterns observed by demographics (e.g. race/ethnicity, gender, age, etc.)**

Success rates in all GEOL and OCEA courses remain high with averages across the years around 80%. Spring 2022, the last semester with available data, does show a slightly lower than average success rate for GEOL (around 73%) and OCEA (around 79%). We are seeing some equity gaps in GEOL and OCEA courses according to the dashboards in terms of both ethnicity and gender (please see Row 1 in Table below). These are similar to equity gaps seen in the campus as a whole (Row 2). This is not surprising since the Geology and Oceanography courses mostly attract students interested in fulfilling a Physical Science GE requirement which is close to the composition of the student body at Mesa as a whole. One other interesting outcome in the data is that some of the equity gaps shrink or disappear for students in Online only courses (Row 3). This is hard to explain and may be due to a different demographic choosing online instruction, but it is still something to investigate further.

See attached graphs for the following:

GEOL/OCEA

MESA

OnLINE

### **Related Documents for Charts and Graphs**

[Data Reflection graphs \(1. Describe trends\).docx](#);

[Data Reflection graphs \(2. Equity gaps\).docx](#)

### **Describe the discussion(s) that took place about the unit's learning outcomes assessment data.**

Faculty report satisfaction with students' achievement of course outcomes. As discussed previously, both Oceanography and Geology courses are taught in a variety of modalities. Faculty have not noticed strong gaps in terms of learning outcomes between any of the groups. However, faculty are aware of changes in student preparation as a result of AB 1705. Only GEOL 120 had to be updated to remove advisories and none of the courses have MATH prerequisites. Faculty in both lecture and lab have reported taking opportunities to explicitly reinforce math, reading and writing skills in their courses. Geology lab faculty, for example, have discussed giving students real examples using proportional thinking. Lecture faculty have given scaffolded writing assignments to strengthen students' writing skills. Although faculty have not reported deficiencies in student learning outcomes, discussions have focussed on students' lack of science identity. Faculty recognize that these courses may be one of the last opportunities that students have to learn about what science is and how science is practiced. This is one of the reasons why field trips are integral to geoscience courses.

### **Data Reflection Complete**

Yes

## Practice Reflection

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### **Describe current practices your program/service area has engaged in that you believe impact the above data trends and equity gaps.**

The increasing enrollment in Oceanography has been a bit of a surprise and we are still trying to determine the reason. Students can take any physical science course and we wonder why they are interested in Oceanography as opposed to Geology. One theory that we had is that it sounds more interesting. To that end, we changed the title of our GEOL 111 course to The Earth through Time in an effort to capture student interest. Faculty also advertised the

## Summary and Reflection

course heavily during the Fall semester in order to get more enrollment and this paid off with a fully enrolled course. We are now also considering new courses in Natural Disasters and a lab for Oceanography. Presently, students can fulfill their physical science lecture requirement with the Oceanography course, but there isn't a lab. We would like to leverage student interest in this subject by developing and offering a lab that students could take as well. Natural Disasters is a very popular course at other institutions that fits well with general education students. It involves students in thinking about science and its impact on society. We consider that this might be more engaging to students in some underrepresented groups who may benefit from seeing science applied. We also wonder if this would have a positive impact on student science identity in terms of being able to see the value of science. Finally, courses in geosciences are ideal for the new Leaf program where courses that have learning outcomes related to climate change and sustainability are awarded a Leaf designation. We think that our courses are perfect for this program.

A second major emphasis in the geosciences program is on field experiences. We know that field experiences can positively impact student STEM identity in a variety of ways. Students interested in geosciences can learn important science skills and get involved in research. Through field trips, students not thinking about STEM as a career can become better acquainted with problems and questions that may ignite a passion for STEM. Students who may never be scientists can go on field trips to learn more about what scientists do and how it impacts their community and the region around them. Students explore how their personal, cultural and collective experience intersects with geosciences and what questions, issues and topics can be explored within this discipline that are relevant to their communities. For these reasons, field trips are a focus in the geoscience classroom. Faculty are working on making field trips more common in all of the courses, including those that are online. Online courses have had a poor reputation for not being able to engage students in the actual practice of science, but faculty have found that these students will participate in field trips when the opportunity is presented. As part of the NSF grant that geoscience faculty are involved in, we are exploring the different ways to use field experiences to get students interested in science and science careers.

### **What other factors (internal or external) might also impact the above data trends and equity gaps?**

We are less concerned about the impact of AB1705 on our general education courses since they don't currently have prerequisites. However, faculty have discussed ways to strengthen basic skills within the courses. This would mean intentionally adding basic math and writing assignments into the courses.

## **Related Documents for Charts and Graphs**

### **Practice Reflection Complete**

Yes

## **Mid-Cycle Updates**

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### **YEAR 2 Updates (2023 - 2024)**

#### **Provide any edits or updates to the prompts originally documented in the Executive Summary section for Year 2.**

The Geology/Oceanography program is currently stressed. The sole contract faculty member for the program has retired and has not been replaced. The Geology Program continues to be sought after for grant and research opportunities, but participation is difficult without a steward for the program. Since the retirement of Don Barrie, we have been approached for two different grant opportunities. One was from Scripps Institute for Oceanography for their GEO Paths Internship. This paid internship would allow Mesa students to complete research projects with Scripps faculty while learning about Geology career paths. The second is the ZTC program. The college has applied for and won the grant that will allow for the development of low or no-cost materials for Physical Science courses with an emphasis on courses like Geology.

Geoscience faculty, led by Don Barrie, took 10 students on a Summer Field Experience in June of 2023 as part of a grant funded by the National Science Foundation that was won by Mesa College. Students camped out for this 10-day research field trip. Applications for the trip exceeded the number of spots available. Students used words like Amazed, Grateful, Educated, Happy, Inspired and Fascinated when describing the event.

Here are some other student comments:

"I would absolutely recommend this trip to other students. It was a wonderful experience that allowed me to meet many amazing people and learn awesome things."



## Summary and Reflection

"One of the things that this experience really helped me is being able to have the opportunity to have experience in the career that I plan to have, which is Geology. This experience helped me open my eyes more and be completely convinced that this is what I want for my career."

"I really enjoyed being about to meet other likeminded students from Mesa. You get all sorts of people at community college and sometimes I forget that I'm not alone in my pursuit of a highly academic career. It was good to talk to others on the same path and develop relationships with professors and experienced students who could help guide me and give hints as to where my next opportunity might be."

"I would absolutely recommend this trip to others. The people in the group were wonderful. Field instructions was the most impactful for me. Things out in nature are not as neat and easily classified as what we find in text book or lab."

Students were given an opportunity to continue their work with a research grant in the Spring 2024 semester and response has been greater than we expected. The NSF Grant with Field Trips and Research has continued with Don working only in the Spring Pro-Rata, but this is unsustainable. We can't grow these opportunities without a faculty member to lead.

**Provide any edits or updates to the prompts originally documented in the Data Reflection section for Year 2.**

Data is sufficient.

**Review Outcomes Report. Review the unit's outcomes assessment process for 2022 - 2023. Discuss connections to unit goals/action plans/resource requests.**

Review of CLO's indicate a need to adjust language to be more descriptive for Geology and Oceanography courses. The adopted CLO's for the department are more suited to Physics and other math-based courses. Adjunct faculty were asked to work on updating CLO's for the 2023-2024 academic year. Contract faculty were asked to serve as liaisons to help the process.

**Provide any edits or updates to the prompts originally documented in the Practice Reflection section for Year 2.**

Not at this time.

### **YEAR 3 Updates (2024 - 2025)**

**Provide any edits or updates to the prompts originally documented in the Executive Summary section for Year 3.**

We are very excited to have been able to recruit and hire a new Geology/Oceanography Contract Instructor for Spring 2025. The Geology/Oceanography program has been struggling without a contract faculty member. Other contract faculty have worked to provide leadership for adjunct faculty. Our Pro-Rata faculty member has been able to help during his Pro-Rata semester. Despite this, the program has been doing well. Adjunct faculty organized a bus tour of San Diego during the Spring 2024 semester. The field trip had been offered previously with students providing their own transportation. Adjunct faculty felt that this was an equity issue in that students who did not have transportation could not participate. They asked chairs for help. The project fit within the goals of the NSF grant and funds were used to charter a bus for the group. The tour was successful with 40 students participating from all of the Geology and Oceanography courses both online and on campus.

After the successful first year of the Geology Summer Field Experience, three students opted to work with Pro-Rata faculty member Don Barrie on independent research projects. Several students also participated in a research opportunity with Scripps Oceanographic Institute. All of these students presented work at the Mesa College Research Conference and more or less swept the awards. Additionally, students won an award for their poster the American Association for the Advancement of Science Annual Meeting.

Recruitment for the second year of the Geology Summer Field Experience yielded many more applicants than spots that were available. Faculty were able to choose 10 students to participate in the 10 day camping and learning experience. Students returned with high praise for the experience. The Evaluator for the NSF project reported that students on the 2024 trip reported the experience as highly impactful similar to the students in the 2023 experience. Language used by the 2024 students included more amazement with the landscapes and geology itself with more indications of renewed interest in Geology as a career.

One of our biggest goals going forward is to help our new faculty member transition into her new role. Professor Ashley Manning Berg comes to us with extensive experience in teaching Geology and in doing field work with



## Summary and Reflection

students. In this transition, we also expect our NSF funding to cease and we will also have a goal of institutionalizing our field work experiences.

### **Provide any edits or updates to the prompts originally documented in the Data Reflection section for Year 3.**

No updates. Enrollment data is flat. Geology/Oceanography offerings were slightly reduced or kept level due to a lack of a contract faculty member. We hope to have a new faculty member soon and have started to increase offerings slightly. All courses continue to be fully enrolled and expanded offerings are still the goal.

Equity gap data was reviewed and there are no new problems or issues to report. Geology continues to attract a diverse group of students. We are monitoring equity gaps in our Online and On campus courses as the online modality continues in popularity.

### **Review Outcomes Report. Review the unit's outcomes assessment process for 2023 - 2024. Discuss connections to unit goals/action plans/resource requests.**

During the Fall 2024 department meeting, faculty worked together to write new CLO's for Geology and Oceanography courses. Faculty are satisfied with the new CLO's as being able to describe student outcomes better than the old ones. Since we wrote all new outcomes, as a department, our goal is to assess all of them by the end of Spring 2025. Geology and Oceanography faculty have devised a plan for this to happen. Much of the assessment will take place in the Spring 2025 semester although GEOL 111 was assessed previously since it will not be offered until Spring 2026. In this cycle of assessment, we are looking to see if our CLO's and our process for assessing are appropriate. We hope to adjust as data is reported.

### **Provide any edits or updates to the prompts originally documented in the Practice Reflection section for Year 3.**

No updates.

## **YEAR 4 Updates (2025 - 2026)**

### **Provide any edits or updates to the prompts originally documented in the Executive Summary section for Year 4.**

**Provide any edits or updates to the prompts originally documented in the Data Reflection section for Year 4.**

### **Review Outcomes Report. Review the unit's outcomes assessment process for 2024 - 2025. Discuss connections to unit goals/action plans/resource requests.**

**Provide any edits or updates to the prompts originally documented in the Practice Reflection section for Year 4.**

**Goal 1: Increase enrollment in Geoscience courses through outreach and curricular changes.**

**Unit Goal:** Goal 1: Increase enrollment in Geoscience courses through outreach and curricular changes.

**Goal Status:** Active

**Beginning Year:** 2022 - 2023

**Projected Completion Year:** 2025 - 2026

**Mapping**

Mesa College Strategic Plan: Roadmap to Mesa2030: (X - Highlight the X to Align)

- **Completion - Objective 1:** Develop pathways that provide students with clarity about degree, certificate, and transfer requirements. (X)
- **Completion - Objective 3:** Design and promote programs and services that intentionally target a reduction in equity gaps in completion outcomes (X)

Action Plans	Action Plan Update
<b>Action Plan Status:</b> Active <b>Action Plan:</b> Create an Oceanography Lab Course <b>Action Plan Cycle:</b> 2022 - 2023, 2023 - 2024, 2024 - 2025, 2025 - 2026	<b>Submission Date:</b> 11/26/2024 <b>Action Plan Update:</b> This Goal is still in progress pending a new contract faculty member. <b>Update Year:</b> 2024 - 2025 <b>Action Plan Progress:</b> Barriers Encountered
	<b>Submission Date:</b> 01/12/2024 <b>Action Plan Update:</b> This goal is still active, but is not a priority until a new contract faculty member is hired. <b>Update Year:</b> 2023 - 2024 <b>Action Plan Progress:</b> Barriers Encountered
<b>Action Plan Status:</b> Active <b>Action Plan:</b> Apply for Leaf Designation for 3 of the GEOL or OCEA courses. <b>Action Plan Cycle:</b> 2022 - 2023, 2023 - 2024, 2024 - 2025, 2025 - 2026	<b>Submission Date:</b> 11/26/2024 <b>Action Plan Update:</b> Goal is on hold for new Faculty member. <b>Update Year:</b> 2024 - 2025 <b>Action Plan Progress:</b> Barriers Encountered
	<b>Submission Date:</b> 01/12/2024 <b>Action Plan Update:</b> This goal is in progress. <b>Update Year:</b> 2023 - 2024 <b>Action Plan Progress:</b> On Track
<b>Action Plan Status:</b> Active <b>Action Plan:</b> Create a Natural Disasters lecture course <b>Action Plan Cycle:</b> 2022 - 2023, 2023 - 2024, 2024 - 2025, 2025 - 2026	<b>Submission Date:</b> 11/26/2024 <b>Action Plan Update:</b> This goal may need to be revised. Current cuts in FTEF have slowed growth for our GE courses. We need leadership from our new contract instructor. <b>Update Year:</b> 2024 - 2025 <b>Action Plan Progress:</b> Barriers Encountered

Action Plans	Action Plan Update
	<b>Submission Date:</b> 01/12/2024 <b>Action Plan Update:</b> This goal is in progress. Course outline creation to begin in Spring 2024 <b>Update Year:</b> 2023 - 2024 <b>Action Plan Progress:</b> On Track
<b>Action Plan Status:</b> Active <b>Action Plan:</b> Create promotions for Geoscience courses <b>Action Plan Cycle:</b> 2022 - 2023, 2023 - 2024, 2024 - 2025, 2025 - 2026	<b>Submission Date:</b> 11/26/2024 <b>Action Plan Update:</b> This goal is complete <b>Update Year:</b> 2024 - 2025 <b>Action Plan Progress:</b> Completed
	<b>Submission Date:</b> 01/12/2024 <b>Action Plan Update:</b> This goal is in progress. Promotions were created for the Fall 2023 and Spring 2024 semesters. More work on their effectiveness is needed. <b>Update Year:</b> 2023 - 2024 <b>Action Plan Progress:</b> On Track

**Goal 2: Decrease equity gaps and increase science identity in Geoscience courses through increased participation in field trips and curricular changes.**

**Unit Goal:** Goal 2: Decrease equity gaps and increase science identity in Geoscience courses through increased participation in field trips and curricular changes.

**Goal Status:** Active

**Beginning Year:** 2022 - 2023

**Projected Completion Year:** 2025 - 2026

**Mapping**

Mesa College Strategic Plan: Roadmap to Mesa2030: (X - Highlight the X to Align)

- **Completion - Objective 3:** Design and promote programs and services that intentionally target a reduction in equity gaps in completion outcomes (X)
- **Pathways and Partnerships - Objective 3:** Increase community engagement, experiential learning, integrated career planning, and workforce training to prepare students for future careers (X)
- **Scholarship - Objective 4:** Expand the use of innovative and high-quality teaching, learning, and support practices that achieve equitable outcomes and increase student success (X)

Action Plans	Action Plan Update
<b>Action Plan Status:</b> Completed <b>Action Plan:</b> Complete Summer Field Experience in June 2023 with 10 students. <b>Action Plan Cycle:</b> 2022 - 2023, 2023 - 2024	<b>Submission Date:</b> 01/12/2024 <b>Action Plan Update:</b> This goal has been accomplished! <b>Update Year:</b> 2023 - 2024 <b>Action Plan Progress:</b> Completed
<b>Action Plan Status:</b> Completed	<b>Submission Date:</b> 11/26/2024 <b>Action Plan Update:</b> This goal is in progress. Data is continued to be taken.

Action Plans	Action Plan Update
<b>Action Plan:</b> Provide data to determine best practices for Field Experiences <b>Action Plan Cycle:</b> 2022 - 2023, 2023 - 2024, 2024 - 2025, 2025 - 2026	<b>Update Year:</b> 2024 - 2025 <b>Action Plan Progress:</b> On Track
	<b>Submission Date:</b> 01/12/2024 <b>Action Plan Update:</b> This goal is in progress. Data has been collected, but needs to be analyzed. <b>Update Year:</b> 2023 - 2024 <b>Action Plan Progress:</b> On Track
<b>Action Plan Status:</b> Completed <b>Action Plan:</b> Revise Field Experience for 2024 trip. <b>Action Plan Cycle:</b> 2022 - 2023, 2023 - 2024	<b>Submission Date:</b> 11/26/2024 <b>Action Plan Update:</b> This goal is complete <b>Update Year:</b> 2024 - 2025 <b>Action Plan Progress:</b> Completed
	<b>Submission Date:</b> 01/12/2024 <b>Action Plan Update:</b> This goal is in progress. <b>Update Year:</b> 2023 - 2024 <b>Action Plan Progress:</b> On Track
<b>Action Plan Status:</b> Completed <b>Action Plan:</b> Create at least one opportunity for a short/local field trip for students in online and on campus courses. <b>Action Plan Cycle:</b> 2022 - 2023, 2023 - 2024, 2024 - 2025, 2025 - 2026	<b>Submission Date:</b> 11/26/2024 <b>Action Plan Update:</b> This goal is complete. Faculty created a day-long bus trip for all OCEA/GEOL students. <b>Update Year:</b> 2024 - 2025 <b>Action Plan Progress:</b> Completed
	<b>Submission Date:</b> 01/12/2024 <b>Action Plan Update:</b> This goal is in progress, but needs a Contract faculty member to make it a priority. <b>Update Year:</b> 2023 - 2024 <b>Action Plan Progress:</b> Barriers Encountered

### Institutionalizing Field Experiences

**Unit Goal:** In this goal, we hope to work to institutionalize the field experiences from the grant work.

**Goal Status:** Active

**Beginning Year:** 2025 - 2026

Action Plans	Action Plan Update
<b>Action Plan Status:</b> Active <b>Action Plan:</b> Explore funding sources for field experiences. <b>Action Plan Cycle:</b> 2025 - 2026	





# **Program Review**

Summary and Reflections with Unit Goals, Action Plans,  
and Updates

Instructional Program - Health Information  
Management (HIM)

## Executive Summary

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**Describe the successes and challenges your unit has faced since the last comprehensive review.**

The major success since last comprehensive review was the legislation guaranteeing the permanence of existing Baccalaureate degrees at the California Community Colleges. Our industry partners, alumni, students, administrators all contributed to providing necessary information to allow this to be a permanent degree offering. Challenges are mainly enrollment. While there is a need and classes have been scheduled for working professionals, many lack the ambition to enroll in the program. With the graduating class of 2021, the enrollment peaked at the cap of 32 students. Since then the cohorts have been in the low 20s.

**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.**

External accreditation, CAHIM, required a major curriculum competency overhaul starting in 2018 which was completed in 2020. One recommendation from advisory was the focus on need for communication skills of employees. In the original HIMS program curriculum development, we had planned for an upper division communications course. However, the units were high and we decided to hold off on that and review at a later time. During this recent review of the curriculum, we determined there were a few classes that had been written as 4 unit classes. Rather than add units to the overall program, we removed 1 unit from 3 of the HIMS classes and added COMS 401, a course focusing on professional and intracultural communication.

**If applicable, describe the impact of any new resources (human, fiscal, etc) on the unit and/or action plan implementation.**

N/A

**If you assess OUTCOMES, please confirm that the outcomes have been reviewed for accuracy. If you do not assess Outcomes, skip this question.**

Reviewed & Accurate

**Related Documents for Charts and Graphs****Executive Summary Complete**

Yes

## Data Reflection

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**Trends observed in program/service area's data.**

Overall, course success rates for HIMS courses has remained constant at a staggering 99% since 2019. Retention and success rates average 95.5% and 98.9%, respectively from 2019-2022. According to the Bureau of Labor Statistics, the job outlook for health services managers will be 28%, which is much higher than average. We are seeing a very high employment rate with graduates nearing 90%. Graduates are also earning about \$36/hour or \$75k/year salaries.

**Describe any equity gaps in the data. Are there differences and/or patterns observed by demographics (e.g. race/ethnicity, gender, age, etc.)**

There is a very small (-1.7%) equity gap in Black/African American students. However, the retention and success rates are 99.1% and 97.4% respectively for this group.

**Related Documents for Charts and Graphs****Describe the discussion(s) that took place about the unit's learning outcomes assessment data.**

Outcomes for all HIMS courses were carefully reviewed and aligned with external accreditation course learning outcomes/objectives. This was an agenda item in the HIMS faculty meeting which took place on 1/27/23. Faculty were encouraged to review their outcomes and incorporate those into their Canvas shells to be evaluated. In addition, prior outcomes were all documented as met for all HIMS courses.

## Summary and Reflection

### Data Reflection Complete

Yes

## Practice Reflection

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**Describe current practices your program/service area has engaged in that you believe impact the above data trends and equity gaps.**

Marketing efforts have been focused on men of color, since this group is less prevalent in the health information field. We have seen an increase in men enrolling the HIMS program. We have also embedded additional cultural competency and DEI related content into each course.

**What other factors (internal or external) might also impact the above data trends and equity gaps?**

It was important to diversify our department faculty. In doing so, students of color feel more connected to those faculty and are able to see successful people of color working in the field.

### Related Documents for Charts and Graphs

### Practice Reflection Complete

Yes

## Mid-Cycle Updates

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### YEAR 2 Updates (2023 - 2024)

**Provide any edits or updates to the prompts originally documented in the Executive Summary section for Year 2.**

None

**Provide any edits or updates to the prompts originally documented in the Data Reflection section for Year 2.**

No

**Review Outcomes Report. Review the unit's outcomes assessment process for 2022 - 2023. Discuss connections to unit goals/action plans/resource requests.**

**Provide any edits or updates to the prompts originally documented in the Practice Reflection section for Year 2.**

No

### YEAR 3 Updates (2024 - 2025)

**Provide any edits or updates to the prompts originally documented in the Executive Summary section for Year 3.**

The one issue of low enrollment has continued. Many students are choosing to attend CAHIM accredited programs which are fully online. The other issue is employers are not requiring education or credentials but rather making them optional. In response to this, the program director has been meeting with the main employer's HR departments to discuss open positions, credentialing and how degrees are valuable to employers.

**Provide any edits or updates to the prompts originally documented in the Data Reflection section for Year 3.**

For spring 24, there was 100% success rate and zero equity gaps for this cohort.

**Review Outcomes Report. Review the unit's outcomes assessment process for 2023 - 2024. Discuss connections to unit goals/action plans/resource requests.**

For CLOs we do not have completed assessments in Nuventive yet. However, we have a plan to assess all courses by fall 2025.

**Provide any edits or updates to the prompts originally documented in the Practice Reflection section for Year 3.**

We hired 2 male faculty to teach in the HIMS program. This increases diversity as well as provides male students role models to enter the field of health information. Both are working full time in their respective areas of HI and are able to provide real time, real world examples to students. This is a critical element both for success of these students in the program as well as enhancing their opportunities for future employment.

### YEAR 4 Updates (2025 - 2026)

**Provide any edits or updates to the prompts originally documented in the Executive Summary section for Year 4.**



## **Summary and Reflection**

**Provide any edits or updates to the prompts originally documented in the Data Reflection section for Year 4.**

**Review Outcomes Report. Review the unit's outcomes assessment process for 2024 - 2025. Discuss connections to unit goals/action plans/resource requests.**

**Provide any edits or updates to the prompts originally documented in the Practice Reflection section for Year 4.**

## Curriculum

**Unit Goal:** Update curriculum based on industry trends; Met with advisory board and DCP sites to understand industry trends. Evaluate CAHIIM standards to ensure all areas are met. Added COMS 401 Advanced Communication Skills for Healthcare Professionals course to be offered starting in 2023-24 academic year.

**Goal Status:** Active

**Beginning Year:** 2022 - 2023

**Projected Completion Year:** 2023 - 2024

### Mapping

Mesa College Strategic Plan: Roadmap to Mesa2030: (X - Highlight the X to Align)

- **Community - Objective 3:** Build a culture of communication that is evidence based, race conscious, institutionally focused, systemically aware, and equity advancing (X)
- **Community - Objective 5:** Increase opportunities to be an asset and resource to the external community (X)
- **Completion - Objective 1:** Develop pathways that provide students with clarity about degree, certificate, and transfer requirements. (X)
- **Completion - Objective 3:** Design and promote programs and services that intentionally target a reduction in equity gaps in completion outcomes (X)
- **Pathways and Partnerships - Objective 1:** Develop and implement frameworks to create communities that can provide more targeted delivery of educational resources and support services. (X)
- **Pathways and Partnerships - Objective 3:** Increase community engagement, experiential learning, integrated career planning, and workforce training to prepare students for future careers (X)
- **Pathways and Partnerships - Objective 4:** Expand intersegmental pathways to create a seamless transition between Mesa and k-12, non-credit, Universities, and careers (X)
- **Scholarship - Objective 2:** Evaluate and improve Diversity, Equity, and Inclusion practice in classroom environments, campus activities, departments, schools, and administrative units (X)
- **Scholarship - Objective 3:** Assess impact of prerequisites and corequisites on student success and revise curriculum, as needed (X)
- **Scholarship - Objective 4:** Expand the use of innovative and high-quality teaching, learning, and support practices that achieve equitable outcomes and increase student success (X)
- **Scholarship - Objective 5:** Reduce costs associated with instructional materials to support the elimination of equity gaps (X)
- **Stewardship - Objective 3:** Increase student access and schedule efficiency by coordinating schedules among departments/disciplines (X)

Action Plans	Action Plan Update
Action Plan Status: Active	Submission Date: 11/22/2024

Action Plans	Action Plan Update
<b>Action Plan:</b> Actions:  1.Engaging industry and advisory board to assist with trendsetting 2.Evaluating external accreditation requirements to ensure compliance and accordance.  <b>Action Plan Cycle:</b> 2022 - 2023, 2023 - 2024	<b>Action Plan Update:</b> Added AI and other relevant content to courses including more guest speakers in response to industry trends. CAHIIM standards all met and submitted to the Annual Program Assessment Report (APAR) and have approval for this year. COMS 401 course was added in fall 24, changed to intersession for spring 25. <b>Update Year:</b> 2024 - 2025 <b>Action Plan Progress:</b> Completed

## Professional Development

**Unit Goal:** Increase faculty participation in professional development activities with a goal of each faculty member attending at least one professional conference per year, either in person or virtually. During faculty meetings, discuss conferences which align with faculty coursework and providing funding sources to attend and incorporate into classes being taught.

**Goal Status:** Active

**Beginning Year:** 2022 - 2023

**Projected Completion Year:** 2025 - 2026

### Mapping

Mesa College Strategic Plan: Roadmap to Mesa2030: (X - Highlight the X to Align)

- **Community - Objective 5:** Increase opportunities to be an asset and resource to the external community (X)
- **Completion - Objective 2:** Develop cross - functional teams that support student success and include integrated career and transfer counseling. (X)
- **Pathways and Partnerships - Objective 1:** Develop and implement frameworks to create communities that can provide more targeted delivery of educational resources and support services. (X)
- **Pathways and Partnerships - Objective 3:** Increase community engagement, experiential learning, integrated career planning, and workforce training to prepare students for future careers (X)
- **Scholarship - Objective 1:** Expand and prioritize professional learning experiences for all employees that create parity in outcomes across racial/ethnic groups and all disproportionately impacted groups (X)
- **Scholarship - Objective 2:** Evaluate and improve Diversity, Equity, and Inclusion practice in classroom environments, campus activities, departments, schools, and administrative units (X)
- **Scholarship - Objective 4:** Expand the use of innovative and high-quality teaching, learning, and support practices that achieve equitable outcomes and increase student success (X)
- **Stewardship - Objective 5:** Increase campus understanding, communication of and transparency in budget and resource allocation (X)

Action Plans	Action Plan Update
<b>Action Plan Status:</b> Active	

Action Plans	Action Plan Update
<b>Action Plan:</b> Actions: 1.Faculty meeting directives on process for funding for professional development 2.Aligning special conferences with teaching assignments to ensure competency of faculty and provide maximum benefit to students.  <b>Action Plan Cycle:</b> 2022 - 2023, 2023 - 2024, 2024 - 2025, 2025 - 2026	

## RHIA Exam

**Unit Goal:** Increase participation in RHIA exam. Current attempt rate is approximately 20% of graduates; goal would be to increase to 40% by 2025. Program director will provide early testing form and guidance for registering for the RHIA exam.

**Goal Status:** Active

**Beginning Year:** 2022 - 2023

**Projected Completion Year:** 2024 - 2025

## Mapping

Mesa College Strategic Plan: Roadmap to Mesa2030: (X - Highlight the X to Align)

- **Community - Objective 5:** Increase opportunities to be an asset and resource to the external community (X)
- **Completion - Objective 1:** Develop pathways that provide students with clarity about degree, certificate, and transfer requirements. (X)
- **Pathways and Partnerships - Objective 3:** Increase community engagement, experiential learning, integrated career planning, and workforce training to prepare students for future careers (X)
- **Pathways and Partnerships - Objective 4:** Expand intersegmental pathways to create a seamless transition between Mesa and k-12, non-credit, Universities, and careers (X)

Action Plans	Action Plan Update
<b>Action Plan Status:</b> Active <b>Action Plan:</b> Actions: 1.Meet with each student in last semester to facilitate test registration 2.Circulate marketing materials with wage information with and without certification to industry professionals to encourage higher education.  <b>Action Plan Cycle:</b> 2022 - 2023, 2023 - 2024, 2024 - 2025	

## Increase Enrollment

**Unit Goal:** Working with Office of Communications to increase enrollment into Baccalaureate degree pathway

**Goal Status:** Active

**Beginning Year:** 2023 - 2024

**Projected Completion Year:** 2025 - 2026

### Mapping

Mesa College Strategic Plan: Roadmap to Mesa2030: (X - Highlight the X to Align)

- **Community - Objective 5:** Increase opportunities to be an asset and resource to the external community (X)
- **Completion - Objective 1:** Develop pathways that provide students with clarity about degree, certificate, and transfer requirements. (X)
- **Completion - Objective 2:** Develop cross - functional teams that support student success and include integrated career and transfer counseling. (X)
- **Completion - Objective 3:** Design and promote programs and services that intentionally target a reduction in equity gaps in completion outcomes (X)
- **Pathways and Partnerships - Objective 1:** Develop and implement frameworks to create communities that can provide more targeted delivery of educational resources and support services. (X)
- **Pathways and Partnerships - Objective 3:** Increase community engagement, experiential learning, integrated career planning, and workforce training to prepare students for future careers (X)
- **Pathways and Partnerships - Objective 5:** Develop and implement technologies, including website redesign, that will make pathways information available to students so that they can effectively utilize this information in their educational and career planning (X)

Action Plans	Action Plan Update
<b>Action Plan Status:</b> Active <b>Action Plan:</b> Develop promotional videos and flyers to distribute in the health information community to increase enrollment in HIMS program. Increase physical site visits and provide promotional materials to potential students. <b>Action Plan Cycle:</b> 2023 - 2024, 2024 - 2025, 2025 - 2026	



# **Program Review**

Summary and Reflections with Unit Goals, Action Plans,  
and Updates

Instructional Program - Health Information  
Technology (HEIT)

## Executive Summary

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**Describe the successes and challenges your unit has faced since the last comprehensive review.**

Successfully managed double cohorts of 64 students in two tracks-regular and fast track programs, which changed from single cohorts of 32 students prior to 2018. Successfully onboarded a diverse group of adjunct faculty. Challenges have been having fewer applicants to the program. Also there are about 5-10 students per year who do not enroll due to personal reasons leaving the graduating class around 55 students. Many of these issues were related to the pandemic and we are hoping to see that dissipate over the next few years.

**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.**

External accreditation, CAHIIM, required a major curriculum competency overhaul starting in 2018 which was completed in 2020. This included a focus on revenue cycle courses. The program formerly had 2 DCP courses which we reduced to one for equity reasons since many students need to work and are not able to dedicate the hours to internship. Additionally, the industry is moving away from in person work and therefore our advisory board indicated one DCP course would be sufficient. We changed HEIT 135 to 136, Introduction to Health Information Systems and HEIT 160 to 225, Introduction to Revenue Cycle. These were both made due to external accreditation changes, advisory board recommendations, and creating a framework from which students would be more prepared for upper division coursework.

**If applicable, describe the impact of any new resources (human, fiscal, etc) on the unit and/or action plan implementation.**

N/A

**If you assess OUTCOMES, please confirm that the outcomes have been reviewed for accuracy. If you do not assess Outcomes, skip this question.**

Reviewed & Accurate

**Related Documents for Charts and Graphs****Executive Summary Complete**

Yes

## Data Reflection

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**Trends observed in program/service area's data.**

Overall, course success rates for HEIT courses has remained constant between 92-93% since 2019. Retention and success rates average 95.5% and 92.7%, respectively from 2019-2022. According to the Bureau of Labor Statistics, the job outlook for health information technicians will be 7%, which is average. This area requires a high school diploma or Associate's degree and is less prevalent due to the complexity of the electronic health record. In terms of transfer, we see about 50-60% of students completing the HEIT program advancing to the HIM program.

**Describe any equity gaps in the data. Are there differences and/or patterns observed by demographics (e.g. race/ethnicity, gender, age, etc.)**

There are small 3-5% equity gaps in Latinx and "other" ethnic groups. However, the retention and success rates are both above 90%.

**Related Documents for Charts and Graphs****Describe the discussion(s) that took place about the unit's learning outcomes assessment data.**

Outcomes for all HEIT courses were carefully reviewed and aligned with external accreditation course learning outcomes/objectives. This was an agenda item in the HEIT faculty meeting which took place on 1/27/23. Faculty were encouraged to review their outcomes and incorporate those into their Canvas shells to be evaluated. In addition, prior outcomes were all documented as met for all HEIT courses.

## Summary and Reflection

### Data Reflection Complete

Yes

## Practice Reflection

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**Describe current practices your program/service area has engaged in that you believe impact the above data trends and equity gaps.**

As mentioned previously, we changed the DCP requirement to make the unpaid hours more equitable. As an alternative, we worked with the WBL team to offer additional work experience options for students without experience in the health information field so they would have more options when searching for jobs after graduation. We have also expanded our DCP options to include community based clinics and options for bilingual students to thrive in the workplace.

**What other factors (internal or external) might also impact the above data trends and equity gaps?**

It was important to diversify our department faculty. In doing so, students of color feel more connected to those faculty and are able to see successful people of color working in the field. Both are graduates of the HEIT and HIMIS programs and earning over \$100,000 in annual salaries demonstrating exactly what we promote to our students.

### Related Documents for Charts and Graphs

### Practice Reflection Complete

Yes

## Mid-Cycle Updates

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### YEAR 2 Updates (2023 - 2024)

**Provide any edits or updates to the prompts originally documented in the Executive Summary section for Year 2.**

No

**Provide any edits or updates to the prompts originally documented in the Data Reflection section for Year 2.**

No

**Review Outcomes Report. Review the unit's outcomes assessment process for 2022 - 2023. Discuss connections to unit goals/action plans/resource requests.**

**Provide any edits or updates to the prompts originally documented in the Practice Reflection section for Year 2.**

No

### YEAR 3 Updates (2024 - 2025)

**Provide any edits or updates to the prompts originally documented in the Executive Summary section for Year 3.**

The one issue of low enrollment has continued. Many students are choosing to attend CAHIM accredited programs which are fully online. The other issue is employers are not requiring education or credentials but rather making them optional. In response to this, the program director has been meeting with the main employer's HR departments to discuss open positions, credentialing and how degrees are valuable to employers.

**Provide any edits or updates to the prompts originally documented in the Data Reflection section for Year 3.**

The equity gap improved for the Latinx group and increased slightly for "other" ethnic group. We will continue to engage faculty in equity minded instruction and provide additional support to underrepresented students. The retention and success rates continue to be above 90%.

**Review Outcomes Report. Review the unit's outcomes assessment process for 2023 - 2024. Discuss connections to unit goals/action plans/resource requests.**

For CLOs we do not have completed assessments in Nuventive yet. However, we have a plan to assess all courses by fall 2025.

**Provide any edits or updates to the prompts originally documented in the Practice Reflection section for Year 3.**

We have noticed the one DCP has been great for students who are working or parents of small children to ensure they are able to take the time to work in the field. We have also identified some alternative options for students not able to be onsite during regular business hours.



## Summary and Reflection

### YEAR 4 Updates (2025 - 2026)

Provide any edits or updates to the prompts originally documented in the Executive Summary section for Year 4.

Provide any edits or updates to the prompts originally documented in the Data Reflection section for Year 4.

Review Outcomes Report. Review the unit's outcomes assessment process for 2024 - 2025. Discuss connections to unit goals/action plans/resource requests.

Provide any edits or updates to the prompts originally documented in the Practice Reflection section for Year 4.

## Compliance

**Unit Goal:** Update curriculum based on industry trends; Met with advisory board and DCP sites to understand industry trends. Evaluate CAHIIM standards to ensure all areas are met. Added HEIT 136 and 225 to be offered starting in 2023-24 academic year.

**Goal Status:** Active

**Beginning Year:** 2022 - 2023

**Projected Completion Year:** 2025 - 2026

### Mapping

Mesa College Strategic Plan: Roadmap to Mesa2030: (X - Highlight the X to Align)

- **Completion - Objective 1:** Develop pathways that provide students with clarity about degree, certificate, and transfer requirements. (X)
- **Stewardship - Objective 3:** Increase student access and schedule efficiency by coordinating schedules among departments/disciplines (X)

Action Plans	Action Plan Update
<p><b>Action Plan Status:</b> Active</p> <p><b>Action Plan:</b> Actions:</p> <ol style="list-style-type: none"><li>1.Engaging industry and advisory board to assist with trendsetting</li><li>2.Evaluating external accreditation requirements to ensure compliance and accordance.</li></ol> <p><b>Action Plan Cycle:</b> 2022 - 2023, 2023 - 2024, 2024 - 2025, 2025 - 2026</p>	<p><b>Submission Date:</b> 11/22/2024</p> <p><b>Action Plan Update:</b> Added AI and other relevant content to courses including more guest speakers in response to industry trends. CAHIIM standards all met and submitted to the Annual Program Assessment Report (APAR) and have approval for this year. Evaluated effectiveness of HEIT 136 and 225.</p> <p><b>Update Year:</b> 2024 - 2025</p> <p><b>Action Plan Progress:</b> Completed</p>

## Professional Learning

**Unit Goal:** Increase faculty participation in professional development activities with a goal of each faculty member attending at least one professional conference per year, either in person or virtually. During faculty meetings, discuss conferences which align with faculty coursework and providing funding sources to attend and incorporate into classes being taught.

**Goal Status:** Active

**Beginning Year:** 2022 - 2023

**Projected Completion Year:** 2025 - 2026

### Mapping

Mesa College Strategic Plan: Roadmap to Mesa2030: (X - Highlight the X to Align)

- **Community - Objective 2:** Develop activities, spaces, and programs that support a sense of belonging with a focus on antiracism, historically minoritized groups, and inclusion. (X)
- **Scholarship - Objective 4:** Expand the use of innovative and high-quality teaching, learning, and support practices that achieve equitable outcomes

and increase student success (X)

Action Plans	Action Plan Update
<b>Action Plan Status:</b> Active <b>Action Plan:</b> Actions: 1.Faculty meeting directives on process for funding for professional development 2.Aligning special conferences with teaching assignments to ensure competency of faculty and provide maximum benefit to students.  <b>Action Plan Cycle:</b> 2022 - 2023, 2023 - 2024, 2024 - 2025, 2025 - 2026	<b>Submission Date:</b> 11/22/2024 <b>Action Plan Update:</b> Continuing to discuss in faculty meetings, especially with faculty who need specific training for courses they teach. <b>Update Year:</b> 2024 - 2025 <b>Action Plan Progress:</b> On Track

## RHIT Exam

**Unit Goal:** Increase participation in RHIT exam. Current attempt rate is approximately 10% of graduates; goal would be to increase to 25% by 2024. Program director meets with each student in last semester of program and provides early testing form and guidance for registering for the RHIT exam.

**Goal Status:** Active

**Beginning Year:** 2022 - 2023

**Projected Completion Year:** 2025 - 2026

## Mapping

Mesa College Strategic Plan: Roadmap to Mesa2030: (X - Highlight the X to Align)

- **Completion - Objective 3:** Design and promote programs and services that intentionally target a reduction in equity gaps in completion outcomes (X)
- **Pathways and Partnerships - Objective 3:** Increase community engagement, experiential learning, integrated career planning, and workforce training to prepare students for future careers (X)

Action Plans	Action Plan Update
<b>Action Plan Status:</b> Active <b>Action Plan:</b> Actions: 1.Meet with each student in last semester to facilitate test registration 2.Create HEIT marketing materials with wage information with and without certification  <b>Action Plan Cycle:</b> 2022 - 2023, 2023 - 2024, 2024 - 2025, 2025 - 2026	<b>Submission Date:</b> 11/22/2024 <b>Action Plan Update:</b> Received funding for students to take exam. Participation has increased but not yet at 25% goal. <b>Update Year:</b> 2024 - 2025 <b>Action Plan Progress:</b> On Track





# Program Review

Summary and Reflections with Unit Goals, Action Plans, and Updates

Instructional Program - History (HIST)

## Executive Summary

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**Describe the successes and challenges your unit has faced since the last comprehensive review.**

Discipline faculty have continued to work to improve instruction, student enrollment/retention, and to contribute to the function of Mesa College as a whole. Discipline faculty serve on many of the major committees on campus and are heavily involved in several aspects of equity and student success initiatives on campus. Program faculty have rallied to address the needs of students through the COVID years and to continue to develop, revise, and deliver quality discipline courses to students in various modalities to both serve the mission of the two-year college and the specific vision of Mesa College.

Challenges are multitudinous and not unique to this discipline. Weathering the transitions to, and out of, COVID protocols has had an overall damaging effect to the discipline. While faculty have worked to adapt courses to serve student needs through these transitions, the reality is that there are far fewer students in the past three years. As is true generally, enrollment has declined substantially over the past few years. The return to on-campus course offerings has been quite uneven. Even with a limited palette of live courses compared to pre-COVID numbers, enrollments have been soft overall. Anecdotally, student persistence and attendance in live courses has been noticeably poorer than in the pre-COVID classroom. Many classrooms sit empty for substantial portions of the day due to far fewer live courses in the discipline, department, school, and college overall. Online enrollment remains fairly strong, but challenges also have emerged in that modality (false enrollments, student retention patterns, etc.).

**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.**

No major changes to curriculum in the past cycle.

**If applicable, describe the impact of any new resources (human, fiscal, etc) on the unit and/or action plan implementation.**

No notable changes.

**If you assess OUTCOMES, please confirm that the outcomes have been reviewed for accuracy. If you do not assess Outcomes, skip this question.**

Reviewed & Accurate

**Related Documents for Charts and Graphs****Executive Summary Complete**

Yes

## Data Reflection

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**Trends observed in program/service area's data.****Enrollment:**

Looking at the data for the History discipline over the past four years, the following data emerge. Measuring per four terms (Summer, Fall, Intersession, Spring) each year, the following represents History enrollment data: 19/20: 3895; 20/21: 3552; 21/22: 3116; 22/23: 3454. Decline during the COVID period emerges, with a bit of a rebound during the past year, though not to pre-pandemic levels.

**Course Success Rates:**

Success rate data over the past three available years reflects a variable trending. In the 19/20 year, History courses saw a 68% success rate. For 20/21, the success rate increased to 71%. During the 21/22 year, the success rate dipped to 67%. The Mesa success rates over this span were 73%, 75%, and 73% respectively. While lower than the college success rates, the discipline data follows a similar variable trend to the overall college rate.

**Course Retention Rates:**

The Mesa retention rate averages for the three years were: 19/20: 84%; 20/21: 88%; 21/22: 87%. For the discipline, the numbers were identical each year to the college average: 19/20: 84%; 20/21: 88%; 21/22: 87%.

## Summary and Reflection

### Program GPA:

Over the three-year data window analyzed, the GPA for the History discipline was as follows: 19/20: 2.77; 20/21: 2.82; 21/22: 2.72. Comparatively, the Mesa overall GPAs were as follows: 19/20: 2.98; 20/21: 2.99; 21/22: 2.94. Again, the variability in these data follow a similar pattern at the discipline level compared to the college level.

### Program Learning Outcomes:

The most recent data available for measuring program learning outcomes come from the 2021-22 academic year, when the following were measured: Personal Action and Civic Responsibilities (measured across three courses), Global Awareness (measured across three courses), Communication (one course), and Critical Thinking (one course). The school target is a 70% Satisfactory rate minimum, with 75% and above being ideal. All measures exceeded the target as follows: Personal Action and Civic Responsibilities (93%); Global Awareness (89%); Communication (87%); and Critical Thinking (87%).

### Awards:

Over the past three measurable academic years, a total of 72 degrees have been awarded in the discipline. Of that number, 58 degrees were Associate of Arts for Transfer degrees, 12 Associate of Arts Degrees, and two (2) Liberal Arts and Sciences, Social and Behavioral Sciences History degrees. The yearly breakdown is as follows: 19/20: 29 (25 AA-T, 4 AA); 20/21: 19 (14 AA-T, 5 AA); 21/22: 24 (19 AA-T, 5 AA).

### **Describe any equity gaps in the data. Are there differences and/or patterns observed by demographics (e.g. race/ethnicity, gender, age, etc.)**

By viewing the History discipline data using the Equity Gap Analysis tool in the Data Dashboard, several trends emerge. Retention rates in History courses for Black (83.8%), Latinx (84.0%), and Native American (72.7% for 33 total students) students lag behind those for other subgroups, though are not far from the overall retention rate (86.3%). Success rates for the same three racial/ethnic groups reflect larger gaps compared to the overall success rate of 68.5% (Black 52.6%, Latinx 62.9%, Native American 51.5%). The overall calculation of the equity gap data reveals that Black students have a -6.7% gap, Latinx a -8.6% gap, and Native American students a -7.0% gap in History courses using the past three years student data. A focus on only the past four academic terms (Summer 21, Fall 21, Intersession 22, Spring 22) reveal related short-term trends. The equity gap for Black students was much larger in this short-term period (-19.0%), but it is fair to note that the student number was comparatively small to other groups. Native American enrollment in this period was too small to yield viable data. The Latinx gap actually shrank (-4.2%) compared to the three-year trend.

In terms of Age, equity gaps only proved disproportionate for one age group (18-24) over the three-year timespan, with a -3.6% equity gap. Other groups (especially under 18 and the 40-49 range) had highly positive equity gap numbers.

When looking at trends by DSPS status, DSPS recipients reflected a positive equity gap (4.9%), while non DSPS students had a -4.9% equity gap.

First generation students over the three-year span had a negative equity gap (-11.6%). Equity gaps by gender were negligible statistically, though students identifying as non-binary did have a -15.2 gap (based on 15 students over three years).

In terms of students earning degrees in the discipline, negative gaps over the past three years exist in terms of age (-12.4% 18-24; -1.2% 25-29), gender (-14.1% Female); and ethnicity (-6.8% Asian/Pacific Islander, -1.6% Native American, -0.8 Filipino, -3.3% Latinx). These gaps generally mirror those for the discipline nationally.

### **Related Documents for Charts and Graphs**

### **Describe the discussion(s) that took place about the unit's learning outcomes assessment data.**

The Social Science Outcomes Coordinator held a discussion of Outcomes before our department meeting. During that discussion, data were presented for each outcome and broken down by course number/description. Students are meeting (and often exceeding) expectations established for learning outcomes. Ongoing discussion about the appropriateness of learning outcomes and target data points ensued, with the decision to retain current outcomes targets for the next measurement cycle.

## Summary and Reflection

### Data Reflection Complete

Yes

## Practice Reflection

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### **Describe current practices your program/service area has engaged in that you believe impact the above data trends and equity gaps.**

We have undertaken a number of initiatives as History discipline faculty over the past few years to address equity gaps. Discipline faculty have all engaged in a variety of trainings, workshops, curricular revision discussions, and other initiatives designed to both identify and work to remedy equity gaps rooted in the intersections of race, ethnicity, gender, disability status, income, and other factors that impact our student body, particularly students who are impacted by multiple equity gap factors. All faculty work to consistently evaluate both instruction and assessment approaches to address the various needs of our students, as well as to reflect Mesa's commitment to equity and accessibility for all students.

In future semesters, a detailed analysis of equity gap data will be central to discipline discussions of solutions for closing (and then eliminating) equity gaps, focusing on discussions of curriculum, assessment methods, planning for development of future courses, and further engagement with student outreach. Discipline faculty have been active for years in outreach efforts on campus (tabling, Mesa Cruise, advertising courses on campus through digital boards, flyers, etc.) and will continue to engage in these efforts to connect to the diverse body of students on our campus.

### **What other factors (internal or external) might also impact the above data trends and equity gaps?**

As in any public-serving institution, changes (and proposed changes) in legislation, decisions made at the statewide level for both community colleges and the four-year systems we feed into, and, to put it bluntly, the availability of students who choose to enroll are all factors that impact the data trends and existing equity gaps. As the data show, certain student populations (for example Black and Native American student groups) enroll in very low numbers in our courses. A multitude of factors impact these trends (overall low student numbers, student choice to enroll in other disciplines that address the same transfer requirements, etc.). Much of this is beyond the purview or influence of discipline faculty. Recent legislative changes (such as the creation of the Area F designation) will undoubtedly have some impact on future enrollments in the discipline as some students gravitate to courses offered in other disciplines to fulfill the new requirement. Additionally, the History discipline has lost multiple veteran full-time faculty in the past five years, with most positions going unreplaced. This had hampered the ability of full-time faculty to more fully address some of the data trends. Additionally, due to scaling back of course offerings, several energetic and highly-regarded adjunct faculty members have departed due to lack of available courses.

### **Related Documents for Charts and Graphs**

### Practice Reflection Complete

Yes

## Mid-Cycle Updates

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### **YEAR 2 Updates (2023 - 2024)**

#### **Provide any edits or updates to the prompts originally documented in the Executive Summary section for Year 2.**

No edits of note. Not enough time has elapsed since prior cycle to compile usable data to compare to prior semesters. Anecdotally, student presence on campus seems stronger than the past few semesters.

#### **Provide any edits or updates to the prompts originally documented in the Data Reflection section for Year 2.**

Enrollment: As Fall 23 semester is still ongoing, there is not a method to compare enrollment data to prior academic terms (enrollment is still actively calculated and changing day-to-day, so no final data on enrollment is yet available).

Course Success Rates: 22/23 data in the discipline indicates a bounce-back to 71%. The overall Mesa success rate increased to 75%. History success rates for 22/23 therefore came closer to the college average compared to prior year statistics.

Course Retention Rates: 22/23 saw the college retention rate increase to 88%. For the History discipline, the 22/23 retention rate held at 87%.

Program GPA: The History discipline saw a notable increase in the 22/23 GPA (2.86). The prior year GPA was 2.71.



## Summary and Reflection

The overall college GPA increased slightly to 2.96. As with success rates, the History discipline GPA gap therefore closed compared to the 21/22 academic year.

Program Learning Outcomes data is being compiled presently. Data for the 23/24 cycle will be added in the program review process for the 24/25 update to this report.

Awards: 22/23: 20 degrees awarded (17 AA-T, 3 AA)

### Equity Gaps:

Retention rates for the most recent four semester cycle (SU22-SP23) indicate that Black (83.5%) and Latinx (86.9%) students in History courses have statistical gaps, though the Latinx gap in History is slightly better than the college average for Latinx students (86.8%). The same two subgroups show gaps in Success rates (55.9% and 67.0% respectively). The overall campus success rate stood at 74.6% during this academic year. The overall equity gap calculation reveals that Black (-16.0%) and Latinx (-6.0%) students in History courses continue to have notable equity gaps. Compared to the previous academic year data, the Black student gap closed slightly while the Latinx gap increased slightly.

Age gap data indicates positive equity data for students under 30. However, equity gaps for the 30-39 age group (-9.7%); 40-49 age group (-14.1%); and 50 plus (-24.2%) exist in the discipline. This is a notable shift, as older demographics have previously shown minimal or positive equity gaps. One possibility is the increased percentage of online courses requiring more older students to take online formats, though more data will be needed to make any determinations.

DSPS status continued to show a positive equity gap (3.0%) for DSPS recipients and a negative gap (-3.0%) for non-DSPS recipients. Both numbers have retreated toward equilibrium compared to prior long-term data.

The first-generation student equity gap increased compared to the prior report slightly (-15.0%). Equity gaps continued to be negligible based on gender identity.

In terms of students earning History degrees in the 22/23 academic year, negative gaps continued in terms of females (-21%) and Latinx (-19.0%). The only equity negative age group for this year was 30-39 (-8.0%). However, keeping in mind the relatively small sample size, not much can be made of this single year data.

Discussion of these issues among discipline faculty and more broadly in the Social Sciences department continue to focus on methods of closing and eventually eliminating equity gaps.

**Review Outcomes Report. Review the unit's outcomes assessment process for 2022 - 2023. Discuss connections to unit goals/action plans/resource requests.**

**Provide any edits or updates to the prompts originally documented in the Practice Reflection section for Year 2.**

As the prior program review happened only a few working months ago, the discussion in this area has not evolved significantly as of this report. The same topics raised continue to be under consideration. No substantial updates.

### YEAR 3 Updates (2024 - 2025)

**Provide any edits or updates to the prompts originally documented in the Executive Summary section for Year 3.**

Update to Successes and Challenges (24-25): The campus has seen some increased student activity and presence for the Fall term, and live discipline courses seem to be enrolling well. Performance and future trends in terms of live courses will be evaluated in coming cycles once data are available.

Update to Impact of New Resources on Unit (24-25): While there has been no change to the discipline faculty since the last report, there has been a transition in terms of leadership. Dean Pearl Ly departed Mesa over the summer, leading to the transition to acting Dean Linda Hensley. While the change has not had a notable impact on discipline operations, the presumptive hiring of a new permanent Dean in Spring 2025 likely will have some impact.

**Provide any edits or updates to the prompts originally documented in the Data Reflection section for Year 3.**

Discipline faculty, led by the DOC, engaged in an extensive discussion of learning outcomes results during the department meeting held in August 2024. In this meeting, data were analyzed and considered regarding PLO/CLO goals and student success rates. As discussed in the next section, students are highly successful in meeting PLO/CLO benchmarks as established by the discipline faculty. As always happens at each meeting, discussion was held to ensure that CLOs are appropriate, and that methods to collect data on student success in meeting CLOs continue to be appropriate and meaningful. The decision was made to maintain current CLOs and Benchmarks, as well as to continue to utilize the same data collection methods in use the prior cycle, as the data collected seems reflective of discipline goals.

## Summary and Reflection

Enrollment: Measuring across the four 23/24 terms (Summer 23, Fall 23, Intersession 24, Spring 24), History enrollment stood at 3,956, an increase of over 500 students from the 22/23 AY. This also exceeds the enrollment number pre-COVID in the discipline and is the highest available in the dashboard (since 2019). This also mirrors the increase in student enrollment overall at Mesa as recovery from the pandemic continues in an upward trend.

Course Success Rates: 70% for 23/24. This is a slight drop from the 71% the previous AY, but negligible, and still above the seven-year grand total reflected in the data dashboard. The overall Mesa success rate stood at 76% for 23/24.

Course Retention Rates: The discipline retention rate increased slightly to 88% for the 23/24 AY. Mesa had a 90% overall retention rate for 23/24.

Program GPA: College GPA stood at 2.95 for the 23/24 AY. For the discipline, the GPA dropped to 2.79, down from 2.86 the prior year. This still stands above the overall seven-year GPA average in the discipline (2.74).

Program Learning Outcomes: This is discussed more fully in the next section, but PLOs for the discipline indicate high degrees of student attainment of established benchmarks. Current data indicates PLO #1: Critical Thinking, at an 89.4% student success rate, PLO #2: Communication, at an 89.8% success rate, PLO #3: Personal Actions and Civic Responsibility, at a 92.0% success rate, and PLO #4: Global Awareness, at a 92.0% success rate.

Awards: A total of 16 degrees were awarded in the 23/24 (14 AA-T, 2 AA), down slightly from the 22/23 AY.

### Equity Gaps:

Retention rates for the most recent four semester cycle (SU23-SP24) indicate mostly negligible differences based on race/ethnicity, with only Native American (85.7%) and Latinx (86.7%) falling below the overall discipline retention rate (88.3%). Success rates, however, continue to show negative equity gaps for Black (-7.7%, or a 62.8% success rate), Latinx (-7.5%, or a 65.4% success rate), and Pacific Islander/Native Hawaiian (-29.0%, or a 41.2% success rate). It should be noted that the population for the last group is a very small sample size (17). The Black student success rate improved notably this cycle (62.8%, up from 55.9% in 22/23), while the Latinx student success rate declined slightly (65.4%, down from 67.0% in 22/23). Therefore, the Black student equity gap closed substantially compared to the prior academic year, while the Latinx gap increased at a smaller, but notable, rate.

Age gap data indicates a highly positive gap for those under 18 (mostly students enrolled in courses based in local high schools taught by discipline faculty). The only negative equity gap by age was the 40-49 age group (-10.5%).

Age equity gap data trended positively overall this AY, with the prior year gaps in the 30-39 and 50 plus age groups essentially closed compared to 22/23.

DSPS status continues the trend of a positive equity gap, though it grew substantially (10.4%, up from 3.0% the prior year). This shows a growing disparity between those receiving DSPS services and those who do not. Future trends will be analyzed carefully regarding this metric.

The first-generation student equity gap stood at -3.1% for 23/24, down significantly from the prior year analysis.

Gender identity gaps continue to be negligible, though a small negative gap emerges for Males (-3.9%).

In terms of students earning History degrees in 23/24, the dashboard does not display equity gap data (perhaps because the number of degrees is below 20), so comparison to prior year data is not possible.

Discussion of these issues among discipline faculty and more broadly in the Social Sciences department continue to focus on methods of closing and eventually eliminating equity gaps.

## **Review Outcomes Report. Review the unit's outcomes assessment process for 2023 - 2024. Discuss connections to unit goals/action plans/resource requests.**

Discipline is in the midst of collecting data for PLO/CLO goal attainment for all courses and outcomes. Data collection is proceeding on schedule and will be completed well within the established timelines. Data collection for 23-24 successfully completed and procession to 24-25 data collection initiated.

In reviewing the "CLO to PLO Success Data" section, the discipline is exceeding established criteria to measure student success across courses throughout the discipline. Current data indicates PLO #1: Critical Thinking, at an 89.4% student success rate, PLO #2: Communication, at an 89.8% success rate, PLO #3: Personal Actions and Civic Responsibility, at a 92.0% success rate, and PLO #4: Global Awareness, at a 92.0% success rate. All told, students in the discipline are succeeding in attaining CLO/PLO benchmarks at a highly successful rate.

These data connect to our Unit Goals and Action Plans in a variety of ways.

Unit Goal #1: increasing student success rates. As students succeed in attaining PLO goals in increasing rates (nearly 90% per current data), this will (hopefully) reflect increased course success rates as well. While not directly corollary, student achievement of CLO benchmarks is indicative of student capability to successfully attain overall course goals as well. Retaining students and encouraging them to view successes in attaining CLO benchmark

## Summary and Reflection

goals as a stepping stone to successful completion of overall courses with passing grades is a key area to be developed and emphasized toward meeting Unit Goal #1. One of the Unit Action Plans, which calls upon faculty to evaluate course design, assessment, and program goals with an intentionality to increase student success and attainment of educational goals, is certainly influenced by success rates on PLO/CLO attainment, as well as measures of student success in terms of completing courses successfully. Discipline faculty are continually assessing these data to determine the best methods moving forward to ensure increased student success rates and to reach equity goals as well.

Unit Goal #2: Connections are less clear here, as the only available CLO/PLO data rests on students who have enrolled in courses, rather than those who MIGHT enroll in courses offered that may better meet their needs, whether in terms of course content, course availability (days/times, formats, etc.).

Unit Goal #3: Again, connections are less clear between CLO/PLO data and this unit goal. High success rates may be indicative of student success in accessing course materials, though that does not determine correlation between affordability and student success. Without a clear availability of data sets delineating between those courses with low/no costs and those with costs for comparison, it would be difficult to determine any possible connections. Even then, variance in format, specific courses, and even instructors will also play a role in success rates, regardless of affordability.

Discipline faculty have opted not to submit any Resource Needs for this cycle, so they are not relevant at this time.

### **Provide any edits or updates to the prompts originally documented in the Practice Reflection section for Year 3.**

Describe Current Practices section (24-25): Discipline faculty continue to engage in various approaches to close equity gaps and to ensure that students have both access and success in our courses. Many of the aforementioned activities continue during this update period, with discipline faculty engaged in various aspects of student success and equity, with ongoing analysis of gap data to determine the best course forward to ensure equity across student demographics.

Other Factors (24-25): As noted in the initial section, continued changes at the state level to curriculum will undoubtedly impact discipline courses in years to come. The transition to CALGETC (merged transfer streams for CSUs and UCs) may result in the ultimate alteration or outright elimination of the CSU American Institutions requirement. This would almost certainly reduce enrollment in HIST 109 and 110, as well as the possibility of reduced enrollment in other courses that meet the AI requirements (HIST 123, HIST 150/151, for instance). Additionally, the incorporation of Area F into the district-level degrees is highly duplicative of the current multicultural requirement. Discussions are ongoing at the district level about the future of the local degrees, so at this time there is no concrete policy or plan in place. As with any outside changes, the discipline faculty will adjust to meet the needs of Mesa students and will deliver quality course content, but as many discipline courses are built to serve transfer requirements, alterations in these requirements will certainly alter the landscape for future course offerings. Discipline faculty continue to consider both alterations to existing courses and introduction of new courses to meet changing student needs.

### **YEAR 4 Updates (2025 - 2026)**

**Provide any edits or updates to the prompts originally documented in the Executive Summary section for Year 4.**

**Provide any edits or updates to the prompts originally documented in the Data Reflection section for Year 4.**

**Review Outcomes Report. Review the unit's outcomes assessment process for 2024 - 2025. Discuss connections to unit goals/action plans/resource requests.**

**Provide any edits or updates to the prompts originally documented in the Practice Reflection section for Year 4.**

Goal 1: Develop strategies to increase History enrollment and student success rates over the next three years.

Unit Goal: Goal 1: Develop strategies to increase History enrollment and student success rates over the next three years.

Goal Status: Active

Beginning Year: 2022 - 2023

Projected Completion Year: 2025 - 2026

Mapping

Mesa College Strategic Plan: Roadmap to Mesa2030: (X - Highlight the X to Align)

- **Completion - Objective 3:** Design and promote programs and services that intentionally target a reduction in equity gaps in completion outcomes (X)
- **Scholarship - Objective 2:** Evaluate and improve Diversity, Equity, and Inclusion practice in classroom environments, campus activities, departments, schools, and administrative units (X)
- **Scholarship - Objective 4:** Expand the use of innovative and high-quality teaching, learning, and support practices that achieve equitable outcomes and increase student success (X)

Action Plans	Action Plan Update
<p><b>Action Plan Status:</b> Active</p> <p><b>Action Plan:</b> Develop new methods for advertising courses and reaching students once enrolled at Mesa to attract more enrollees. Market courses with a more focused emphasis on issues of cultural diversity and connectivity to modern societal concerns.</p> <p><b>Action Plan Cycle:</b> 2022 - 2023, 2023 - 2024, 2024 - 2025, 2025 - 2026</p>	<p><b>Submission Date:</b> 12/02/2024</p> <p><b>Action Plan Update:</b> Enrollment trends indicate an uptick in discipline enrollment. However, it is unclear if this is due to overall increased enrollment at Mesa or any impact of faculty efforts to increase student enrollment. Student success rates as measured in CLO/PLO data is proceeding well, but course success rates are generally stagnant compared to prior year's data. Ongoing discussion of ways to augment student success continue, as well as methods to connect the success in student accomplishment of PLO/SLO benchmarks to increased student success in completion of courses with passing grades. ONGOING.</p> <p><b>Update Year:</b> 2024 - 2025</p> <p><b>Action Plan Progress:</b> On Track</p>
	<p><b>Submission Date:</b> 11/30/2023</p>

Action Plans	Action Plan Update
	<p><b>Action Plan Update:</b> Discipline faculty have worked to streamline course offerings with the goal of targeting student demand and demographics (class format, class content, etc.), including emphasizing course content related to DEI objectives of the college. This is viewed, in part, as a mechanism to produce course schedules that attract enrollees across semesters, leading to both consistency of offerings (students can rely on courses being consistently offered/offered in particular formats) and student word-of-mouth (perhaps the best way to “advertise” courses). Courses seeing increased enrollment, such as HIST 205, will see a slow rollout of sections to cater to student demand until an equilibrium point is reached. HIST 135 (History of Technology), a course created at the request of STEM department faculty, will be offered for the first time following the COVID shutdown. Faculty continue to evaluate student enrollment trends and collect information to determine the areas/courses students desire to bolster enrollment. Discussion of advertising strategies for classes in the discipline are ongoing, as well as better ways to inform students of the emphasis in the discipline on human diversity and the connective tissue between historical examination and modern societal concerns. Making these more explicit to students is under current consideration by discipline faculty.</p> <p><b>Update Year:</b> 2023 - 2024  <b>Action Plan Progress:</b> On Track</p>
<p><b>Action Plan Status:</b> Active  <b>Action Plan:</b> Faculty evaluation of course design, course assessment, and program goals with an intentionality to increase student success rates and attainment of educational goals.  <b>Action Plan Cycle:</b> 2022 - 2023, 2023 - 2024, 2024 - 2025, 2025 - 2026</p>	<p><b>Submission Date:</b> 12/02/2024  <b>Action Plan Update:</b> This is a topic on intensive consideration for discipline faculty. Continual consideration of efficacy of course design, course assessment strategies, and program goals is vital to increasing student retention and success rates. As noted in the data analysis section, there has been little movement in these data over the past two years. Discipline faculty are currently engaged in discussions and analysis of why that is and what can be done to foster greater student success in courses without sacrificing the core meanings and expectations for discipline courses. ONGOING  <b>Update Year:</b> 2024 - 2025  <b>Action Plan Progress:</b> On Track</p> <hr/> <p><b>Submission Date:</b> 11/30/2023  <b>Action Plan Update:</b> Faculty are continually self-reflexive about the design of History course offerings, continued evaluation of assessment of courses (both internally within courses and of the program more broadly), and the established goals of the program to target increasing student retention and success rates. The decision was made to continue with existing student learning outcomes and mechanisms for evaluating student success in discipline courses in the present evaluation cycle, with an eye toward evolving data/research (online student success rates and methodologies, for instance) to inform methods to foster student success rates and attainment of educational goals for this discipline. Faculty meetings (most recently at a mid-semester department meeting) feature discussions of course offerings to determine what all discipline faculty view as the course content factors which best foster student success, as well as the factors they see as limiting student success and retention in course offerings.</p>

Action Plans	Action Plan Update
	<b>Update Year:</b> 2023 - 2024 <b>Action Plan Progress:</b> On Track

**Goal 2: Evaluate and adapt course offerings in History to better serve student needs over the next three years.**

**Unit Goal:** Goal 2: Evaluate and adapt course offerings in History to better serve student needs over the next three years.

**Goal Status:** Active

**Beginning Year:** 2022 - 2023

**Projected Completion Year:** 2025 - 2026

### Mapping

Mesa College Strategic Plan: Roadmap to Mesa2030: (X - Highlight the X to Align)

- **Scholarship - Objective 2:** Evaluate and improve Diversity, Equity, and Inclusion practice in classroom environments, campus activities, departments, schools, and administrative units (X)
- **Scholarship - Objective 4:** Expand the use of innovative and high-quality teaching, learning, and support practices that achieve equitable outcomes and increase student success (X)

Action Plans	Action Plan Update
<b>Action Plan Status:</b> Active <b>Action Plan:</b> Examine the course outlines of current course offerings and consider the merits of changes (if appropriate) to those courses. <b>Action Plan Cycle:</b> 2022 - 2023, 2023 - 2024, 2024 - 2025, 2025 - 2026	<b>Submission Date:</b> 12/02/2024 <b>Action Plan Update:</b> Examination of both courses offered and formats offered continues. There is some indication that there is increasing student interest in face-to-face courses, though online courses continue to enroll strongly. The discipline has transitioned to a substantial number of short-term courses (8 and 12 week) in recent years, with student enrollment and success trends indicating that varied formats are popular and may contribute to increased student success. Analysis of these trends continues, as well as consideration of number of courses/types of courses offered to better serve changing student needs. ONGOING. <b>Update Year:</b> 2024 - 2025 <b>Action Plan Progress:</b> On Track
	<b>Submission Date:</b> 11/30/2023 <b>Action Plan Update:</b> This is an ongoing process. Primarily, as courses come due for six-year review, Mesa discipline faculty (in consultation with City and Miramar faculty in shared courses) will weigh changes to the outlines to adapt to changing student needs. One ongoing example is the review of HIST 123 done conjointly by faculty at City and Mesa. As part of the process, redefining and clarifying the California government aspects of the course outline was undertaken to better align with the requirements for the California Institutions requirement at the CSU-level. Courses during this program review cycle will continue to be vetted and adapted as appropriate. <b>Update Year:</b> 2023 - 2024



Action Plans	Action Plan Update
<b>Action Plan Status:</b> Active <b>Action Plan:</b> Consider the possibilities of creation of new courses/reimagining of past courses to address the needs of our diverse student population and to increase interest and enrollment in discipline courses. <b>Action Plan Cycle:</b> 2022 - 2023, 2023 - 2024, 2024 - 2025, 2025 - 2026	<b>Action Plan Progress:</b> On Track
	<b>Submission Date:</b> 12/02/2024 <b>Action Plan Update:</b> This continues to be in progress for discipline faculty. The long-planned Environmental History of the United States course will likely be launched in Spring 2025 to move through the curriculum process. One point of emphasis under discussion is ensuring that students are aware that current course offerings address issues relevant to student population at Mesa (diversity, connection to present concerns, utility of skills for broad application in various courses and careers, etc.) through better definition and "marketing" to students. There has been little discussion of additional new courses, though faculty continue to consider possibilities that both fit the mission of Mesa College and serve the needs of our student population. ONGOING <b>Update Year:</b> 2024 - 2025 <b>Action Plan Progress:</b> On Track
	<b>Submission Date:</b> 11/30/2023 <b>Action Plan Update:</b> Discipline faculty continue to consider these possibilities. Two recently created courses (HIST 135 and HIST 205) are still in the early stages of being offered and, based on student demand, will evolve in terms of sections offered, regularity of offering, and course content. American Environmental History, long in the planning stages, will be developed and begin working through the curriculum approval process in Spring 2024. Other course possibilities (both redeveloping past courses and creating new courses) is under persistent consideration by discipline faculty. <b>Update Year:</b> 2023 - 2024 <b>Action Plan Progress:</b> On Track

### Goal 3: Explore options to increase student accessibility and affordability for History course offerings over the next three years.

**Unit Goal:** Goal 3: Explore options to increase student accessibility and affordability for History course offerings over the next three years.

**Goal Status:** Active

**Beginning Year:** 2022 - 2023

**Projected Completion Year:** 2025 - 2026

#### Mapping

Mesa College Strategic Plan: Roadmap to Mesa2030: (X - Highlight the X to Align)

- **Scholarship - Objective 4:** Expand the use of innovative and high-quality teaching, learning, and support practices that achieve equitable outcomes and increase student success (X)
- **Scholarship - Objective 5:** Reduce costs associated with instructional materials to support the elimination of equity gaps (X)

Action Plans	Action Plan Update
<p><b>Action Plan Status:</b> Active</p> <p><b>Action Plan:</b> Collectively weigh the benefits and pitfalls of the ever-expanding vista of OER materials available in our discipline. Consider whether free/reduced cost course materials serve the needs of students and maintain the academic standards and rigor of the discipline.</p> <p><b>Action Plan Cycle:</b> 2022 - 2023, 2023 - 2024, 2024 - 2025, 2025 - 2026</p>	<p><b>Submission Date:</b> 12/02/2024</p> <p><b>Action Plan Update:</b> Faculty continually engage in discussion broadly about OER materials, as well as intensive analysis of individual courses faculty teach for course-specific OER possibilities. A substantial number of discipline courses now use OER materials, but limitations based on subject (some courses do not yet have viable OER materials) continue to exist. As courses undergo the six-year review process, discipline faculty work to locate and incorporate available quality OER materials as options for textbook and supplemental materials. All OER materials are carefully vetted before inclusion on CORs. ONGOING</p> <p><b>Update Year:</b> 2024 - 2025</p> <p><b>Action Plan Progress:</b> On Track</p>
	<p><b>Submission Date:</b> 11/30/2023</p> <p><b>Action Plan Update:</b> All discipline faculty are involved in examining the available OER resources, as well as new publisher-generated resources. Some discipline faculty use varying degrees of OER resources, with a number of individual courses in the core surveys (HIST 109/110, HIST 100/101) now being cost-free in terms of course materials. Discipline faculty have also been active in examining and reviewing publisher-generated resources (print and electronic) to determine quality and cost-benefit analysis of those materials. Discipline faculty share information on their individual findings and are engaged in broader disciplinary discussions about the future of OER resources and their development.</p> <p><b>Update Year:</b> 2023 - 2024</p> <p><b>Action Plan Progress:</b> On Track</p>
<p><b>Action Plan Status:</b> Active</p> <p><b>Action Plan:</b> Consider the access difficulties many of our students have to technology (computers, Internet access, printers, etc.) to help inform decisions for course design and material usages to ensure student accessibility and potential for success in discipline courses.</p> <p><b>Action Plan Cycle:</b> 2022 - 2023, 2023 - 2024, 2024 - 2025, 2025 - 2026</p>	<p><b>Submission Date:</b> 12/02/2024</p> <p><b>Action Plan Update:</b> While this is regarded as "On Track," the reality is that more data is needed to determine accessibility barriers our diverse student body faces, whether they be lack of a computer, lack of internet access, lack of skills to effectively use devices, access issues based on disability, or the multivalent additional factors at hand. It is too simple to assume that ease of online access=meeting student needs and fostering increased student success. Collecting this data beyond anecdotal discussion with students in discipline courses is necessary to make more informed choices. Unless the program writer missed these data, they do not seem to be readily available in the data dashboard (how to collect these data is a difficult question to answer). More information is needed to make useful headway on achieving this goal. ONGOING</p> <p><b>Update Year:</b> 2024 - 2025</p> <p><b>Action Plan Progress:</b> On Track</p>
	<p><b>Submission Date:</b> 11/30/2023</p>



Action Plans	Action Plan Update
	<p><b>Action Plan Update:</b> As with the consideration of OER resources, discipline faculty are engaged in discussions about the practicality and DEI-related issues surrounding student access to technology. OER resources, of course, require more persistent and consistent access to technology that many students still struggle to maintain for a plethora of reasons. Many students who do have technology access often are limited to a phone or small tablet, making performance using electronic resources difficult (reading online texts on phone screens, taking notes, and a multitude of other factors). There is no one-size-fits-all approach to this question, which necessitates further careful consideration of this issue.</p> <p><b>Update Year:</b> 2023 - 2024</p> <p><b>Action Plan Progress:</b> On Track</p>



# **Program Review**

Summary and Reflections with Unit Goals, Action Plans,  
and Updates

Instructional Program - Honors Program

## Executive Summary

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**Describe the successes and challenges your unit has faced since the last comprehensive review.**

Moved online through pandemic

Contract numbers and honors participation dropped during the pandemic-on par with district numbers

Opened eligibility to all course delivery modules (online asynchronous, short-term, online synchronous)

Honors Center re-opened with student staff, 4 days a week

Moved from Blackboard to Canvas-no more creation of Honors shells needed

New district-wide online honors contract enrollment through web portal implemented (all campuses on same system)-produced multiple technical challenges that are ongoing

Honors now offers choice of pay or flex for participation in honors-produced additional reporting duties

Included faculty in spring mixer which resulted in increased contracts

Employed 4 students as part of the honors team which created more managerial duties (3 of the students were Veteran workers which required coordination with the Veteran's Center.

Increased Honors visibility during the pandemic and post-pandemic through Instagram (increased numbers of followers by at least 200%).

Collaborated with Mesa Journeys to increase visibility of Honors IG page.

Continued to offer honors scholarship with the support of Alison Primoza.

**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.**

No more requisites for Honors contracts (i.e., all modalities of class instruction are eligible for an Honors contract except for summer, intercession, and non-transfer).

New web portal districtwide contract system was implemented to replace manual/paper contracts. Standardized across all colleges in the district. Implementation has been challenging and has had ongoing technical and coordination issues between all parties involved in the system. This did seem to help the program get back to pre-pandemic numbers despite continued lower enrollments across colleges.

**If applicable, describe the impact of any new resources (human, fiscal, etc) on the unit and/or action plan implementation.**

AFT's new option to get paid for honors contracts in lieu of flex credit. This resulted in additional communication to faculty, the creation of a form to collect data, and an additional last step of processing pay. This is the first semester so further changes are being assessed.

**If you assess OUTCOMES, please confirm that the outcomes have been reviewed for accuracy. If you do not assess Outcomes, skip this question.**

Reviewed & Accurate

**Related Documents for Charts and Graphs****Executive Summary Complete**

Yes

## Data Reflection

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**Trends observed in program/service area's data.**

Contract numbers increased. See preference for online and short-term modalities. Students are adjusting to returning to in-person. There is an opportunity to increase participation in Honors on-campus programming. UCLA TAP rates stayed consistent through the drop in overall college enrollment.

**Describe any equity gaps in the data. Are there differences and/or patterns observed by demographics (e.g.race/ethnicity, gender, age, etc.)**

Met and maintained college equity goals.

**Related Documents for Charts and Graphs**

## Summary and Reflection

**Describe the discussion(s) that took place about the unit's learning outcomes assessment data.**

N/A

**Data Reflection Complete**

Yes

## Practice Reflection

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**Describe current practices your program/service area has engaged in that you believe impact the above data trends and equity gaps.**

Opening the center on a full-time basis from Monday through Thursday. Maintaining an active social media page through Instagram. Hiring student workers and maintaining student-centered work culture. Opened up honors contracts to all transfer-level courses regardless of modality (i.e., online, short-term, etc).

**What other factors (internal or external) might also impact the above data trends and equity gaps?**

Not enough FTEF release time for coordination given the increase in duties. This hinders the growth in equity goals.

**Related Documents for Charts and Graphs**

**Practice Reflection Complete**

Yes

## Mid-Cycle Updates

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### YEAR 2 Updates (2023 - 2024)

**Provide any edits or updates to the prompts originally documented in the Executive Summary section for Year 2.**

Transitioned program from online operations to primarily on campus (K-108)

Contract numbers and honors participation increased since returning to campus operations

All course delivery modalities (online asynchronous, short-term, online synchronous) continued to be eligible for Honors

Honors Center (K-108) is open with coordinator and nance staff, 4 days a week

Created Honors canvas shell for Honors students and faculty.

Continued with District-wide online Honors contract enrollment through web portal - mitigating multiple technical challenges

Honors continues to collaborate with faculty on choice of pay or flex for participation in Honors contracts

Employed 1 student worker as part of the Honors in coordination with the Veteran's Center for Fall 2023 semester

Continued to increase Honors visibility through outreach: social media, campus events, class and department orientation, professional learning summits, orientations, and other Honors-related events

Continued collaboration with Mesa Journeys to increase visibility of Honors Program.

Continued to offer honors scholarship with the support of Alison Primoza.

Offered increase Honors related events to include: orientation, Honors Program completion workshop, UCLA Tap completion workshop, Columbia University site visit.

Hosted Inaugural Mesa Honors Program celebration event for program graduates

Expanded orientation and completion workshop modalities to include virtual attendance option to reduce inequity in access with Honors faculty and students

**Provide any edits or updates to the prompts originally documented in the Data Reflection section for Year 2.**

Honors contracts increased in SY 2023-2024 to approximately 325

Certified 19 UCLA TAP Applicants

Certified 14 UCI Honors to Honors Applicants

**Review Outcomes Report. Review the unit's outcomes assessment process for 2022 - 2023. Discuss connections to unit goals/action plans/resource requests.**

No updates

**Provide any edits or updates to the prompts originally documented in the Practice Reflection section for Year 2.**

Continuing to keep the center open on a full-time basis from Monday through Thursday. Maintaining an active social media page and canvas container. Hiring a student worker and a successfully trained nance employee.

Increased accessibility to honors contracts to all transfer-level courses regardless of modality (i.e., online, short-

## Summary and Reflection

term, etc). Robust orientation and completion workshop series across modalities increased program engagement for faculty and students.

Increased FTEF release time for coordinators supported the increase in duties. This supported the growth of the program and program access while reducing equity gaps.

### YEAR 3 Updates (2024 - 2025)

**Provide any edits or updates to the prompts originally documented in the Executive Summary section for Year 3.**

Continue to provide program primarily on campus (K-108)

Contract numbers and honors participation continue to increase due to visibility on campus.

All course delivery modalities (online asynchronous, short-term, online synchronous) continue to be eligible for Honors

Honors Center (K-108) is open with coordinator and nance staff, 4 days a week

Increase utilization of Honors canvas shell for Honors students and faculty.

Continue with District-wide online Honors contract enrollment through web portal – troubleshooting and suggesting solutions for technical challenges

Honors program continues to collaborate with faculty on choice of pay or flex for participation in Honors contracts

Continue to increase Honors visibility through outreach: social media, campus events, class and department orientation, professional learning summits, orientations, and other Honors-related events

Increased transfer awareness and process through university presentations: Columbia University, UC Irvine, and UCLA.

Continue to collaborate with Mesa Journeys to increase visibility of Honors Program.

Continue to offer honors scholarship with the support of Alison Primoza.

Continue to offer Honors related events to include: orientation, Honors Program completion workshop, UCLA Tap completion workshop, UC Irvine Honors to Honors transfer workshop, Columbia University transfer work.

Increased utilization of Honors Center (K-108) by hosting various learning community events, displaying of Honors student work, Honors Club and Phi Theta Kappa meeting locations, and building student centered culture and community.

Continue to expand orientation and completion workshop modalities to include virtual attendance option to reduce inequity in access with Honors faculty and students

Continue to build campus partnerships with faculty partners, learning communities, and student services.

**Provide any edits or updates to the prompts originally documented in the Data Reflection section for Year 3.**

Honors contracts increased in SY 2024-2025 to over 500

**Review Outcomes Report. Review the unit's outcomes assessment process for 2023 - 2024. Discuss connections to unit goals/action plans/resource requests.**

No updates

**Provide any edits or updates to the prompts originally documented in the Practice Reflection section for Year 3.**

no updates

### YEAR 4 Updates (2025 - 2026)

**Provide any edits or updates to the prompts originally documented in the Executive Summary section for Year 4.**

**Provide any edits or updates to the prompts originally documented in the Data Reflection section for Year 4.**

**Review Outcomes Report. Review the unit's outcomes assessment process for 2024 - 2025. Discuss connections to unit goals/action plans/resource requests.**

**Provide any edits or updates to the prompts originally documented in the Practice Reflection section for Year 4.**

## Goal 1: Increase FTEF release time for coordinators.

**Unit Goal:** Goal 1: Increase FTEF release time for coordinators.

**Goal Status:** Completed

**Beginning Year:** 2022 - 2023

**Projected Completion Year:** 2025 - 2026

### Mapping

Mesa College Strategic Plan: Roadmap to Mesa2030: (X - Highlight the X to Align)

- **Community - Objective 1:** Use technology to improve communication and accessibility across campus. (X)
- **Community - Objective 2:** Develop activities, spaces, and programs that support a sense of belonging with a focus on antiracism, historically minoritized groups, and inclusion. (X)
- **Community - Objective 3:** Build a culture of communication that is evidence based, race conscious, institutionally focused, systemically aware, and equity advancing (X)
- **Community - Objective 4:** Remove barriers to equitable participation by developing, incentivizing and creating structures for all employees to engage in and design professional learning (X)
- **Community - Objective 5:** Increase opportunities to be an asset and resource to the external community (X)
- **Completion - Objective 1:** Develop pathways that provide students with clarity about degree, certificate, and transfer requirements. (X)
- **Completion - Objective 2:** Develop cross - functional teams that support student success and include integrated career and transfer counseling. (X)
- **Completion - Objective 3:** Design and promote programs and services that intentionally target a reduction in equity gaps in completion outcomes (X)
- **Completion - Objective 4:** Support students' access to resources to mitigate the impact caused by technological and basic needs insecurity (X)
- **Pathways and Partnerships - Objective 1:** Develop and implement frameworks to create communities that can provide more targeted delivery of educational resources and support services. (X)
- **Pathways and Partnerships - Objective 3:** Increase community engagement, experiential learning, integrated career planning, and workforce training to prepare students for future careers (X)
- **Pathways and Partnerships - Objective 5:** Develop and implement technologies, including website redesign, that will make pathways information available to students so that they can effectively utilize this information in their educational and career planning (X)
- **Scholarship - Objective 1:** Expand and prioritize professional learning experiences for all employees that create parity in outcomes across racial/ethnic groups and all disproportionately impacted groups (X)
- **Scholarship - Objective 2:** Evaluate and improve Diversity, Equity, and Inclusion practice in classroom environments, campus activities, departments, schools, and administrative units (X)
- **Scholarship - Objective 4:** Expand the use of innovative and high-quality teaching, learning, and support practices that achieve equitable outcomes and increase student success (X)

- **Scholarship - Objective 5:** Reduce costs associated with instructional materials to support the elimination of equity gaps (X)
- **Stewardship - Objective 3:** Increase student access and schedule efficiency by coordinating schedules among departments/disciplines (X)
- **Stewardship - Objective 4:** Establish a college-wide practice and schedule that addresses routine maintenance and renewal of equipment, facilities and technology to ensure access to adequate resources and better serve students (X)
- **Stewardship - Objective 5:** Increase campus understanding, communication of and transparency in budget and resource allocation (X)
- **Stewardship - Objective 6:** Develop a proactive hiring plan that includes a review of advertising, screening, and interviewing with a goal of establishing a diverse and competent workforce that is reflective of the student population and the local community (X)

Action Plans	Action Plan Update
<b>Action Plan Status:</b> Active <b>Action Plan:</b> Collaborate with campus partners to locate additional funding sources for Honors Coordinators. <b>Action Plan Cycle:</b> 2022 - 2023	<b>Submission Date:</b> 11/20/2024 <b>Action Plan Update:</b> Additional funding source secured by 2023/2024 through Equity at .2 FTE total. <b>Update Year:</b> 2023 - 2024 <b>Action Plan Progress:</b> Completed

## Goal 2: Maintain 4 student works and student-centered culture.

**Unit Goal:** Goal 2: Maintain 4 student works and student-centered culture.

**Goal Status:** Active

**Beginning Year:** 2022 - 2023

**Projected Completion Year:** 2025 - 2026

### Mapping

Mesa College Strategic Plan: Roadmap to Mesa2030: (X - Highlight the X to Align)

- **Community - Objective 1:** Use technology to improve communication and accessibility across campus. (X)
- **Community - Objective 2:** Develop activities, spaces, and programs that support a sense of belonging with a focus on antiracism, historically minoritized groups, and inclusion. (X)
- **Community - Objective 3:** Build a culture of communication that is evidence based, race conscious, institutionally focused, systemically aware, and equity advancing (X)
- **Community - Objective 4:** Remove barriers to equitable participation by developing, incentivizing and creating structures for all employees to engage in and design professional learning (X)
- **Community - Objective 5:** Increase opportunities to be an asset and resource to the external community (X)
- **Completion - Objective 2:** Develop cross - functional teams that support student success and include integrated career and transfer counseling. (X)
- **Completion - Objective 3:** Design and promote programs and services that intentionally target a reduction in equity gaps in completion outcomes (X)
- **Completion - Objective 4:** Support students' access to resources to mitigate the impact caused by technological and basic needs insecurity (X)

- **Pathways and Partnerships - Objective 1:** Develop and implement frameworks to create communities that can provide more targeted delivery of educational resources and support services. (X)
- **Pathways and Partnerships - Objective 3:** Increase community engagement, experiential learning, integrated career planning, and workforce training to prepare students for future careers (X)
- **Scholarship - Objective 2:** Evaluate and improve Diversity, Equity, and Inclusion practice in classroom environments, campus activities, departments, schools, and administrative units (X)
- **Scholarship - Objective 5:** Reduce costs associated with instructional materials to support the elimination of equity gaps (X)

Action Plans	Action Plan Update
<b>Action Plan Status:</b> Active <b>Action Plan:</b> Partner with Honors faculty and students to display Honors projects in the Honors Center. <b>Action Plan Cycle:</b> 2024 - 2025, 2025 - 2026	

### Goal 3: Increase on-campus honors programming in Honors Center for both students and faculty.

**Unit Goal:** Goal 3: Increase on-campus honors programming in Honors Center for both students and faculty.

**Goal Status:** Active

**Beginning Year:** 2022 - 2023

**Projected Completion Year:** 2025 - 2026

#### Mapping

Mesa College Strategic Plan: Roadmap to Mesa2030: (X - Highlight the X to Align)

- **Community - Objective 1:** Use technology to improve communication and accessibility across campus. (X)
- **Community - Objective 2:** Develop activities, spaces, and programs that support a sense of belonging with a focus on antiracism, historically minoritized groups, and inclusion. (X)
- **Community - Objective 3:** Build a culture of communication that is evidence based, race conscious, institutionally focused, systemically aware, and equity advancing (X)
- **Community - Objective 4:** Remove barriers to equitable participation by developing, incentivizing and creating structures for all employees to engage in and design professional learning (X)
- **Community - Objective 5:** Increase opportunities to be an asset and resource to the external community (X)
- **Completion - Objective 1:** Develop pathways that provide students with clarity about degree, certificate, and transfer requirements. (X)
- **Completion - Objective 2:** Develop cross - functional teams that support student success and include integrated career and transfer counseling. (X)
- **Completion - Objective 3:** Design and promote programs and services that intentionally target a reduction in equity gaps in completion outcomes (X)
- **Completion - Objective 4:** Support students' access to resources to mitigate the impact caused by technological and basic needs insecurity (X)



- **Pathways and Partnerships - Objective 1:** Develop and implement frameworks to create communities that can provide more targeted delivery of educational resources and support services. (X)
- **Pathways and Partnerships - Objective 3:** Increase community engagement, experiential learning, integrated career planning, and workforce training to prepare students for future careers (X)
- **Pathways and Partnerships - Objective 5:** Develop and implement technologies, including website redesign, that will make pathways information available to students so that they can effectively utilize this information in their educational and career planning (X)
- **Scholarship - Objective 1:** Expand and prioritize professional learning experiences for all employees that create parity in outcomes across racial/ethnic groups and all disproportionately impacted groups (X)
- **Scholarship - Objective 2:** Evaluate and improve Diversity, Equity, and Inclusion practice in classroom environments, campus activities, departments, schools, and administrative units (X)
- **Scholarship - Objective 5:** Reduce costs associated with instructional materials to support the elimination of equity gaps (X)

Action Plans	Action Plan Update
<p><b>Action Plan Status:</b> Active</p> <p><b>Action Plan:</b> Offer Honors related events to include: orientation, Honors Program completion workshop, UCLA Tap completion workshop, UC Irvine Honors to Honors transfer workshop, Columbia University transfer workshop.</p> <p>Increase utilization of Honors Center (K-108) by hosting various learning community events, displaying of Honors student work, Honors Club and Phi Theta Kappa meeting locations, and building student centered culture and community.</p> <p><b>Action Plan Cycle:</b> 2024 - 2025, 2025 - 2026</p>	



# **Program Review**

Summary and Reflections with Unit Goals, Action Plans,  
and Updates

Instructional Program - Hospitality (HOSP)

## Executive Summary

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**Describe the successes and challenges your unit has faced since the last comprehensive review.**

Covid-19 had an astronomical impact on our industry, in ways we are still researching. With that said the interest and excitement the students have for what is to come shows the resiliency of the industry and our program. Being a small program, the modality of our courses posed issues. Choosing to remain asynchronous was successful for our working students trying to get back on their feet, but caused significant changes to the 2022-2023 program review cycle. We are still hoping to be more adaptive, but require the college IT to equip the classroom with proper hyflex technology.

At the beginning of the pandemic when the hospitality industry was shuttered, we saw a staggering number of new students flood our program, to build their resumes during the downtime, that said as the industry opened we saw the opposite impact on the decline of students and success rates. We also, based on advisory board feedback, decided to convert 90% of our program to hybrid requiring students to come back to campus to complete our program. We know this was the correct decision but students left the San Diego area, applied for jobs with open availabilities, and adapted their lives to a 100% asynchronous program, with that said we saw a loss of students due to this decision. Without the technology to teach in a hyflex modality, we think we will continue to see students who cannot excel personally in our modality. We hope in the future BT-215 can be equipped with adequate hyflex technology.

On a more positive note, we saw an increase in salary by \$4.00 an hour since the last program review cycle and a stable job market. This is fantastic for our graduating population but concerning for future enrollments.

In the last year, we have seen increasing excitement from employers about an AS degree and many employers are removing BS requirements from job postings.

The San Diego Tourism Industry Research states an increase in average daily rates, occupancy percentages, transient occupancy tax, and event participation. This establishes an increase in tourism since the last program review cycle and in turn a stable job market.

**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.**

We had a comprehensive curriculum change before Covid-19 that was disrupted by the pandemic. Our program successfully changed many of our classes to Hybrid to create an industry-focused schedule for our students. With hybrid classes, we could schedule our courses now on Monday and Tuesday from 9:00 AM – 5:30 PM creating open availability for students to work in the industry Wednesday – Sunday based on advisory board comments.

We were able to implement this schedule for one semester before the pandemic, this is our third term with this modality. We have seen an increase in students adding courses the first week and an increase in our enrollment numbers in the Spring of 2023, no classes were canceled and we feel that this schedule modality is a reason for this success. We will continue to monitor this modality and consider future curriculum changes after more data is gathered.

**If applicable, describe the impact of any new resources (human, fiscal, etc) on the unit and/or action plan implementation.**

We received funding from SWF to create a lounge space in BT 215. The purpose of the space was twofold. First, to create a VIP area of our classroom for our employers and classroom guests. We have had Viejas, Hyatt, Marriott, San Diego Zoo, SeaWorld, KOA, San Diego State, and the University of Redlands since the lounge was created. Providing a VIP hospitality experience to our guests just shows our students and community the rigor that we take aligning our classroom with real-world experiences. Second, it has created a community space for students and faculty. We consistently see students using the space before and after class.

**If you assess OUTCOMES, please confirm that the outcomes have been reviewed for accuracy. If you do not assess Outcomes, skip this question.**

Reviewed & Accurate

## Summary and Reflection

### Related Documents for Charts and Graphs

#### Executive Summary Complete

Yes

## Data Reflection

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#### Trends observed in program/service area's data.

Legend: HOSP/CAMPUS

2021/2022 – 175 Students

Wage: \$23.00

23 graduates from 2020-Present

Degree Efficiency:

Years: 5.5/4.2

Terms: 10.1/7.8

Units: 103/97

Success Rate:

Overall: 71.8/73.1

Success Rates to Note:

Black/African American: Retention Rate – 83.9, Success Rate: 52.7

Latinx: Retention Rate - 86.8. Success Rate: 69.9

30-39: Retention Rate - 86.9, Success Rate - 65.5

Male: Retention Rate - 87.1, Success Rate – 65

Less than 6 Units: Retention Rate – 81.9, Success Rate 67.7

First Time Student: Retention Rate - 87.2, Success Rate 56.6

Educational Goal:

BS: 50.9/53.6

AS: 19.6/10.3

Skills: 14.1/5.8

Student Status:

SDCCD

Part-time: 68/78.5

Full-time: 35.4/36

Student Status

MESA

Part-time: 74.2/92.2

Full-time: 30.2/17.9

Units:

.5-5.9: 31.6/63.7

## Summary and Reflection

6-11.9: 49.1/41.9  
12-14.9: 22.7/14.0  
15+: 9.6/6.2

\*If <2% from campus, data not recorded.

**Describe any equity gaps in the data. Are there differences and/or patterns observed by demographics (e.g.race/ethnicity, gender, age, etc.)**

Gender:

.7 – Non-Binary  
40.2/42.8 – Male  
58.8/56.1 – Female

Ethnicity:

African American/Black: 6.2/6.5  
Asian: 4.5/10.6  
Filipino: 7.2/4.6  
Latinx: 36.1/38.4  
White: 32.0/30.0  
Multi-Ethnicity: 7.9/7.6

Age:

Under 18: .7/8.4  
18-24: 54.3/56  
25-29: 14.1/16.8  
30-39: 22/13.8  
40-49: 6.9/4.8  
50+: 2.7/3.6

First Generation:

Yes: 31.6/27.1  
No: 57.4/61.7

\*If <2% from campus, data not recorded.

## Related Documents for Charts and Graphs

**Describe the discussion(s) that took place about the unit's learning outcomes assessment data.**

After looking at our department outcomes we have decided to consolidate our outcomes for the following classes. HOSP 101, 102, 111,115,130.

The rest of our class roster was completely revamped in 2018 when our program awards were changed to Hospitality Management from Event and Hotel Management.

Our advisory board requests we add more digital content to our classes. HOSP 190, 121, and 112 which we are currently being adapted.

HOSP 190 has added a digital live event as a final project.  
HOSP 121 has added an extensive digital marketing component to the Final Marketing Plan.  
HOSP 112 now requires the hotel and resort concept - final project be presented as a website.

## Data Reflection Complete

Yes

## Summary and Reflection

### Practice Reflection

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#### **Describe current practices your program/service area has engaged in that you believe impact the above data trends and equity gaps.**

We are requesting funding for a digital conference focusing on DEI in hospitality education. All HOSP faculty have shown interest in attending. Our focus will be on our class offerings, syllabus, and our data reflection above.

After completion of the digital conference faculty will be certified hospitality educators which will align with our focus on industry standards, the certification is through the American Hotel and Lodging Association.

Reactions from data reflection include:

Years of completion – 5.5 years

Struggling Student Populations:

First-time students  
Students aged 30-39  
Latinx  
Black/African American  
Male  
Asian

Program Trends:

BS to Transfer: 50.9% of students  
Enrolled for skills: 14% of students  
AS Only: 19.6% - HOSP 111,112,115,121,152,162,166,190  
Aged 30-39 is 8% higher than the campus

#### **What other factors (internal or external) might also impact the above data trends and equity gaps?**

Outreach Factors:

We have focused on high school recruitment this year by going to the SDUSD hospitality high school event. In 2024 we did not see any successes from this recruitment effort, the amount of time and energy spent needs to be rethought.

Strong Work Force will be launching a marketing campaign for the hospitality department, starting in the fall of 2023. In 2024, no new student has mentioned the ad campaign, so it is hard to gauge the success. We hope to see a larger impact in 2025.

Internal Department Factors:

We have dedicated time during prep week to have a hospitality department open house to create community, answer questions, and be sure students are properly enrolled in classes.

We have also dedicated similar time to the last week of each semester to offer extra credit for reviewing students' education plans.

We have seen success during these events that we hopefully link to data reflection.

#### **Related Documents for Charts and Graphs**

#### **Practice Reflection Complete**

Yes

## Summary and Reflection

### Mid-Cycle Updates

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#### **YEAR 2 Updates (2023 - 2024)**

**Provide any edits or updates to the prompts originally documented in the Executive Summary section for Year 2.**  
With advisory board support we have made two curriculum updates since our Executive Summary was written.

As a department in an outcomes assessment meeting we determined that our Hospitality Human Resources class was not a relevant course due to duplicate information being taught in Hospitality Law and Strategic Leadership this two credit course was removed from the catalog in November of 2024 after a successful curriculum process. We are currently working with District Curriculum to create a streamline process for students applying for graduation.

We have also decided to change the focus of Special Events Management and Consulting to broaden the context of the class. After our last Advisory Board Meeting, our members spoke about entry level industry professionals lacking the skills to critically think through real life issues impacting the industry. With this information we updated the curriculum and changed the name of the class to Operations Management and Consulting. This class will allow students to "consult" with real employers in San Diego Hospitality and help them with real problems they are having. We already have the San Diego Convention Center, Estancia Hotel, Evans Hotels, Hotel del Coronado, Trust Restaurant Group and Artistic Florals and Events lined up to be "clients" for Spring of 2025. This course will serve two purposes, one to introduce students to issues these major hospitality players are facing in the industry today and two, introduce the employers to our student's amazing critical thinking skills. This change was made to the catalog in November of 2024.

**Provide any edits or updates to the prompts originally documented in the Data Reflection section for Year 2.**  
Please see the 2024 comments in the Data Reflection section

**Review Outcomes Report. Review the unit's outcomes assessment process for 2022 - 2023. Discuss connections to unit goals/action plans/resource requests.**

We have since streamlined our outcomes for HOSP 101, 102, 111, 115 and 130 to include five outcomes for each course.

**Provide any edits or updates to the prompts originally documented in the Practice Reflection section for Year 2.**  
N/A

#### **YEAR 3 Updates (2024 - 2025)**

**Provide any edits or updates to the prompts originally documented in the Executive Summary section for Year 3.**  
This will be the first semester that we will no longer offer HOSP 152 and the updates to HOSP 166 based on the conversation in Year 2 has been completed. Patrick Higgins will be teaching the class and has five employers lined up for Spring 2025 to "consult". The class has a solid attendance as of 1/1/25 and we look forward to offering and modifying the class in the next few years. This class replicates a course that SDSU Payne School offers and we hope that the industry will see the value of Mesa students in the community based on their critical thinking skills that will be shown in this class.

**Provide any edits or updates to the prompts originally documented in the Data Reflection section for Year 3.**  
Please see 2025 comments in the Data Reflection section.

**Review Outcomes Report. Review the unit's outcomes assessment process for 2023 - 2024. Discuss connections to unit goals/action plans/resource requests.**

We have reviewed HOSP 130 and HOSP 190 in Fall of 2024. We have two classes each semester until the cycle is completed.

**Provide any edits or updates to the prompts originally documented in the Practice Reflection section for Year 3.**  
N/A

#### **YEAR 4 Updates (2025 - 2026)**

**Provide any edits or updates to the prompts originally documented in the Executive Summary section for Year 4.**

**Provide any edits or updates to the prompts originally documented in the Data Reflection section for Year 4.**

## Summary and Reflection

**Review Outcomes Report.** Review the unit's outcomes assessment process for 2024 - 2025. Discuss connections to unit goals/action plans/resource requests.

**Provide any edits or updates to the prompts originally documented in the Practice Reflection section for Year 4.**



## Goal 1: Department Clinics for Students

**Unit Goal:** Goal 1: Department Clinics for Students - Updates made in 2024

**Goal Status:** Active

**Beginning Year:** 2022 - 2023

**Projected Completion Year:** 2024 - 2025

### Mapping

Mesa College Strategic Plan: Roadmap to Mesa2030: (X - Highlight the X to Align)

- **Community - Objective 1:** Use technology to improve communication and accessibility across campus. (X)
- **Community - Objective 2:** Develop activities, spaces, and programs that support a sense of belonging with a focus on antiracism, historically minoritized groups, and inclusion. (X)
- **Community - Objective 3:** Build a culture of communication that is evidence based, race conscious, institutionally focused, systemically aware, and equity advancing (X)
- **Community - Objective 4:** Remove barriers to equitable participation by developing, incentivizing and creating structures for all employees to engage in and design professional learning (X)
- **Community - Objective 5:** Increase opportunities to be an asset and resource to the external community (X)
- **Stewardship - Objective 1:** In collaboration with students, develop a climate action plan aligned with state and city goals that includes a timeline to reduce Mesa College's carbon footprint, focuses on climate literacy and student action, and mitigates Mesa's impact on climate change (X)
- **Stewardship - Objective 2:** Support processes and initiatives that prioritize environmental sustainability and reduce Mesa College's impact on climate change (X)
- **Stewardship - Objective 3:** Increase student access and schedule efficiency by coordinating schedules among departments/disciplines (X)
- **Stewardship - Objective 4:** Establish a college-wide practice and schedule that addresses routine maintenance and renewal of equipment, facilities and technology to ensure access to adequate resources and better serve students (X)
- **Stewardship - Objective 5:** Increase campus understanding, communication of and transparency in budget and resource allocation (X)
- **Stewardship - Objective 6:** Develop a proactive hiring plan that includes a review of advertising, screening, and interviewing with a goal of establishing a diverse and competent workforce that is reflective of the student population and the local community (X)

Action Plans	Action Plan Update
Action Plan Status: Active	Submission Date: 01/16/2024

Action Plans	Action Plan Update
<p><b>Action Plan:</b> Semester-long clinics that provide hands-on industry activities presented by industry professionals or faculty. (i.e. Resume workshops by Hyatt Hotel Recruiter or Floral Design Seminar by Adjunct Faculty).</p> <p><b>Action Plan Cycle:</b> 2022 - 2023, 2023 - 2024, 2024 - 2025, 2025 - 2026</p>	<p><b>Action Plan Update:</b> Semester calendar was developed in 2024. We currently have had the following clinics and networking events.</p> <p>Women in Tourism and Hospitality - Empower Hour (3 separate events)  Hyatt Hotel Spotlight - Mock interviews, hiring fair and corporate culture conversation  Evans Hotel Spotlight - Mock interviews, hiring fair and corporate culture conversation  Hilton/Hotel del Coronado Spotlight (12/9/24) - Mock interviews, hiring fair and corporate culture conversation  San Diego Airport Tour - Campus Networking with various departments  San Diego Convention Center Tour - Industry Networking  San Diego Zoo Tour - Industry Networking  Women in Tourism and Hospitality Conference</p> <p>Campus Events:  Spirit of Mesa - Foundation Event  Golden Scissors Fashion Show  Taste of Mesa</p> <p><b>Update Year:</b> 2024 - 2025  <b>Action Plan Progress:</b> On Track</p>
<p><b>Action Plan Status:</b> Active</p> <p><b>Action Plan:</b> Request SWF funding for materials for various clinics.</p> <p><b>Action Plan Cycle:</b> 2022 - 2023, 2023 - 2024, 2024 - 2025, 2025 - 2026</p>	<p><b>Submission Date:</b> 01/16/2024</p> <p><b>Action Plan Update:</b> Will request funds in SP 24</p> <p><b>Update Year:</b> 2024 - 2025  <b>Action Plan Progress:</b> On Track</p>

## Goal 2: Certificate of Performance (Hotel, F&B, Events and Wellness)

**Unit Goal:** Goal 2: Culinary Event Operations Certificate

**Goal Status:** Active

**Beginning Year:** 2022 - 2023

**Projected Completion Year:** 2025 - 2026

### Mapping

Mesa College Strategic Plan: Roadmap to Mesa2030: (X - Highlight the X to Align)

- **Completion - Objective 1:** Develop pathways that provide students with clarity about degree, certificate, and transfer requirements. (X)
- **Completion - Objective 2:** Develop cross - functional teams that support student success and include integrated career and transfer counseling. (X)
- **Completion - Objective 3:** Design and promote programs and services that intentionally target a reduction in equity gaps in completion outcomes (X)

- **Completion - Objective 4:** Support students' access to resources to mitigate the impact caused by technological and basic needs insecurity (X)
- **Stewardship - Objective 1:** In collaboration with students, develop a climate action plan aligned with state and city goals that includes a timeline to reduce Mesa College's carbon footprint, focuses on climate literacy and student action, and mitigates Mesa's impact on climate change (X)
- **Stewardship - Objective 2:** Support processes and initiatives that prioritize environmental sustainability and reduce Mesa College's impact on climate change (X)
- **Stewardship - Objective 3:** Increase student access and schedule efficiency by coordinating schedules among departments/disciplines (X)
- **Stewardship - Objective 4:** Establish a college-wide practice and schedule that addresses routine maintenance and renewal of equipment, facilities and technology to ensure access to adequate resources and better serve students (X)
- **Stewardship - Objective 5:** Increase campus understanding, communication of and transparency in budget and resource allocation (X)
- **Stewardship - Objective 6:** Develop a proactive hiring plan that includes a review of advertising, screening, and interviewing with a goal of establishing a diverse and competent workforce that is reflective of the student population and the local community (X)

Action Plans	Action Plan Update
<b>Action Plan Status:</b> Active <b>Action Plan:</b> Create a new curriculum for a new HOSP Certificate of Achievement focusing on catering and event food and beverage operations. <b>Action Plan Cycle:</b> 2022 - 2023, 2023 - 2024, 2024 - 2025, 2025 - 2026	<b>Submission Date:</b> 01/16/2024 <b>Action Plan Update:</b> We have decided to shift our certificate changes to hospitality courses only, due to advisory board recommendations and FERM 130 changes. <b>Update Year:</b> 2024 - 2025 <b>Action Plan Progress:</b> Barriers Encountered
<b>Action Plan Status:</b> Active <b>Action Plan:</b> Introduce culinary faculty and practices to HOSP students focusing on food and beverage <b>Action Plan Cycle:</b> 2022 - 2023, 2023 - 2024, 2024 - 2025, 2025 - 2026	<b>Submission Date:</b> 01/16/2024 <b>Action Plan Update:</b> We are looking to create short HOSP certificates which may cause us to pause this action plan  In 2024 we have received approval from Hospitality, Culinary and Personal Wellness Coaching Advisory Boards to move forward with four Certificates of Performance.  Hotel Operations Event Operations Food and Beverage Operations Wellness Operations  We will start the curriculum process in Fall 2025 <b>Update Year:</b> 2024 - 2025 <b>Action Plan Progress:</b> Barriers Encountered

### Goal 3: Certified Hospitality Educator – DEI Class for Faculty

**Unit Goal:** Goal 3: Certified Hospitality Educator – DEI Class for Faculty

**Goal Status:** Active

**Beginning Year:** 2022 - 2023

**Projected Completion Year:** 2025 - 2026

#### Mapping

Mesa College Strategic Plan: Roadmap to Mesa2030: (X - Highlight the X to Align)

- **Completion - Objective 1:** Develop pathways that provide students with clarity about degree, certificate, and transfer requirements. (X)
- **Completion - Objective 2:** Develop cross - functional teams that support student success and include integrated career and transfer counseling. (X)
- **Completion - Objective 3:** Design and promote programs and services that intentionally target a reduction in equity gaps in completion outcomes (X)
- **Completion - Objective 4:** Support students' access to resources to mitigate the impact caused by technological and basic needs insecurity (X)
- **Pathways and Partnerships - Objective 1:** Develop and implement frameworks to create communities that can provide more targeted delivery of educational resources and support services. (X)
- **Pathways and Partnerships - Objective 2:** Expand partnerships with K-12 institutions to enhance program offerings and increase access for minoritized students. (X)
- **Pathways and Partnerships - Objective 3:** Increase community engagement, experiential learning, integrated career planning, and workforce training to prepare students for future careers (X)
- **Pathways and Partnerships - Objective 4:** Expand intersegmental pathways to create a seamless transition between Mesa and k-12, non-credit, Universities, and careers (X)
- **Pathways and Partnerships - Objective 5:** Develop and implement technologies, including website redesign, that will make pathways information available to students so that they can effectively utilize this information in their educational and career planning (X)

Action Plans	Action Plan Update
<b>Action Plan Status:</b> Active <b>Action Plan:</b> The American Hotel and Lodging Association has introduced a new curriculum to their Certified Hospitality Educator coursework and conference, specializing in DEI for hospitality education. Although Mesa does a remarkable job training in these topics, industry-specific content would benefit all faculty. The goal is to have all HOSP faculty go through the training. <b>Action Plan Cycle:</b> 2022 - 2023, 2023 - 2024, 2024 - 2025, 2025 - 2026	<b>Submission Date:</b> 01/16/2024 <b>Action Plan Update:</b> We received funding from SWF, unfortunately, it was one week prior to the training which caused us to not be able to register for 2024. The registration was closed when we obtained the funds. The training for 2025 has been paid in full and we will register as soon as the 2025 dates are released. This training will be attended by Nicole Matthews, Tim Dillon, Patrick Higgins and Brian Lesson. <b>Update Year:</b> 2024 - 2025 <b>Action Plan Progress:</b> On Track
<b>Action Plan Status:</b> Active	<b>Submission Date:</b> 01/16/2024

Action Plans	Action Plan Update
<p><b>Action Plan:</b> Course curriculum changes based on DEI policies will be reviewed in this training.</p> <p><b>Action Plan Cycle:</b> 2022 - 2023, 2023 - 2024, 2024 - 2025, 2025 - 2026</p>	<p><b>Action Plan Update:</b> We received funding from SWF, unfortunately, it was one week prior to the training which caused us to not be able to register for 2024. The registration was closed when we obtained the funds. The training for 2025 has been paid in full and we will register as soon as the 2025 dates are released. This training will be attended by Nicole Matthews, Tim Dillon, Patrick Higgins and Brian Lesson.</p> <p><b>Update Year:</b> 2024 - 2025</p> <p><b>Action Plan Progress:</b> On Track</p>



# **Program Review**

Summary and Reflections with Unit Goals, Action Plans,  
and Updates

Instructional Program - Humanities (HUMA)

## Executive Summary

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**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.**

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.**

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 reinstitution 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.

**If you assess OUTCOMES, please confirm that the outcomes have been reviewed for accuracy. If you do not assess Outcomes, skip this question.**

Reviewed & Accurate

**Related Documents for Charts and Graphs****Executive Summary Complete**

Yes

## Data Reflection

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**Trends observed in program/service area's data.**

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.

1a) Enrollments: We appear to be back at pre-pandemic numbers. For Fall 2024, we enrolled (at start of semester) 597 students; this averages 43 students per section in our 14 sections, including online and on-campus classes.

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

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

Our high enrollment and productivity numbers show that our HUMA Program continues to be one of the strongest

## Summary and Reflection

contributors to the financial situation.

2a) The high enrollment numbers noted in 1a above earned our HUMA Program a Productivity rating of 21.52. This is compared to 15.61 for the college as a whole, and 13.72 for the School of Humanities. This continues the trend in our Humanities Program to out-perform the college and school.

3) HUMA's retention rates are almost exactly those of the college as a whole: 84% for HUMA, 83% for Mesa College.

4) Student Success in HUMA since 2016 has consistently been at or above that for the college as a whole:

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

4a) For Spring 2024, the HUMA Success Rate was 79.5. This is notably higher than the college as a whole (75.4) and the school (75.4).

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.

5a) HUMA is a small program; however for the 2023-24 academic year we conferred 6 degrees through our A.A. Degree in Humanities and Religious Studies. This is 2-3 times more degrees than the previous two academic years.

### **Describe any equity gaps in the data. Are there differences and/or patterns observed by demographics (e.g. race/ethnicity, gender, age, etc.)**

Equity data for this analysis comes from Student Success (i.e. completing a course with a passing grade):

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.

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):

Black = HUMA 75%, Mesa 60%  
Latinx = HUMA 73%, Mesa 67%  
Asian = HUMA 85%, Mesa 81%  
White = HUMA 81%, Mesa 74%

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.

NO COMMENTS FOR 2024-25.

### **Related Documents for Charts and Graphs**

### **Describe the discussion(s) that took place about the unit's learning outcomes assessment data.**

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.

At the beginning of every semester (during flex week), HUMA faculty meet to discuss curriculum issues in a



## Summary and Reflection

community format. This allows all faculty to be aligned with the articulation requirements established by the state and our transfer institutions.

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.

2024-25 UPDATE) Mesa's HUMA Program, after the difficulties of arranging assessments during the pandemic years, is fully back on track in our CLO assessments. We assess each of our courses in conjunction with our Official Course Outlines revision schedule. Over the past three years, we have had very successful assessments of HUMA 101 (91% success), 103 (95% success), 104 (100% success), 106 (100% success), 205 (92%), and 210 (90%). Each semester our program faculty meet to discuss previous assessments and plans for upcoming assessments. Given the high success rates, we see no need for altering our processes.

### Data Reflection Complete

Yes

## Practice Reflection

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### Describe current practices your program/service area has engaged in that you believe impact the above data trends and equity gaps.

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.

2024-25 UPDATES): We stand by the previous analysis. Our global approach since the 1990s is appealing to students from a variety of ethnic and cultural backgrounds.

### What other factors (internal or external) might also impact the above data trends and equity gaps?

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.

2024-25 UPDATES): The pandemic is over. Enrollments in HUMA courses continues to mirror those for the School of Humanities and Mesa College as a whole -- when analyzed by ethnicity. Success Rates for HUMA by notable ethnicities are as follows:

Asian = 95%

Black = 80%

Latinx = 73%

White = 83%

These figures imply general success, with some room for improvement for the Latinx group. Could the lower success rate for Latinx students be partially a product of a greater number of newly immigrated students in this group?

### Related Documents for Charts and Graphs

### Practice Reflection Complete

Yes

## Mid-Cycle Updates

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### YEAR 2 Updates (2023 - 2024)

**Provide any edits or updates to the prompts originally documented in the Executive Summary section for Year 2.**

Three issues of note from the previous Humanities and Religious Studies Program Review Report are as follows:

1) Enrollments for Fall 2023 show marked improvement from those over the past few "Covid" years. Traditionally, the HUMA Department has averaged 35-40 students per section per semester. During the Covid

## Summary and Reflection

years, averages lowered to approximately 30 students per section per semester. (This number still surpassed those for the college and the school and many departments.) This semester's average of 40 students per section hints at the return of enrollment sizes now that students are beginning to return to campus. It should also be noted that this 40 enrollment average includes a few on-campus classes with only 15-25 students. These figures should convince Mesa College Administration to all the HUMA department to maintain its current number of sections (both on-campus and online), even when some sections fall below 20 students.

2) While we still do not feel safe trying to offer our currently "on hiatus" HUMA 118 and 119 courses, this semester we offered the HUMA 210 course to great success. (Enrollment was at cap of 45 for an online section.)

3) Reassign time for the Humanities and Religious Studies Department Chair, Program Review Writer, and CLO Coordinator is still at a minimal .1 FTE per semester. This requires the Chair/Writer/Coordinator to teach a full load of classes (15 units) while also working to fulfill these extra administrative responsibilities. Greater assistance from the college in this area would allow for more work on advertising for the program and its classes.

### **Provide any edits or updates to the prompts originally documented in the Data Reflection section for Year 2.**

More recent data for the 2023-24 academic year show both continued success and current growth. In pre-Covid, Covid, and Overall "Student Success" data, Humanities and Religious Studies surpasses both Mesa College and School of Humanities percentages:

Pre-Covid College = 73%  
Pre-Covid School = 73.5%  
Pre-Covid HUMA Department = 74.2%

Covid College = 74.1%  
Covid School = 70.4%  
Covid HUMA Department = 77.5%

Overall College = 73.6%  
Overall School = 72.2%  
Overall HUMA Department = 75.8%

"Fill Rate" and "Productivity" data continue to show the strength and importance of the Humanities and Religious Studies Program's contributions. Comparison of Productivity to Fill Rate continues to show that, because of the high caps in HUMA (all but 2 courses with a 45 cap), average class size is a far better guide in assessing our value to the college:

Fill Rate College = 84%  
Fill Rate School = 93%  
Fill Rate HUMA Department = 84%

Productivity College = 14.78  
Productivity School = 12.94  
Productivity HUMA Department = 19.98

Average Class Size for HUMA Department = 40 students

**Review Outcomes Report. Review the unit's outcomes assessment process for 2022 - 2023. Discuss connections to unit goals/action plans/resource requests.**

**Provide any edits or updates to the prompts originally documented in the Practice Reflection section for Year 2.**  
None.

### **YEAR 3 Updates (2024 - 2025)**

**Provide any edits or updates to the prompts originally documented in the Executive Summary section for Year 3.**  
None included in the Executive Summary

## Summary and Reflection

**Provide any edits or updates to the prompts originally documented in the Data Reflection section for Year 3.**

1a) Enrollments: We appear to be back at pre-pandemic numbers. For Fall 2024, we enrolled (at start of semester) 597 students; this averages 43 students per section in our 14 sections, including online and on-campus classes.

2a) The high enrollment numbers noted in 1a above earned our HUMA Program a Productivity rating of 21.52. This is compared to 15.61 for the college as a whole, and 13.72 for the School of Humanities. This continues the trend in our Humanities Program to out-perform the college and school.

4a) For Spring 2024, the HUMA Success Rate was 79.5. This is notably higher than the college as a whole (75.4) and the school (75.4).

5a) HUMA is a small program; however for the 2023-24 academic year we conferred 6 degrees through our A.A. Degree in Humanities and Religious Studies. This is 2-3 times more degrees than the previous two academic years.

**Review Outcomes Report. Review the unit's outcomes assessment process for 2023 - 2024. Discuss connections to unit goals/action plans/resource requests.**

This discussion has been made in the Data Reflection section revisions. Our very successful CLO assessments support our requests for more Reassign Time for the Chair/DOC, the addition of some FTE lost during the down years pre-pandemic and during the pandemic, and the offering of all of your catalogue courses (including the 118 and 119 courses that have been on hiatus during the period of lower enrollments).

**Provide any edits or updates to the prompts originally documented in the Practice Reflection section for Year 3.**

2024-25 UPDATES): We stand by the previous analysis. Our global approach since the 1990s is appealing to students from a variety of ethnic and cultural backgrounds.

2024-25 UPDATES): The pandemic is over. Enrollments in HUMA courses continues to mirror those for the School of Humanities and Mesa College as a whole – when analyzed by ethnicity. Success Rates for HUMA by notable ethnicities are as follows:

Asian = 95%

Black = 80%

Latinx = 73%

White = 83%

These figures imply general success, with some room for improvement for the Latinx group. Could the lower success rate for Latinx students be partially a product of a greater number of newly immigrated students in this group?

### YEAR 4 Updates (2025 - 2026)

**Provide any edits or updates to the prompts originally documented in the Executive Summary section for Year 4.**

**Provide any edits or updates to the prompts originally documented in the Data Reflection section for Year 4.**

**Review Outcomes Report. Review the unit's outcomes assessment process for 2024 - 2025. Discuss connections to unit goals/action plans/resource requests.**

**Provide any edits or updates to the prompts originally documented in the Practice Reflection section for Year 4.**

## Goal 1: Stabilize and/or Increase FTE

**Unit Goal:** Goal 1: Stabilize and/or Increase FTE

**Goal Status:** Active

**Beginning Year:** 2022 - 2023

**Projected Completion Year:** 2025 - 2026

### Mapping

Mesa College Strategic Plan: Roadmap to Mesa2030: (X - Highlight the X to Align)

- **Completion - Objective 1:** Develop pathways that provide students with clarity about degree, certificate, and transfer requirements. (X)
- **Completion - Objective 2:** Develop cross - functional teams that support student success and include integrated career and transfer counseling. (X)
- **Completion - Objective 3:** Design and promote programs and services that intentionally target a reduction in equity gaps in completion outcomes (X)
- **Completion - Objective 4:** Support students' access to resources to mitigate the impact caused by technological and basic needs insecurity (X)
- **Scholarship - Objective 1:** Expand and prioritize professional learning experiences for all employees that create parity in outcomes across racial/ethnic groups and all disproportionately impacted groups (X)
- **Scholarship - Objective 2:** Evaluate and improve Diversity, Equity, and Inclusion practice in classroom environments, campus activities, departments, schools, and administrative units (X)
- **Scholarship - Objective 3:** Assess impact of prerequisites and corequisites on student success and revise curriculum, as needed (X)
- **Scholarship - Objective 4:** Expand the use of innovative and high-quality teaching, learning, and support practices that achieve equitable outcomes and increase student success (X)
- **Scholarship - Objective 5:** Reduce costs associated with instructional materials to support the elimination of equity gaps (X)

Action Plans	Action Plan Update
<b>Action Plan Status:</b> Active <b>Action Plan:</b> Develop more advertising avenues to attract students to HUMA courses. <b>Action Plan Cycle:</b> 2022 - 2023, 2023 - 2024, 2024 - 2025, 2025 - 2026	
<b>Action Plan Status:</b> Active <b>Action Plan:</b> Continue to balance on-campus and online offerings to serve students' educational needs. <b>Action Plan Cycle:</b> 2022 - 2023, 2023 - 2024, 2024 - 2025, 2025 - 2026	

## Goal 2: Restart Offering newer Degree Centered Courses (118, 119, 210) and continue to attract more students for our A.A. Degree program

**Unit Goal:** Goal 2: Restart Offering newer Degree Centered Courses (118, 119, 210) and continue to attract more students for our A.A. Degree program

**Goal Status:** Active

**Beginning Year:** 2022 - 2023

**Projected Completion Year:** 2025 - 2026

### Mapping

Mesa College Strategic Plan: Roadmap to Mesa2030: (X - Highlight the X to Align)

- **Completion - Objective 1:** Develop pathways that provide students with clarity about degree, certificate, and transfer requirements. (X)
- **Completion - Objective 2:** Develop cross - functional teams that support student success and include integrated career and transfer counseling. (X)
- **Completion - Objective 3:** Design and promote programs and services that intentionally target a reduction in equity gaps in completion outcomes (X)
- **Completion - Objective 4:** Support students' access to resources to mitigate the impact caused by technological and basic needs insecurity (X)
- **Scholarship - Objective 1:** Expand and prioritize professional learning experiences for all employees that create parity in outcomes across racial/ethnic groups and all disproportionately impacted groups (X)
- **Scholarship - Objective 2:** Evaluate and improve Diversity, Equity, and Inclusion practice in classroom environments, campus activities, departments, schools, and administrative units (X)
- **Scholarship - Objective 3:** Assess impact of prerequisites and corequisites on student success and revise curriculum, as needed (X)
- **Scholarship - Objective 4:** Expand the use of innovative and high-quality teaching, learning, and support practices that achieve equitable outcomes and increase student success (X)
- **Scholarship - Objective 5:** Reduce costs associated with instructional materials to support the elimination of equity gaps (X)

Action Plans	Action Plan Update
<b>Action Plan Status:</b> Active <b>Action Plan:</b> Take part in college-sponsored student outreach initiatives such as Welcome Week, New Student Gatherings at Quad, Digital advertising through the Communication Office. <b>Action Plan Cycle:</b> 2022 - 2023, 2023 - 2024, 2024 - 2025, 2025 - 2026	
<b>Action Plan Status:</b> Active <b>Action Plan:</b> Attract more students to our degree program through the advertising methods listed above. <b>Action Plan Cycle:</b> 2022 - 2023, 2023 - 2024, 2024 - 2025, 2025 - 2026	

### Goal 3: Acquire Chair Reassign Time up to .2 or .4 per semester

**Unit Goal:** Goal 3: Acquire Chair Reassign Time up to .2 or .4 per semester

**Goal Status:** Active

**Beginning Year:** 2022 - 2023

**Projected Completion Year:** 2025 - 2026

#### Mapping

Mesa College Strategic Plan: Roadmap to Mesa2030: (X - Highlight the X to Align)

- **Completion - Objective 1:** Develop pathways that provide students with clarity about degree, certificate, and transfer requirements. (X)
- **Completion - Objective 2:** Develop cross - functional teams that support student success and include integrated career and transfer counseling. (X)
- **Completion - Objective 3:** Design and promote programs and services that intentionally target a reduction in equity gaps in completion outcomes (X)
- **Completion - Objective 4:** Support students' access to resources to mitigate the impact caused by technological and basic needs insecurity (X)
- **Scholarship - Objective 1:** Expand and prioritize professional learning experiences for all employees that create parity in outcomes across racial/ethnic groups and all disproportionately impacted groups (X)
- **Scholarship - Objective 2:** Evaluate and improve Diversity, Equity, and Inclusion practice in classroom environments, campus activities, departments, schools, and administrative units (X)
- **Scholarship - Objective 3:** Assess impact of prerequisites and corequisites on student success and revise curriculum, as needed (X)
- **Scholarship - Objective 4:** Expand the use of innovative and high-quality teaching, learning, and support practices that achieve equitable outcomes and increase student success (X)
- **Scholarship - Objective 5:** Reduce costs associated with instructional materials to support the elimination of equity gaps (X)

Action Plans	Action Plan Update
<b>Action Plan Status:</b> Active <b>Action Plan:</b> 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. <b>Action Plan Cycle:</b> 2022 - 2023, 2023 - 2024, 2024 - 2025, 2025 - 2026	
<b>Action Plan Status:</b> Active	

Action Plans	Action Plan Update
<p><b>Action Plan:</b> 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> <p><b>Action Plan Cycle:</b> 2022 - 2023, 2023 - 2024, 2024 - 2025, 2025 - 2026</p>	



# **Program Review**

Summary and Reflections with Unit Goals, Action Plans,  
and Updates

Instructional Program - Interior Design (INTE)



### Executive Summary

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**Describe the successes and challenges your unit has faced since the last comprehensive review.**

Since the last comprehensive review, the interior design program has experienced significant successes and faced challenges in our continuous efforts to enhance the learning environment and support our students. One notable achievement has been our dedication to closing the equity gap among students, focusing on both financial conditions and technical skills.

A major success in this regard was the acquisition of Perkins funding to purchase 20 loaner laptops specifically configured to run heavy 3D software seamlessly. This investment ensures that all students have equal access to the necessary tools for their coursework, regardless of their financial circumstances. The laptops were purchased in the Fall of 2022 with the loaner program beginning in the Spring of 2023. 17 students participated in the program during the initial semester.

In terms of infrastructure, our department acquired new CPUs in the Design Center campus labs. This upgrade has greatly enhanced the overall productivity of our students, minimizing delays and frustrations caused by slow processing times and enabling them to work more efficiently during in-person meetings.

Furthermore, our program has successfully hired two new work-study students to manage the material resource library. As more courses transition to hybrid and in-person instruction, the physical material samples donated to our library from firm libraries and product reps help supplement physical presentations. With dedicated support in organizing the resource library, students now have easier access to physical samples, helping to augment the learning process. One ongoing challenge our program faces is determining how to manage donations from designers and firms as we are contacted frequently to accept donations. The issue here being that often the donations are discontinued products, or severely archaic. Because we cannot know if the donations are viable until they arrive at the Design Center, our work study students become crucial in helping to filter through products that are relevant. Additionally, while some manufacturers allow students to order current material samples for their projects for free, others do not, or have underdeveloped university programs for students. This is an ongoing component of providing our students with the most current product knowledge, which is our ultimate goal in maintaining the relevancy of our library. Our Materials Resource Library also needs infrastructure updates related to storage, student workspaces, lighting, etc which our program plans to continue to pursue in coming years, as funding allows.

Another recent success which relates to equity and inclusion pertains to the student club. After a year of discussion, board members have re-branded from 'Mesa Interior Design Club' to 'Mesa Design Club' to be more inclusive of Architecture and Building Construction students. This student-led initiative has full-support from INTE faculty, and it's anticipated that by Fall of 2023, approximately half of all new board members will be Architecture students. We hope to continue to facilitate and support efforts to diversity the club in all ways, including being more inclusive of students in our department. This will also enable INTE students to tap into more community Architecture programs and events, in addition to ASID and IIDA events.

Our program is becoming increasingly aware of the ongoing challenges presented by the rapid advancements in technology, particularly in the era of Artificial Intelligence (AI). It is essential for our program to learn about and stay at the forefront of these ongoing developments and ensure that we provide our students with the latest techniques, technologies and education. To meet this challenge, it is crucial for our faculty members to engage in professional development opportunities, attend conferences, and participate in relevant trainings. By doing so, we can maintain our expertise and effectively prepare our students for the continually evolving landscape of the Interior Design field. In addition, much has changed since the onset of the pandemic in terms of how people live, work and experience interior environments. Attending conferences and trainings pertaining specifically to Interior Design is crucial in helping faculty understand these changes so we can build and modify new projects and course content that remains relevant in the profession. This is especially important as it relates to issues of housing equity, and creating diverse and inclusive spaces where people of all backgrounds can live, work and thrive.

## Summary and Reflection

**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.**

Our program is working on updating the degree requirements to provide a variety of educational paths for students. This change is in progress with the goal of implementation by Fall 2025. The summary of the updates are as below:

1. Associate of Science Degree (60 units): Adding 4 new NCIDQ approved Interior Design elective courses to expand students' educational opportunities as well as ensure they are qualified to sit for the exam upon graduating with the A.S. degree. The core courses will remain the same as in the current system.
2. Certificate of Achievement Degree: Proposing a reduction in required core units from 48 to 40-43 to achieve these goals.
  - i. To provide a variety of educational paths for students: The AS degree (a 60-unit program) will prepare students for the national NCIDQ and IDEX exams, while the new CA degree will target students who need a fast-track education and remain eligible, with additional work experience, to take the state IDEX exam to become a CID (Certified Interior Designer), which is currently the only title protected in California for Interior Designers.
  - ii. To motivate students to complete a degree: while attrition in competitive design programs is to be expected after completing introductory coursework, we believe some students who demonstrate talent and may be successful in our program and beyond, drop out due to the program length and registration challenges, among outside mitigating factors like work and child/elder care responsibilities. We hope this change will motivate talented students to stay in the program through completion, or transfer.
  - iii. To have a positive impact on student success rates, award numbers, and enrollment rates.

We anticipate the positive impacts of these changes will emerge when the degree updates are officially implemented.

**If applicable, describe the impact of any new resources (human, fiscal, etc) on the unit and/or action plan implementation.**

As described in the first section, our program implemented several new resources. One significant change involved acquiring 20 loaner laptops and new computer lab CPUs. These technological upgrades are expected to have a positive impact on reducing equity gaps, particularly for classes that heavily rely on digital media. Additionally, there was a change in the process of software funding. Previously, the software request had to be made annually via Perkins or BARC request. It has now shifted to the annual campus budget. This change is beneficial for faculty members as it saves them time and effort to preparing for the request each year as well as frees up Perkins and BARC fundings for other important projects. Faculty members are now able to focus more on their instructional responsibilities and less on this heavy administrative task, which should further impact outcomes related to success rates, retention and completions.

**If you assess OUTCOMES, please confirm that the outcomes have been reviewed for accuracy. If you do not assess Outcomes, skip this question.**

Reviewed & Accurate

## Related Documents for Charts and Graphs

### Executive Summary Complete

Yes

## Data Reflection

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### Trends observed in program/service area's data.

According to the Mesa Data Dashboard, the interior design program has shown consistent enrollment trends over the past five years. The majority of the student population consists of female students, accounting for over 80% of the total. White and Latinx students are the largest ethnic groups, each comprising approximately 40% of the student body. Additionally, around 60% of the students are older than 'traditional' college students, ranging from their late 20s to 50s.

In terms of the number of degree completions, while we currently only have only a few years of data to draw from, the statistics show steady improvements made to the number of A.S. degrees over a 7-year period, while the number of certificates has slightly decreased during this time. Due to the increase in full-time faculty providing the

## Summary and Reflection

course sequence guidance early, as well as consistent and thorough advising, and education about requirements to sit for the state and national exams, this may account for the increase in A.S. degrees over this time. Students have become increasingly aware of the importance and benefits of obtaining the 60-unit degree. This is especially relevant as many of our students enroll having already earned a bachelor's or master's degree, and are solely interested in obtaining the education necessary to earn certification and start practicing. For example, in 2016 there were 8 A.S. degrees awarded, 9 in 2017, 10 in 2018, then a small dip in 2019 to 8, followed by the largest increases of 15 in 2020 and 18 in 2021. This feels significant considering the pandemic and onset of remote learning. That our program was able to double the A.S. degree awards during this tenuous time requires further analysis by faculty. This may be a result of the increased flexibility with which students could pursue their studies, from a variety of locations throughout the world, rather than having to stop and re-start again at a later date. Students may have been able to focus more acutely on their studies, as work slowed or stopped, commuting, and parents were able to caretake children while staying in the home. However, we did see another fairly drastic drop in 2022 of only 10 A.S. degrees awarded. This feels consistent with pre-pandemic data, so we will need more time to determine if the pandemic caused the rise in degrees awarded, or if this is indicative of a more stable uptick in A.S. degrees over time. It should also be noted that during the pandemic, the Interior Design industry was robust. Faculty experienced an uptick in employers seeking junior designers. This may have had an impact, both positive and negative, on the number of awards earned during the last 3 years.

The certificates awarded in this 7-year period, however, reveals a different trend. There were 22 certificate degrees awarded in 2016, followed by 15 in 2017, 24 in 2018, 13 in 2019, 11 in 2020, and only 7 in 2021. By 2022 the number of certificates increased to 10. It is our current assumption that, while the trends will require more data to understand, this may be a result again of the increased dissemination of course sequencing from faculty, as well as education about the exams, including the 60-units required to sit for the NCIDQ exam. With current efforts to lower the units required for the certificate to 40, we may see an uptick in future years for this award. However, it is our prediction that more students, unless they transfer, will be interested in completing the A.S. degree as it provides the most opportunities post-graduation for certification and career advancement.

The labor market analysis report by the Center of Excellence (COE) for the San Diego and Imperial Counties Community Colleges indicates that the local supply and demand for the interior design industry are balanced. In San Diego County, there is a labor market demand of 85 annual job openings, while the five educational institutions in the county supply 88 awards for this occupation, indicating that the supply meets the demand in the labor market. Moreover, the entry-level and median wages for this occupation surpass the living wage requirement.

### **Describe any equity gaps in the data. Are there differences and/or patterns observed by demographics (e.g. race/ethnicity, gender, age, etc.)**

Based on the Mesa DataDashboard, there are significant equity gaps observed across various demographic groups, specifically in terms of ethnicity, gender, and age.

1. Ethnicity: The data indicates that various ethnic groups show equity gaps, but due to the largest population in the program, Latinx has the highest "additional success needed" indicator of 141 points. This data emphasizes the need for improvement and support for Latinx individuals to bridge the equity gap.
2. Gender: The male students show an equity gap of -9.3% and "additional success needed" indicator of 68 points.
3. Age: Within the age demographic, the data shows an equity gap of -2.9% for the 18-24 age group, and the "additional success needed" indicator of 63 points. This suggests that individuals within this age range are facing some disparities in achieving success or desired outcomes compared to other age groups.

### **Related Documents for Charts and Graphs**

#### **Describe the discussion(s) that took place about the unit's learning outcomes assessment data.**

- We have acknowledged the equity gap.
- Strategies? How to close equity gap?
- Guest speakers? Representing the population – male, LatinX
- There is an assumption that the age equity gap is a direct result of the exploratory nature of the 18-24 year demographic. At this stage, faculty do not believe this to be a major equity gap worth addressing, especially when compared with other, more pronounced gender and ethnicity gaps.
- Our program decided to further research and analyze the relationship between Latinx and first generation / age groups in order to gain meaningful insights and approaches moving forward.

## Summary and Reflection

### Data Reflection Complete

Yes

## Practice Reflection

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**Describe current practices your program/service area has engaged in that you believe impact the above data trends and equity gaps.**

Existing Actions: Continued implementation of 112A and 115 kits to students in need. Continued implementation of non-program loaner laptops for introductory students not yet enrolled in heavy software classes.

New Actions: LapTop Loaner Program, CPU upgrades

Curricular Changes: Proposed updates to Awards

Data-informed unit dialogue: engaging in faculty discussions at program meetings about equity gaps, including how to interpret the data and ideas for improving retention for those populations through curricular updates.

Community Outreach: Student Show, Guest Speakers, Field Trips, Partnerships.

**What other factors (internal or external) might also impact the above data trends and equity gaps?**

Fiscal Changes: currently the California Community College system remains burdened by the updated 2018 performance funding model which punishes students and colleges by tying funding to completions and other, similarly punitive metrics. This change has the consequence of potentially impacting data trends and equity gaps by encouraging grade inflation and promoting success-driven changes to degrees that may only be necessary in the pursuit of maintaining college funding, versus serving the needs of our students. For example, community college have traditionally served a highly diverse population of students, ranging from full-time, transfer and continuing education. While it remains important that those students who wish to pursue a degree or completion, or transfer, are encouraged and supported to do so, many students who enroll in community college are working professionals looking to enhance their software skills, lifelong learners looking to enrich their knowledge and experience and especially part-time students with outside obligations such as work and family. Once the funding model changes back to an enrollment formula that is truly student-centered, we will continue to be burdened with initiatives that undermine the mission, purpose and goals that the colleges serve in our communities. Additionally, AB 928 passed in 2021, further undermining finding viable solutions to the complex problems our students and colleges face.

Currently our full-time and adjunct faculty remain stable. After a multiple year period of high turnover of full-time faculty, in 2018 our program began to stabilize again. Since 2018 we have not lost an adjunct or full-time faculty, and have welcomed one new Architecture faculty member to our teach building codes class. Our department remains isolated from main campus, which presents successes and challenges, one challenge being that we no longer have the level of support staff necessary to assist students and faculty with important administrative tasks and technology. These duties mostly now fall to the faculty, which diminishes their abilities to focus on the primary role of teaching and advising students. Furthermore, until students at the design center, like 4-year colleges, have 24-hour access to design studio classrooms, or are required to purchase computers prior to entering the program, the only option is to continue to pursue additional funding for loaner laptops allowing all students, regardless of socio-economic status, to remain competitive in successfully completing creative design projects.

### Related Documents for Charts and Graphs

### Practice Reflection Complete

Yes

## Mid-Cycle Updates

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### YEAR 2 Updates (2023 - 2024)

**Provide any edits or updates to the prompts originally documented in the Executive Summary section for Year 2.**

**Provide any edits or updates to the prompts originally documented in the Data Reflection section for Year 2.**

## Summary and Reflection

**Review Outcomes Report. Review the unit's outcomes assessment process for 2022 - 2023. Discuss connections to unit goals/action plans/resource requests.**

**Provide any edits or updates to the prompts originally documented in the Practice Reflection section for Year 2.**

### YEAR 3 Updates (2024 - 2025)

**Provide any edits or updates to the prompts originally documented in the Executive Summary section for Year 3.**

**Provide any edits or updates to the prompts originally documented in the Data Reflection section for Year 3.**

**Review Outcomes Report. Review the unit's outcomes assessment process for 2023 - 2024. Discuss connections to unit goals/action plans/resource requests.**

In 2024, the Interior Design program completed Outcomes Assessment for three courses, all of which met the target. The percentage of students meeting the benchmark was as follows: INTE 101 – 91.7%, INTE 105 – 98.3%, and INTE 112A – 88.5%. These are remarkable achievements, thanks to our continued focus on two main priorities: providing advanced technology for students and professional development opportunities for faculty. These efforts have yielded positive results, and we will continue to advocate for and secure these essential pillars through unit goals and resource requests.

While the success data is encouraging, we also recognize the need to update our benchmarks to ensure more accurate data and identify areas for improvement. In addition to other reasons listed in our faculty request, we require dedicated oversight for Outcomes Assessment and the evaluation of benchmark appropriateness. This need aligns directly with our goals and resource requests, particularly the hiring of a new full-time faculty member. Additionally, this faculty member could support efforts in our goal 3: Analyze data on Latinx population within our program.

We are planning to assess four more courses in Spring 2025 and are on track to evaluate all courses within the full assessment cycle.

**Provide any edits or updates to the prompts originally documented in the Practice Reflection section for Year 3.**

### YEAR 4 Updates (2025 - 2026)

**Provide any edits or updates to the prompts originally documented in the Executive Summary section for Year 4.**

**Provide any edits or updates to the prompts originally documented in the Data Reflection section for Year 4.**

**Review Outcomes Report. Review the unit's outcomes assessment process for 2024 - 2025. Discuss connections to unit goals/action plans/resource requests.**

**Provide any edits or updates to the prompts originally documented in the Practice Reflection section for Year 4.**

## Goal 1: Continue to expand software, technology and supply access for students in need.

**Unit Goal:** Goal 1: Continue to expand software, technology and supply access for students in need.

**Goal Status:** Active

**Beginning Year:** 2022 - 2023

**Projected Completion Year:** 2025 - 2026

### Mapping

Mesa College Strategic Plan: Roadmap to Mesa2030: (X - Highlight the X to Align)

- **Completion - Objective 3:** Design and promote programs and services that intentionally target a reduction in equity gaps in completion outcomes (X)
- **Completion - Objective 4:** Support students' access to resources to mitigate the impact caused by technological and basic needs insecurity (X)
- **Scholarship - Objective 5:** Reduce costs associated with instructional materials to support the elimination of equity gaps (X)

Action Plans	Action Plan Update
<b>Action Plan Status:</b> Active <b>Action Plan:</b> Maintain/expand loaner laptop program by acquiring additional computers and continue providing industry-standard, up-to-date software. <b>Action Plan Cycle:</b> 2022 - 2023, 2023 - 2024, 2024 - 2025, 2025 - 2026	<b>Submission Date:</b> 11/24/2024 <b>Action Plan Update:</b> Our program plans to apply for Perkins funding in 2025 to purchase additional loaner laptops. We have successfully utilized campus annual funding to provide students with access to industry-standard and advanced technology. Moving forward, we will continue our efforts to identify emerging technologies and request annual subscriptions to support our students' needs. <b>Update Year:</b> 2024 - 2025 <b>Action Plan Progress:</b> On Track

## Goal 2: Stay informed of increasingly developing technology/ faculty professional development/ training, etc.

**Unit Goal:** Goal 2: Stay informed of increasingly developing technology/ faculty professional development/ training, etc.

**Goal Status:** Active

**Beginning Year:** 2022 - 2023

**Projected Completion Year:** 2025 - 2026

### Mapping

Mesa College Strategic Plan: Roadmap to Mesa2030: (X - Highlight the X to Align)

- **Scholarship - Objective 1:** Expand and prioritize professional learning experiences for all employees that create parity in outcomes across racial/ethnic groups and all disproportionately impacted groups (X)
- **Scholarship - Objective 4:** Expand the use of innovative and high-quality teaching, learning, and support practices that achieve equitable outcomes and increase student success (X)



Action Plans	Action Plan Update
<b>Action Plan Status:</b> Active <b>Action Plan:</b> Identify conferences that include content and education related to issues of diversity, inclusion, equity and technology. <b>Action Plan Cycle:</b> 2022 - 2023, 2023 - 2024, 2024 - 2025, 2025 - 2026	<b>Submission Date:</b> 11/24/2024 <b>Action Plan Update:</b> The full-time Interior Design faculty have been actively identifying conferences and training opportunities for professional development. We also hosted an advisory committee meeting to gather suggestions from industry professionals and have made consistent efforts to attend these events. In 2024, the faculty successfully attended two design conferences. Looking ahead to 2025, we plan to further increase participation by attending at least one conference annually. <b>Update Year:</b> 2024 - 2025 <b>Action Plan Progress:</b> On Track
<b>Action Plan Status:</b> Active <b>Action Plan:</b> Apply for funding to attend conferences. <b>Action Plan Cycle:</b> 2022 - 2023, 2023 - 2024, 2024 - 2025, 2025 - 2026	<b>Submission Date:</b> 11/24/2024 <b>Action Plan Update:</b> In 2024, two full-time faculty members applied for funding through the Mesa Conference and Travel Committee, which was approved. For 2025, we plan to apply again and will also explore funding opportunities through Perkins. <b>Update Year:</b> 2024 - 2025 <b>Action Plan Progress:</b> On Track

### Goal 3: Analyze data on Latinx – identify strategies

**Unit Goal:** Goal 3: Analyze data on Latinx – identify strategies

**Goal Status:** Active

**Beginning Year:** 2022 - 2023

**Projected Completion Year:** 2025 - 2026

#### Mapping

Mesa College Strategic Plan: Roadmap to Mesa2030: (X - Highlight the X to Align)

- **Completion - Objective 3:** Design and promote programs and services that intentionally target a reduction in equity gaps in completion outcomes (X)
- **Scholarship - Objective 2:** Evaluate and improve Diversity, Equity, and Inclusion practice in classroom environments, campus activities, departments, schools, and administrative units (X)

Action Plans	Action Plan Update
<b>Action Plan Status:</b> Active <b>Action Plan:</b> Conduct further, in-depth data research starting from Mesa Data Dashboard on LatinX students. <b>Action Plan Cycle:</b> 2022 - 2023, 2023 - 2024, 2024 - 2025, 2025 - 2026	<b>Submission Date:</b> 11/24/2024 <b>Action Plan Update:</b> Our program reviewed and identified key characteristics of the Latinx population using data from Mesa's HSI & Equity Dashboard. This information has been instrumental in understanding our student demographics and will continue to be utilized for deeper insights. The data was particularly useful during the advisory committee meeting to provide an overview of our student population. <b>Update Year:</b> 2024 - 2025 <b>Action Plan Progress:</b> On Track
<b>Action Plan Status:</b> Active	<b>Submission Date:</b> 11/24/2024

Action Plans	Action Plan Update
<p><b>Action Plan:</b> If necessary, create student-wide survey to collect additional data based on age, educational background and ethnicity.</p> <p><b>Action Plan Cycle:</b> 2022 - 2023, 2023 - 2024, 2024 - 2025, 2025 - 2026</p>	<p><b>Action Plan Update:</b> This action plan is currently on hold. Due to the demands of other teaching and administrative responsibilities, the full-time faculty do not have the time or resources to conduct meaningful surveys and data analysis at this point. We plan to refocus on this goal once a new full-time faculty member is approved and joins the team, as per the BARC request.</p> <p><b>Update Year:</b> 2024 - 2025</p> <p><b>Action Plan Progress:</b> Barriers Encountered</p>

**Goal 4: Provide a healthy and supportive environment for faculty and students to promote well-being.**

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**Unit Goal:** Provide a healthy and supportive environment for faculty and students to promote well-being.

**Goal Status:** Active

**Beginning Year:** 2024 - 2025





# Program Review

Summary and Reflections with Unit Goals, Action Plans, and Updates

Instructional Program - Journalism (JOUR)

## Executive Summary

**Describe the successes and challenges your unit has faced since the last comprehensive review.**

The biggest success our program has enjoyed since the last comprehensive review is that we have either increased or maintained the overall number of students graduating with journalism degrees or certificates. Given the challenges that we faced during the pandemic when everything was done remotely, this is an impressive feat. Our students also continue to gain transfer admission to a variety of colleges and universities both inside and outside of California. While San Diego State University continues to be the top transfer college for Mesa journalism students, our students have also chosen to attend Columbia University, Boston University, and Grambling State University, among other prestigious institutions. One of the newest challenges our program has endured in the past year is the closure of the last remaining newspaper printer in San Diego. This has meant the end of the traditional student newspaper with more of a digital focus. The newspaper has always provided excellent program visibility on campus, without that physical product, we must find new methods of promoting our program and our student media. Additional ongoing challenges continue to be lower course enrollment, student success/retention, limited course sections offered, and decreased enrollment in the student newspaper production course sequence.

**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.**

Our program has seen a significant reduction in its print newspaper product and more of a focus on online and multimedia content. This is primarily due to the unexpected closure of the last remaining newspaper printer in San Diego County. With the higher costs associated with a printer from Orange or Riverside counties, we have instead elected to print a magazine-style product and utilize our campus' reprographics department.

**If applicable, describe the impact of any new resources (human, fiscal, etc) on the unit and/or action plan implementation.**

N/A

**If you assess OUTCOMES, please confirm that the outcomes have been reviewed for accuracy. If you do not assess Outcomes, skip this question.**

Reviewed & Accurate

**Related Documents for Charts and Graphs****Executive Summary Complete**

Yes

## Data Reflection

**Trends observed in program/service area's data.**

Overall course success rates dropped during the main Covid-19 years of 2020-21 and 2021-22, but are showing signs of recovery as we start to move past the pandemic. The overall success rate for journalism courses in 2022-23 was 67.4%, an increase of 3% since 2021-22. Traditionally under-represented groups, such as Latinx and Black students, had among the lowest overall success rates, with Latinx student success dropping to 60% and Black students at 40%. Students who identified as White, Asian, or multi-ethnic enjoyed the highest success rates in 2022-23 at 68%. Success rates in 2022-23 for Latinx students who identified as first-generation college attendees had only 56% success rate, while non-Latinx first-generation college students had an 83% success rate. Broken down by individual course, JOUR 220 (Principles of Public Relations) had the lowest success rate in 2021-22 with only 50%. Whereas before the pandemic we were starting to make progress in closing the equity gaps for Latinx and Black students within the journalism program, they have unfortunately widened considerably during the past few years. While the retention rates for these groups remain high (72% for both Latinx and non-Latinx students), they are not translating to course success, resulting in equity gaps of -29.4% for Black students and -13.2% for Latinx students. For spring 2023, journalism classes had a 90% fill rate and that increased to 97% in Fall 2024. However, overall enrollment has been trending down from a total headcount of 265 in 2018-19 to 139 in 2021-22. In Spring 2024, we had a total of 8 students earn journalism degrees at Mesa, a slight increase from 2023.

## Summary and Reflection

**Describe any equity gaps in the data. Are there differences and/or patterns observed by demographics (e.g. race/ethnicity, gender, age, etc.)**

The largest equity gaps we see in our data are in regards to our students who identify as Latinx and Black. For Latinx and Black students, we see equity gaps of -4.7% and -14.3%, respectively. As mentioned previously, prior to the pandemic we were starting to make significant progress toward closing these gaps. However, COVID-19 instead exacerbated them. What stands out the most is that African American male students account for the largest equity gap at -15%, whereas African American female students comprise -8% of the equity gap. On the other hand, both male and female students who identify as Filipino enjoy both the highest success rates and positive equity gaps. There do not appear to be any significant equity gaps in regards to age. However, there does appear to be a significant gap between those students who identify as first-generation college students and those who do not, as do those who identify as low income. One group of Latinx students who have significantly closed the equity gap are those who identify as veterans. They do significantly better (+14%) than white students who identify as veterans. It would be interesting to delve deeper into why this particular group of Latinx students is more successful than non-veterans.

### Related Documents for Charts and Graphs

**Describe the discussion(s) that took place about the unit's learning outcomes assessment data.**

Learning outcomes assessments were completed for the current cycle in Spring 2022 and we started the new cycle in Fall 2023. All journalism instructors strive to create assessments that match all aspects of their instructional plans and are both formative and summative. We are continuing to work toward closing the equity gaps but need additional resources for both students and faculty in order to get there. With only 1 full-time faculty member in the program, it is difficult to have a robust and meaningful dialogue with other adjuncts in the program who only teach one or two journalism courses per year. However, those adjunct faculty are able to participate more in the learning outcome assessment process since Nuventive now allows all faculty to enter their own data into the system.

### Data Reflection Complete

Yes

## Practice Reflection

**Describe current practices your program/service area has engaged in that you believe impact the above data trends and equity gaps.**

Lead faculty Janna Braun completed the Strong Workforce Faculty Institute in 2021-22, which allowed for a deep dive into the data dashboards to see where the equity gaps are most noticeable. The groups that have the most noticeable equity gaps in journalism are similar when viewed at the college-level as well, so it may also require a more holistic review of campus-wide practices and policies and at what point assistance or services might be necessary to close these gaps. It's important to recognize that there are some areas that will impact students that are beyond the college's control. However, in those areas where the college can provide assistance, a more centralized system would likely be beneficial.

**What other factors (internal or external) might also impact the above data trends and equity gaps?**

Our program has employed only one full-time faculty member for the past 20 years, with a variety of adjunct faculty teaching selected courses. It is often difficult to find qualified adjunct instructors who meet the state minimum qualifications to teach journalism at the community college level because there are no universities within San Diego County that offer master's degrees in journalism and most professional journalists do not have master's degrees in general. While there is an equivalency process that potential faculty can utilize, this additional step in the hiring process is often cumbersome to possible new hires who are often experienced journalists with the background and expertise that would best encompass our role as the leading college of equity and excellence. Janna attempted to hire two new adjunct faculty members for Spring and Fall 2024, but human resources claims they were unable to complete the onboarding process despite these potential adjuncts interviewing both with Janna and School of Humanities Dean Linda Hensley and giving their verbal agreements to work at Mesa. As a CTE program, we should be making it easier to hire a more diverse group of faculty that best reflects the students whom we educate, not harder.

### Related Documents for Charts and Graphs

## Summary and Reflection

### Practice Reflection Complete

Yes

## Mid-Cycle Updates

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### YEAR 2 Updates (2023 - 2024)

**Provide any edits or updates to the prompts originally documented in the Executive Summary section for Year 2.**

**Provide any edits or updates to the prompts originally documented in the Data Reflection section for Year 2.**

**Review Outcomes Report. Review the unit's outcomes assessment process for 2022 - 2023. Discuss connections to unit goals/action plans/resource requests.**

**Provide any edits or updates to the prompts originally documented in the Practice Reflection section for Year 2.**

### YEAR 3 Updates (2024 - 2025)

**Provide any edits or updates to the prompts originally documented in the Executive Summary section for Year 3.**

After some significant dips in enrollment during the 2023-24 academic year, enrollment in journalism courses surged during the Fall 2024 semester, with many courses enjoying 100% enrollment and, in many cases, full wait lists. In total, all Fall 2024 courses had a 97% fill rate, an increase from Spring 2024, which had a 75% fill rate. Students continue to successfully earn their transfer degrees in journalism and transfer to 4-year colleges and universities both in and out of state, including San Diego State University, Cal Poly San Luis Obispo, and Arizona State University.

**Provide any edits or updates to the prompts originally documented in the Data Reflection section for Year 3.**

Lead DOC Janna Braun will have the next outcome and assessment discussion with faculty before the start of the Spring 2025 semester with current adjunct faculty and report to the full department at its first meeting.

**Review Outcomes Report. Review the unit's outcomes assessment process for 2023 - 2024. Discuss connections to unit goals/action plans/resource requests.**

Outcomes assessment for all journalism courses is currently on schedule. For Fall 2024, we will assess JOUR 200 and JOUR 210A.

**Provide any edits or updates to the prompts originally documented in the Practice Reflection section for Year 3.**

It continues to be challenging to find qualified adjunct faculty for the journalism program, which has only one full-time faculty member. We have been fortunate to find one new adjunct who began teaching in the Spring 2024 semester but other potential candidates have not followed through on the hiring process after initially expressing interest in teaching certain courses. It is unclear whether this is a district issue or an issue with the candidates themselves.

### YEAR 4 Updates (2025 - 2026)

**Provide any edits or updates to the prompts originally documented in the Executive Summary section for Year 4.**

**Provide any edits or updates to the prompts originally documented in the Data Reflection section for Year 4.**

**Review Outcomes Report. Review the unit's outcomes assessment process for 2024 - 2025. Discuss connections to unit goals/action plans/resource requests.**

**Provide any edits or updates to the prompts originally documented in the Practice Reflection section for Year 4.**

**Goal 1: Seek increased budget funding for existing journalism activities and expenses both inside and outside of the classroom.**

**Unit Goal:** Goal 1: Seek increased budget funding for existing journalism activities and expenses both inside and outside of the classroom.

**Goal Status:** Active

**Beginning Year:** 2022 - 2023

**Projected Completion Year:** 2025 - 2026

**Mapping**

Mesa College Strategic Plan: Roadmap to Mesa2030: (X - Highlight the X to Align)

- **Pathways and Partnerships - Objective 3:** Increase community engagement, experiential learning, integrated career planning, and workforce training to prepare students for future careers (X)

Action Plans	Action Plan Update
<b>Action Plan Status:</b> Completed <b>Action Plan:</b> Request budget augmentation through BARC proposal process. <b>Action Plan Cycle:</b> 2022 - 2023, 2023 - 2024, 2024 - 2025, 2025 - 2026	<b>Submission Date:</b> 11/18/2024 <b>Action Plan Update:</b> BARC requests were denied. <b>Update Year:</b> 2024 - 2025 <b>Action Plan Progress:</b> Barriers Encountered
<b>Action Plan Status:</b> Completed <b>Action Plan:</b> Apply for Perkins grants and other outside funding sources. <b>Action Plan Cycle:</b> 2022 - 2023, 2023 - 2024, 2024 - 2025, 2025 - 2026	<b>Submission Date:</b> 11/18/2024 <b>Action Plan Update:</b> Received additional funding through existing co-curricular budget. <b>Update Year:</b> 2024 - 2025 <b>Action Plan Progress:</b> On Track

**Goal 2: Integrate entrepreneurial media skills/theory into curriculum, i.e., web design, app design, podcasting.**

**Unit Goal:** Goal 2: Integrate entrepreneurial media skills/theory into curriculum, i.e., web design, app design, podcasting.

**Goal Status:** Active

**Beginning Year:** 2022 - 2023

**Projected Completion Year:** 2025 - 2026

**Mapping**

Mesa College Strategic Plan: Roadmap to Mesa2030: (X - Highlight the X to Align)

- **Community - Objective 2:** Develop activities, spaces, and programs that support a sense of belonging with a focus on antiracism, historically minoritized groups, and inclusion. (X)
- **Scholarship - Objective 4:** Expand the use of innovative and high-quality teaching, learning, and support practices that achieve equitable outcomes and increase student success (X)

Action Plans	Action Plan Update
<b>Action Plan Status:</b> Active <b>Action Plan:</b> Update curriculum to reflect current digital trends.  <b>Action Plan Cycle:</b> 2022 - 2023, 2023 - 2024, 2024 - 2025, 2025 - 2026	
<b>Action Plan Status:</b> Active <b>Action Plan:</b> Research OER materials for use in journalism courses. <b>Action Plan Cycle:</b> 2022 - 2023, 2023 - 2024, 2024 - 2025, 2025 - 2026	<b>Submission Date:</b> 11/30/2024 <b>Action Plan Update:</b> Lead faculty Janna Braun has successfully discovered and implemented a number of OER journalism materials that are currently being used in Mesa journalism courses. She received a ZTC grant in Spring 2024 and created a fully online ZTC course for JOUR 202 - Intro to Mass Communication that is accessible to any educator on Canvas Commons. Janna will continue to research and utilize other OER materials and textbooks as they become available. <b>Update Year:</b> 2024 - 2025 <b>Action Plan Progress:</b> On Track

### Goal 3: Develop marketing campaign to increase enrollment in journalism courses.

**Unit Goal:** Goal 3: Develop marketing campaign to increase enrollment in journalism courses.

**Goal Status:** Completed

**Beginning Year:** 2022 - 2023

**Projected Completion Year:** 2024 - 2025

#### Mapping

Mesa College Strategic Plan: Roadmap to Mesa2030: (X - Highlight the X to Align)

- **Community - Objective 1:** Use technology to improve communication and accessibility across campus. (X)
- **Stewardship - Objective 3:** Increase student access and schedule efficiency by coordinating schedules among departments/disciplines (X)

Action Plans	Action Plan Update
<b>Action Plan Status:</b> Completed <b>Action Plan:</b> Work with Office of Communications to develop marketing plan. <b>Action Plan Cycle:</b> 2022 - 2023, 2023 - 2024, 2024 - 2025, 2025 - 2026	<b>Submission Date:</b> 11/18/2024 <b>Action Plan Update:</b> The Office of Communications worked with the campus' Strong Workforce program to hire an outside marketing communications company to develop marketing plans and materials to help promote the journalism program at Mesa. They developed a variety of deliverables, such as a promotional video, to assist with program promotion. Enrollment in Fall 2024 increased dramatically from the previous years. <b>Update Year:</b> 2024 - 2025 <b>Action Plan Progress:</b> Completed
<b>Action Plan Status:</b> Completed	<b>Submission Date:</b> 11/18/2024

Action Plans	Action Plan Update
<b>Action Plan:</b> Work with Strong Workforce office to assist with additional marketing materials and plan. <b>Action Plan Cycle:</b> 2022 - 2023, 2023 - 2024, 2024 - 2025, 2025 - 2026	<b>Action Plan Update:</b> Mesa's Strong Workforce office hired 3Fold Communications to develop marketing plans and materials to help promote the journalism program at Mesa. They developed a variety of deliverables, such as a promotional video, to assist with program promotion. <b>Update Year:</b> 2024 - 2025 <b>Action Plan Progress:</b> Completed
	<b>Submission Date:</b> 09/16/2024 <b>Action Plan Update:</b> Will update. <b>Update Year:</b> 2024 - 2025 <b>Action Plan Progress:</b> Barriers Encountered

### New Student Media Practicum Courses

**Unit Goal:** Create a new 4-course student media practicum sequence to replace the existing courses (JOUR 210A-D) that better reflects the current media skills and knowledge required for students to work in the industry.

**Goal Status:** Active

**Beginning Year:** 2024 - 2025

**Projected Completion Year:** 2026 - 2027

#### Mapping

Mesa College Strategic Plan: Roadmap to Mesa2030: (X - Highlight the X to Align)

- **Community - Objective 2:** Develop activities, spaces, and programs that support a sense of belonging with a focus on antiracism, historically minoritized groups, and inclusion. (X)
- **Completion - Objective 1:** Develop pathways that provide students with clarity about degree, certificate, and transfer requirements. (X)
- **Completion - Objective 2:** Develop cross - functional teams that support student success and include integrated career and transfer counseling. (X)
- **Completion - Objective 3:** Design and promote programs and services that intentionally target a reduction in equity gaps in completion outcomes (X)
- **Completion - Objective 4:** Support students' access to resources to mitigate the impact caused by technological and basic needs insecurity (X)
- **Pathways and Partnerships - Objective 1:** Develop and implement frameworks to create communities that can provide more targeted delivery of educational resources and support services. (X)
- **Pathways and Partnerships - Objective 3:** Increase community engagement, experiential learning, integrated career planning, and workforce training to prepare students for future careers (X)
- **Scholarship - Objective 2:** Evaluate and improve Diversity, Equity, and Inclusion practice in classroom environments, campus activities, departments, schools, and administrative units (X)
- **Scholarship - Objective 4:** Expand the use of innovative and high-quality teaching, learning, and support practices that achieve equitable outcomes and increase student success (X)







# **Program Review**

Summary and Reflections with Unit Goals, Action Plans,  
and Updates

Instructional Program - Languages

### Executive Summary

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**Describe the successes and challenges your unit has faced since the last comprehensive review.**

Successes:

The Department of Languages has made significant progress in equity training by continually providing training and participating in discussions on various aspects of equitable instruction. The department has also shared successful tips and techniques for best practices in language instruction, and some language courses are using OER to remove financial barriers for students. We have engaged in continual discussions and inquiry into instructional modalities, completed a French 101 pilot of a more asynchronous version of our online courses, clarified terms related to online teaching modalities, and will collaboratively create expectations for possible future synchronous 2 pilots with experienced instructors that are interested.

The department has also made progress in course scheduling by enhancing communication and collaboration in building the course schedule. The department has redesigned, promoted, and recruited for study abroad programs after a three-year hiatus. Furthermore, the department has successfully worked through a communication breakdown in the department through two Dean-led conversations related to principles from the book *Crucial Conversations*. With more students returning to campus, we will once again offer Span 125 in the fall.

The faculty has also contributed significantly to campus events by organizing the annual campus-wide Day of the Dead celebration, assisting in organizing and participating in the campus-wide annual International Education events, and increasing on-campus student involvement. The International Education Fair (Fall 2022) and club rush for the Japan Club (Spring 2023) had a large turnout. The French Club is also successfully operating virtually, and the French Job Bulletin board connects students to potential jobs related to French.

Lastly, the department has successfully piloted AVANTI Tests in Fall 2022, and a French Job & Career Fair (Fall 2023) is in the works. It is a joint collaboration between the Cultural Services of the Embassy of France, the French-American Chamber of Commerce in San Diego, and the Mesa Work-Based Learning Department. Despite the challenges, the Department of Languages has made significant strides towards improving language instruction, fostering equitable learning environments, and engaging students in meaningful ways.

Challenges:

Firstly, we are experiencing a shortage of laptops which were loaned out at the beginning of the pandemic but never returned to us, which has made it difficult for all students to have access to technology in our face-to-face courses. Additionally, not all faculty members have received financial support for subscriptions to teaching apps, and the promotion of our low-enrolled classes could be more effective through the Office of Communications.

Furthermore, recent additional DSPS accommodations have made it more time-consuming to meet student needs. Reassigned time to create and/or curate OER resources and modify Canvas courses, as well as recruit more language tutors, both in-person and online, and provide more training would be very helpful to achieve our goals in this area.

Enrollment in some courses has been low, and we are experiencing high caps in online courses, which create challenges in grading, feedback, and live interaction. Additionally, synchronous classes that only meet once a week for 2.5 hours have too little time for communicative tasks, and we need to develop an alternative solution. We also need to recruit potential students for tutors ahead of time and encourage them to apply.

Despite these challenges, our faculty members have participated in various OER workshops and completed MOSAIC training. However, more financial support is needed to pilot, adopt, and/or create OER materials for our core semester 1,2, and 3 courses.

## Summary and Reflection

**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.**

Our two new courses (SPAN 221 and SPAN 222) which form the second half of our new Spanish for Spanish Speakers AA were attempted to limited success. We successfully offered SPAN 221 in fall 2022, but had to cancel SPAN 222 for low enrollment. This impacted students interested in earning the new degree and involved degree modification. Our hope for the future is to establish these classes as a regular offering to make degree completion more streamlined.

**If applicable, describe the impact of any new resources (human, fiscal, etc) on the unit and/or action plan implementation.**

We have two new contract hires in Japanese that started in fall 2022. Their presence will assist with program management and growth in Japanese. Additionally, in the near future, they will assist in balancing out the departmental responsibilities.

We have successfully used HERF funds to purchase a limited number of one-year tech subscriptions that has assisted us in continuing to use the tools we learned about and integrated into our instruction during the pandemic.

**If you assess OUTCOMES, please confirm that the outcomes have been reviewed for accuracy. If you do not assess Outcomes, skip this question.**

Reviewed Not Accurate - Update In Progress

### Related Documents for Charts and Graphs

#### Executive Summary Complete

Yes

## Data Reflection

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### Trends observed in program/service area's data.

\*Success rates (see attached graphs)

Overall success rate of all language students in all programs and levels

Success rate of Black and African American students in all programs and levels

Success rate of Asian American Pacific Islander students in all programs and levels

Success rate of Latinx students in all programs and levels

Success rate of female students in all programs and levels

Success rate of male students in all programs and levels

\*As indicated in the graphs of data (see attached), success rates for Language students have, for the most part, equalized to pre-pandemic levels. This indicates an emergence from the "emergency state" we have been operating under since March of 2020. Specific notice should be focused on the success rate of Black/African American students in our classes. After a dip in success rate, this number has slowly climbed over the past year and is now the highest it has been in 5 years. We attribute this success to intentional practice implemented by our department to better support this population of students.

**Describe any equity gaps in the data. Are there differences and/or patterns observed by demographics (e.g.race/ethnicity, gender, age, etc.)**

\*Equity gaps (see attached graphs):

Equity gaps by ethnicity in all programs and levels

Equity gaps by gender in all programs and levels

## Summary and Reflection

\*As evident in the graphs above, equity gaps remain for our Latinx, Black/African American, and Multi-ethnic students. Regarding gender, male students exhibit an equity gap as well.

### Related Documents for Charts and Graphs

[Graphs success rates.docx](#);

[Graphs Equity gaps.docx](#)

### **Describe the discussion(s) that took place about the unit's learning outcomes assessment data.**

The department has taken the work of revising CLOs seriously since the new CLO cycle has been reduced from six years to four. Starting in fall 2022 to April 2023, the department faculty have conducted at least three formal rounds of open discussions on how to revise our old, four-item CLOs to fit the new cycle. Colleague's ideas, suggestions and discussions were greatly appreciated. In April 2023, we had a vote among contract faculty members on how many items we want to include in the new CLOs and what they would be. The result is five people voted on two-item CLOs, two people voted on three-item CLOs and two didn't send in their votes. Therefore, as a department, we have decided on the follow items as our new CLOs:

1. Communicate - speaking, listening, reading, and writing - in a meaningful context in the TARGET language at the appropriate level on the ACTFL proficiency scale.
2. Explore the cultures and customs of the country or countries of the target language through creative forms of expression.

The department has also decided to start CLO work in fall 2023 and expects the completion of it in next two years.

### **Data Reflection Complete**

Yes

## Practice Reflection

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### **Describe current practices your program/service area has engaged in that you believe impact the above data trends and equity gaps.**

Efforts have continued in the past year to address equity gaps and success rates of marginalized populations in a larger scale through Department-wide trainings such as Equity trainings during Department meetings and but most significantly through the individual work of faculty members. Faculty in our department have participated in targeted workshops and trainings and have worked to address DEI issues in their own individual classrooms. This knowledge has then been brought back to the department at large in the form of reports or department trainings led by those individuals. A specific example of how this work has manifested in the classroom has been the inclusion of a "decolonized" curriculum in which non-European countries/regions where the target language is spoken or where it is popular are presented to students. Another example sees the intentional inclusion of voices from the countries we teach but which are often left out of traditional textbooks (marginalized ethnic/racial groups, LGBTQ+ voices, gender expressions, etc.)

Our transition to offering online modalities due to the requirements and needs of the pandemic has provided new opportunities to meet student needs previously unavailable to us. An example of this: allowing students to choose from a list of possible formats to demonstrate mastery/understanding of a set of skills. The flexibility makes learning more accessible and reveals the truth that not every format is ideal for every student. In increasing these more flexible offerings, mediated by new and more prevalent technologies, we have seen more success in providing a more equitable learning space for our students.

Specific work has been undertaken by many of our faculty to craft and prepare a welcoming environment for all students. This can be seen in the revision of syllabi, for example to humanize the learning experience for students and set them up for success from day 1. This intentional work has been undertaken through attendance at workshops on the subject and then applied to the day-to-day documents that underscore the student experience.

In the area of community outreach, departmental faculty have included assignments for students that require them to interact with the local San Diego community, providing them the opportunity to utilize their language skills and cultural competencies in a real-world setting.

## Summary and Reflection

### **What other factors (internal or external) might also impact the above data trends and equity gaps?**

In our estimation, our class caps, well above the recommended caps from our professional language learning organizations, are the single most impactful element of our teaching that impacts the data trends above. Fewer students equate more individual contact between instructor and student and provides more opportunities for support to populations that might traditionally suffer from a lack thereof. If, by some miracle, we were allowed to lower our class caps even just by 4-5 students, we feel very strongly that there would be an immediate impact in success and retention across all demographic groups.

### **Related Documents for Charts and Graphs**

### **Practice Reflection Complete**

Yes

## Mid-Cycle Updates

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### **YEAR 2 Updates (2023 - 2024)**

**Provide any edits or updates to the prompts originally documented in the Executive Summary section for Year 2.**

**Provide any edits or updates to the prompts originally documented in the Data Reflection section for Year 2.**

**Review Outcomes Report. Review the unit's outcomes assessment process for 2022 - 2023. Discuss connections to unit goals/action plans/resource requests.**

**Provide any edits or updates to the prompts originally documented in the Practice Reflection section for Year 2.**

### **YEAR 3 Updates (2024 - 2025)**

**Provide any edits or updates to the prompts originally documented in the Executive Summary section for Year 3.**

Success:

The Department of Languages continues its commitment to equitable and inclusive teaching by supporting all faculty in their professional development participation. We will continue to regularly share best practices in equitable teaching strategies at monthly meetings. Learning about AI in Language instruction and learning is a topic of interest with many faculty attending FLEX and other activities to educate themselves on these quickly evolving tools. OER continues to be an option for some languages and others will look at it for future use. We continue to discuss various teaching modalities and strive to find the best balance for student demand and learning needs. We collaboratively created Synch 2 pilot expectations and successfully facilitated a JAPN 101 Synch 2 pilot for two semesters. We included the Synch 2 as one of our regular course offerings and we will be offering four completely asynchronous classes in spring 2025.

The co-chair who is responsible for course scheduling continues to encourage open dialogue with instructors about scheduling. The department has completed three successful study abroad programs in summer 2023 and 2024 in Madrid, Spain and January 2024 in Buenos Aires, Argentina. January 2025 in Buenos Aires will be offered again in addition to a new program next summer in Kyoto, Japan. Since the last cycle communication amongst faculty continues to strengthen. Span 125 was successfully offered in fall 2024.

Faculty continue to organize campus-wide events such as the Day of the Dead and International Education week. Faculty promote programs and encourage student participation in our programs through events like JumpStart, Bienvenida, and Welcome Week. Language clubs continue to be active and attract dedicated students.

Unfortunately the funding for the AVANTI Tests expired and renewing it would have required tremendous amounts of time and energy, though the department is open to considering the tests as a future strategy to encourage students to continue in languages, should funding sources become available. The French Job Fair was also a huge success but it too required an unsustainable amount of time invested. We will pick these two initiatives back up in the future when possible.

Challenges:

4/14/2025

Generated by Nuventive Improvement Platform

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## Summary and Reflection

We were informed that the ten departmental laptops that were lent out to students during the pandemic would not be returned to us. Therefore we are continuing to look for ways to ensure access to technology in our face-to-face classes. The current refresh of the Language Center will include 40 new laptops to be used in the lab and this will provide an alternative space to access technology. Additionally, faculty have observed students having challenges in keeping their personal devices charged when they do bring them into the classroom, so 8 portable charging towers (one for each classroom) will be requested this cycle to alleviate this obstacle.

The BARC request for 35 subscriptions to the top three teaching apps was approved at the end of the spring semester. The process of now getting instructor access to those apps has been lengthy and, at times, confusing. Communication from the Business Office has not always been prompt or clear, and we still don't have access to one of the apps. We hope this will be resolved by the end of the semester.

The chair has taken action to promote low-enrolled courses through the Office of Communications each semester, but since so many instructors request promotion of their courses and social media posts are many times stacked, we are not convinced it has a positive impact on enrollment.

DSPS accommodations continue to be time consuming and in the past we have invited DSPS counselors to our department meetings to share information about procedures and answer any questions.

We have not looked into obtaining reassigned time to create and/or curate OER resources and modify Canvas courses in the Spanish program since our textbook was bought by another company and we are adjusting to their new platform. Additionally we are waiting to hear more about Common Course Numbering and how it will affect our course content. The French Program coordinator is in the process of creating an OER for one of the levels and our Japanese instructors have expressed an interest in doing so in the future. One of our Japanese adjunct instructors is currently on sabbatical where she is exploring how OER materials might be integrated into our beginning Japanese program.

Finding additional qualified language tutors continues to be a challenge.

Students are slowly coming back to fully in-person courses but overall still show a preference for Asynchronous and Online Live courses in the evenings and thus the large amount of time required by the instructor continues to be a challenge.

Language faculty interested in piloting, adopting, and/or creating OER material continue to need financial support and reassigned time if possible. Those that are interested are not able to explore these options due to time constraints.

Curricular or service changes your unit has engaged in and the impact of those changes since the last comprehensive review:

We have successfully offered both SPAN 221 and SPAN 222 and we are proud to share that in the spring of 2024 we approximately five students completed the first AA in Spanish for Spanish Speakers for Mesa College. We are in the process of hiring a full-time instructor to lead the Spanish for Spanish Speakers program and we are confident our new colleague will increase the strength of this program.

Impact of any new resources (human, fiscal, etc) on the unit and/or action plan implementation:

Our two relatively new instructors of Japanese have now been with us for two years. Their participation in the Japanese program has been remarkable and our Japanese courses continue to have very strong enrollments. They are active members of the department and college and are helping in balancing all of our responsibilities. However, our Japanese program continues to grow, and there have been no new qualified candidates apply to the Japanese adjunct pool in years. Due to the increasing student interest (full classes with full waitlists in JAPN 101), we will be requesting another contract Japanese instructor to provide the potential growth in that area.

The HERF funds expired some time back and were not renewed. In spring of 2024 our BARC request was approved and faculty currently have access to two of the three that were approved.

## Summary and Reflection

**Provide any edits or updates to the prompts originally documented in the Data Reflection section for Year 3.**

Data from 2023 and 2024 were compared with insignificant differences noted. Overall program success continues to be around 72%.

**Review Outcomes Report. Review the unit's outcomes assessment process for 2023 - 2024. Discuss connections to unit goals/action plans/resource requests.**

The Department is in the middle of the outcomes assessment process. Almost all of the CLO 1's have been assessed and this year we are completing the assessment of CLO 2. One meeting was facilitated this fall to view results, reflect, and create any needed action plans. DOC will conclude the process and input into Nuventive.

**Provide any edits or updates to the prompts originally documented in the Practice Reflection section for Year 3.**

The Department continues to take the same steps on an individual and group level to address all equity gaps present in our student success rates. We will continue to develop our lens as equitable educators and share with our colleagues. Many instructors continue to offer flexibility and grace to our students to ensure learning needs are being met, access to information, and opportunities to demonstrate progress in achieving learning outcomes and objectives. Faculty continue to develop and fine tune the learning environments they create no matter the modality. Participation in the local community continues to be a requirement in many of the language courses such as Spanish and Italian. Class caps continue to pose barriers in providing the ideal learning environment for our language students. We feel strongly that lowering the course caps will have positive benefits for all students and should seriously be considered.

### **YEAR 4 Updates (2025 - 2026)**

**Provide any edits or updates to the prompts originally documented in the Executive Summary section for Year 4.**

**Provide any edits or updates to the prompts originally documented in the Data Reflection section for Year 4.**

**Review Outcomes Report. Review the unit's outcomes assessment process for 2024 - 2025. Discuss connections to unit goals/action plans/resource requests.**

**Provide any edits or updates to the prompts originally documented in the Practice Reflection section for Year 4.**



## Goal 1: Increase Opportunities for Professional Development in the Teaching & Learning of Languages in various modalities in a post-pandemic space

**Unit Goal:** Goal 1: Increase Opportunities for Professional Development in the Teaching & Learning of Languages in various modalities in a post-pandemic space

**Goal Status:** Active

**Beginning Year:** 2022 - 2023

**Projected Completion Year:** 2025 - 2026

### Mapping

Mesa College Strategic Plan: Roadmap to Mesa2030: (X - Highlight the X to Align)

- **Community - Objective 1:** Use technology to improve communication and accessibility across campus. (X)
- **Community - Objective 2:** Develop activities, spaces, and programs that support a sense of belonging with a focus on antiracism, historically minoritized groups, and inclusion. (X)
- **Community - Objective 3:** Build a culture of communication that is evidence based, race conscious, institutionally focused, systemically aware, and equity advancing (X)
- **Community - Objective 4:** Remove barriers to equitable participation by developing, incentivizing and creating structures for all employees to engage in and design professional learning (X)
- **Community - Objective 5:** Increase opportunities to be an asset and resource to the external community (X)
- **Pathways and Partnerships - Objective 1:** Develop and implement frameworks to create communities that can provide more targeted delivery of educational resources and support services. (X)
- **Pathways and Partnerships - Objective 2:** Expand partnerships with K-12 institutions to enhance program offerings and increase access for minoritized students. (X)
- **Pathways and Partnerships - Objective 3:** Increase community engagement, experiential learning, integrated career planning, and workforce training to prepare students for future careers (X)
- **Pathways and Partnerships - Objective 4:** Expand intersegmental pathways to create a seamless transition between Mesa and k-12, non-credit, Universities, and careers (X)
- **Pathways and Partnerships - Objective 5:** Develop and implement technologies, including website redesign, that will make pathways information available to students so that they can effectively utilize this information in their educational and career planning (X)
- **Scholarship - Objective 1:** Expand and prioritize professional learning experiences for all employees that create parity in outcomes across racial/ethnic groups and all disproportionately impacted groups (X)
- **Scholarship - Objective 2:** Evaluate and improve Diversity, Equity, and Inclusion practice in classroom environments, campus activities, departments, schools, and administrative units (X)
- **Scholarship - Objective 3:** Assess impact of prerequisites and corequisites on student success and revise curriculum, as needed (X)
- **Scholarship - Objective 4:** Expand the use of innovative and high-quality teaching, learning, and support practices that achieve equitable outcomes



and increase student success (X)

- **Scholarship - Objective 5:** Reduce costs associated with instructional materials to support the elimination of equity gaps (X)

Action Plans	Action Plan Update
<p><b>Action Plan Status:</b> Active</p> <p><b>Action Plan:</b> Facilitate an in-house best practices workshop/retreat to allow for sharing and dissemination of current teaching tools, approaches, and technologies as relates to the teaching of languages across modalities.</p> <p><b>Action Plan Cycle:</b> 2022 - 2023, 2023 - 2024, 2024 - 2025, 2025 - 2026</p>	<p><b>Submission Date:</b> 12/02/2024</p> <p><b>Action Plan Update:</b> We had postponed an in-house languages teaching workshop until spring 2024 and sent out another call for proposals. Again, faculty showed little to no interest in facilitating a workshop so we have readjusted our goals to instead include brief faculty presentations during departmental meetings. In spring 2024, Professor Yuka Brown presented her findings of her spring and fall 2023 JAPN 101 Synch 2 pilot courses. In fall 2024, we conducted a department discussion at one of our monthly meetings on the challenges of AI usage in the language classroom and Uriel Ornelas gave a demo on positive methods of using AI. Discussion on Best Practices will be a standing item on departmental meeting agendas starting Spring 2025. We instituted a new process in order to maximize the annual AFT Travel and Conference funds so that none of the money would go unspent. This academic year four faculty will benefit from the funds available and this has reduced their out-of-pocket costs for attending major conferences.</p> <p><b>Update Year:</b> 2024 - 2025</p> <p><b>Action Plan Progress:</b> Barriers Encountered</p>
<p><b>Action Plan Status:</b> Active</p> <p><b>Action Plan:</b> Maintain, update, and improve digital spaces for the sharing of teaching materials and technologies</p> <p><b>Action Plan Cycle:</b> 2022 - 2023, 2023 - 2024, 2024 - 2025, 2025 - 2026</p>	<p><b>Submission Date:</b> 12/02/2024</p> <p><b>Action Plan Update:</b> We continue to encourage faculty to use the Departmental Canvas course for sharing materials and disseminating information.</p> <p><b>Update Year:</b> 2024 - 2025</p> <p><b>Action Plan Progress:</b> On Track</p>

## Goal 2: Re-imagine availability, reliability, and use of technology in the classroom teaching spaces on campus

**Unit Goal:** Goal 2: Re-imagine availability, reliability, and use of technology in the classroom teaching spaces on campus

**Goal Status:** Active

**Beginning Year:** 2022 - 2023

**Projected Completion Year:** 2025 - 2026

### Mapping

Mesa College Strategic Plan: Roadmap to Mesa2030: (X - Highlight the X to Align)

- **Community - Objective 1:** Use technology to improve communication and accessibility across campus. (X)
- **Community - Objective 2:** Develop activities, spaces, and programs that support a sense of belonging with a focus on antiracism, historically minoritized groups, and inclusion. (X)
- **Community - Objective 3:** Build a culture of communication that is evidence based, race conscious, institutionally focused, systemically aware, and

equity advancing (X)

- **Community - Objective 4:** Remove barriers to equitable participation by developing, incentivizing and creating structures for all employees to engage in and design professional learning (X)
- **Community - Objective 5:** Increase opportunities to be an asset and resource to the external community (X)
- **Completion - Objective 1:** Develop pathways that provide students with clarity about degree, certificate, and transfer requirements. (X)
- **Completion - Objective 2:** Develop cross - functional teams that support student success and include integrated career and transfer counseling. (X)
- **Completion - Objective 3:** Design and promote programs and services that intentionally target a reduction in equity gaps in completion outcomes (X)
- **Completion - Objective 4:** Support students' access to resources to mitigate the impact caused by technological and basic needs insecurity (X)
- **Scholarship - Objective 1:** Expand and prioritize professional learning experiences for all employees that create parity in outcomes across racial/ethnic groups and all disproportionately impacted groups (X)
- **Scholarship - Objective 2:** Evaluate and improve Diversity, Equity, and Inclusion practice in classroom environments, campus activities, departments, schools, and administrative units (X)
- **Scholarship - Objective 3:** Assess impact of prerequisites and corequisites on student success and revise curriculum, as needed (X)
- **Scholarship - Objective 4:** Expand the use of innovative and high-quality teaching, learning, and support practices that achieve equitable outcomes and increase student success (X)
- **Scholarship - Objective 5:** Reduce costs associated with instructional materials to support the elimination of equity gaps (X)
- **Stewardship - Objective 1:** In collaboration with students, develop a climate action plan aligned with state and city goals that includes a timeline to reduce Mesa College's carbon footprint, focuses on climate literacy and student action, and mitigates Mesa's impact on climate change (X)
- **Stewardship - Objective 2:** Support processes and initiatives that prioritize environmental sustainability and reduce Mesa College's impact on climate change (X)
- **Stewardship - Objective 3:** Increase student access and schedule efficiency by coordinating schedules among departments/disciplines (X)
- **Stewardship - Objective 4:** Establish a college-wide practice and schedule that addresses routine maintenance and renewal of equipment, facilities and technology to ensure access to adequate resources and better serve students (X)
- **Stewardship - Objective 5:** Increase campus understanding, communication of and transparency in budget and resource allocation (X)
- **Stewardship - Objective 6:** Develop a proactive hiring plan that includes a review of advertising, screening, and interviewing with a goal of establishing a diverse and competent workforce that is reflective of the student population and the local community (X)

Action Plans	Action Plan Update
<b>Action Plan Status:</b> Active <b>Action Plan:</b> Explore alternate uses of the Language Lab (LRC 229) including scheduling of the Lab, classroom usage, software access, STAMP testing/certification, and faculty supervision.	<b>Submission Date:</b> 12/02/2024

Action Plans	Action Plan Update
<p><b>Action Plan Cycle:</b> 2022 - 2023, 2023 - 2024, 2024 - 2025, 2025 - 2026</p>	<p><b>Action Plan Update:</b> We are overhauling the Language Lab to create a more flexible instructional space and the project is currently underway. New technology (laptops, cabinets, Newline Panel, audio system, instructor computer, 4 desktop computers for back study room) and furniture (tables, chairs, banquettes, assistant desk) have been purchased for all spaces (lab, social space, study rooms, and hallways) and repairs are taking place throughout the entire Language Center. Estimated completion date is the end of fall semester or beginning of the spring semester. When complete we will have a more welcoming and user friendly space for instruction and community building. In the spring we will dialogue with faculty about various ways to use new instructional space and encourage the sharing of ideas among faculty, visit other spaces on campus for ideas as to how to utilize the space, shift departmental sponsored activities such as lectures, meetings, etc. into the new space. Additionally, careful attention will be paid to the time and labor needed to schedule, set up space, use, and take down to better understand potential future staffing needs. An assessment of these needs will be utilized to request student workers and or other staff to help manage and maintain the new innovative Lab Learning Space.</p> <p><b>Update Year:</b> 2024 - 2025  <b>Action Plan Progress:</b> On Track</p>
<p><b>Action Plan Status:</b> Active  <b>Action Plan:</b> Create a usage plan for existing language department laptops that makes them available for in class usage more regularly and imagines alternative uses of existing laptops.  <b>Action Plan Cycle:</b> 2022 - 2023, 2023 - 2024, 2024 - 2025, 2025 - 2026</p>	<p><b>Submission Date:</b> 12/02/2024  <b>Action Plan Update:</b> We were informed that our departmental laptops that were loaned out to students during the COVID-19 pandemic would not be returned to us. At a future date, we will reassess whether laptops are needed for in class use and if so, look for future funding. Now upcoming availability of the 40 new laptops in the revised language lab may offer creative alternatives to using laptops in the classroom and together we will explore our options. Also, improvements in the strength of WiFi signals in the LRC and around campus has made student use of their own devices to access instructional materials more prevalent and possibly reduces the need to provide laptops in the classroom.  <b>Update Year:</b> 2024 - 2025  <b>Action Plan Progress:</b> Barriers Encountered</p>

### Goal 3: Reaffirm our department commitment to Equity and Inclusion in our Language Classes

**Unit Goal:** Goal 3: Reaffirm our department commitment to Equity and Inclusion in our Language Classes

**Goal Status:** Active

**Beginning Year:** 2022 - 2023

**Projected Completion Year:** 2025 - 2026

#### Mapping

Mesa College Strategic Plan: Roadmap to Mesa2030: (X - Highlight the X to Align)

- **Community - Objective 1:** Use technology to improve communication and accessibility across campus. (X)
- **Community - Objective 2:** Develop activities, spaces, and programs that support a sense of belonging with a focus on antiracism, historically

minoritized groups, and inclusion. (X)

- **Community - Objective 3:** Build a culture of communication that is evidence based, race conscious, institutionally focused, systemically aware, and equity advancing (X)
- **Community - Objective 4:** Remove barriers to equitable participation by developing, incentivizing and creating structures for all employees to engage in and design professional learning (X)
- **Community - Objective 5:** Increase opportunities to be an asset and resource to the external community (X)
- **Completion - Objective 1:** Develop pathways that provide students with clarity about degree, certificate, and transfer requirements. (X)
- **Completion - Objective 2:** Develop cross - functional teams that support student success and include integrated career and transfer counseling. (X)
- **Completion - Objective 3:** Design and promote programs and services that intentionally target a reduction in equity gaps in completion outcomes (X)
- **Completion - Objective 4:** Support students' access to resources to mitigate the impact caused by technological and basic needs insecurity (X)
- **Scholarship - Objective 1:** Expand and prioritize professional learning experiences for all employees that create parity in outcomes across racial/ethnic groups and all disproportionately impacted groups (X)
- **Scholarship - Objective 2:** Evaluate and improve Diversity, Equity, and Inclusion practice in classroom environments, campus activities, departments, schools, and administrative units (X)
- **Scholarship - Objective 3:** Assess impact of prerequisites and corequisites on student success and revise curriculum, as needed (X)
- **Scholarship - Objective 4:** Expand the use of innovative and high-quality teaching, learning, and support practices that achieve equitable outcomes and increase student success (X)
- **Scholarship - Objective 5:** Reduce costs associated with instructional materials to support the elimination of equity gaps (X)

Action Plans	Action Plan Update
<p><b>Action Plan Status:</b> Active</p> <p><b>Action Plan:</b> Facilitate the investigation of OER materials for our language classes and the sharing of the information (potentially in the departmental workshops from Goal 1).</p> <p><b>Action Plan Cycle:</b> 2022 - 2023, 2023 - 2024, 2024 - 2025, 2025 - 2026</p>	<p><b>Submission Date:</b> 12/02/2024</p> <p><b>Action Plan Update:</b> With a new digital platform for our SPAN 101-201 textbook, Spanish faculty decided to pause the investigation into OER materials and instead moved forward with utilizing and evaluating how the new platform addresses our students' learning needs. Since the current edition of the Spanish textbook will most likely have a new edition in a year or two, we will convene a textbook committee at a later date and OER materials will be considered alongside publisher created content. We will make sure we weigh the pros and cons of both formats and select the materials that best meet our teaching and learning objectives.</p> <p>Professor of French, Uriel Ornelas, is currently in the process of developing OER for FREN 101-202 to reduce financial barriers for students. We hope to receive an update next spring.</p> <p>Additionally, the professors of Japanese are hoping to start the process of investigating OER materials in the future.</p> <p><b>Update Year:</b> 2024 - 2025</p>

Action Plans	Action Plan Update
<p><b>Action Plan Status:</b> Active</p> <p><b>Action Plan:</b> Provide opportunities for faculty to share information learned at Equity specific trainings (departmental workshop/retreat, individual trainings, invitation of guest speakers) with an eye toward bridging specific equity gaps that have arisen from the data.</p> <p><b>Action Plan Cycle:</b> 2022 - 2023, 2023 - 2024, 2024 - 2025, 2025 - 2026</p>	<p><b>Action Plan Progress:</b> On Track</p> <p><b>Submission Date:</b> 12/02/2024</p> <p><b>Action Plan Update:</b> This fall, initial steps have been taken to encourage departmental discussion and reflection on our role in DEIA initiatives and teaching. With the assistance of the DEIA Discussion guide, we have started a shared document and faculty are inputting ideas in regard to our current commitment to DEIA values and areas for improvement. This document will be a living document and it will encourage faculty to continuously reflect on DEIA in the classroom and inspire new avenues to professional development and training. Additionally, discussion on DEIA will be a standing item on departmental meeting agendas starting Spring 2025.</p> <p>Individual faculty continue to attend various training focused on equity and as the chairs we will continue to encourage them to share with colleagues at monthly meetings. Examples of DEIA focused professional development includes attendance at The National Conference on Race and Ethnicity in Higher Education (NCORE), The American Council of Teachers of Foreign Languages (ACTFL) Annual Conference, and the Online Teaching Conference in Long Beach. Faculty have completed courses and/or attending trainings on Culturally Responsive Online Instruction, Equitable and Accessible Online Instruction, Ungrading, Linguistic Bias, Linguistic Racism, and Linguistic Justice, Racism in France, How to create more inclusive and anti-racist classrooms, and How to support incarcerated students to name just a few.</p> <p>The department will continue to promote opportunities for professional development for faculty without the time consuming demands of planning an event and/or conference and encourage faculty to attend numerous no-cost FLEX activities at Mesa and SDCCD, in addition to the college and AFT funded conferences, workshops, and classes.</p> <p><b>Update Year:</b> 2024 - 2025</p> <p><b>Action Plan Progress:</b> On Track</p>



# Program Review

Summary and Reflections with Unit Goals, Action Plans,  
and Updates

Instructional Program - Library Science (LIBS)  
(hidden 11-12-24)

Summary and Reflection







# **Program Review**

Summary and Reflections with Unit Goals, Action Plans,  
and Updates

Instructional Program - Marketing (MARK)

## Executive Summary

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**Describe the successes and challenges your unit has faced since the last comprehensive review.**

Perhaps the greatest success the MARK Program has experienced during the most recent evaluation cycle is the continued absence of equity gaps. MARK faculty believe that this success can be attributed to the multiple approaches (described below) that MARK Program faculty employed during the period.

With regard to challenges, MARK Program faculty were not able to proceed with plans to update the Program by developing and launching a new digital marketing course, which was discussed during the last Program Review cycle. This was in part due to the other challenges that the School of Business & Technology (BT) faculty and administration faced during the period, most of which were created by the still-raging COVID-19 pandemic. It was necessary to prioritize tasks in order to best serve students, and development of the new course was not a major priority compared to other, more urgent work that had to be done.

In addition to the above, new challenges associated with developing and launching the course were identified during the period that must be resolved before work on it can proceed. These challenges include, but are not limited to the fact that, since the MARK Program has a CTE TOP code, MARK faculty must demonstrate that there is a local workforce need for digital marketers that is not already being met by multiple other local colleges/universities before receiving authorization from administration to create the course.

One major obstacle to demonstrating that need has been the fact that all of the SOC's currently associated with the MARK Program TOP code pertain to areas of marketing other than promotion and advertising, and digital marketing primarily comprises digital promotion and advertising. Because of this, the labor market data that MARK faculty have been able to obtain from the San Diego Regional Workforce Partnership for "marketing" have not been relevant to or supportive of the need for digital marketing workforce skills.

The pandemic (and the exigencies it created for students, faculty, and administration) is now waning, however, and discussions with CTE leadership at the college and district levels regarding the SOC issue were recently initiated. MARK faculty hope that these changes will support development of the course and the associated updating of the MARK Program..

**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.**

N/A

**If applicable, describe the impact of any new resources (human, fiscal, etc) on the unit and/or action plan implementation.**

N/A

**If you assess OUTCOMES, please confirm that the outcomes have been reviewed for accuracy. If you do not assess Outcomes, skip this question.**

Reviewed & Accurate

**Related Documents for Charts and Graphs****Executive Summary Complete**

Yes

## Data Reflection

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**Trends observed in program/service area's data.**

Overall MARK Program enrollment declined year to year between 2017/18 and 2021/22, with headcount dropping from 365 in 2017/18 to 217 in 2021/22. This represents a decrease of about 40% in Program enrollment, and aligns with the enrollment decline experienced by the College as a whole during this period. The data indicate that the largest annual decreases between 2017/18 and 2021/22 occurred in the last two years, between 2019/20-

## Summary and Reflection

2020/21 (18%) and 2020/21-2021/22 (20%). The decline represents a continuation of the pattern observed and discussed in the 2021 MARK Program Review, which detailed the impact of the COVID-19 pandemic on student enrollment.

Interestingly, the number of MARK Program awards for Fall 2021/22 was 7, which is the highest number since 2015/16, when the number was also 7. It's worth noting that 2020/21 awards were also relatively high, at 6, representing a considerable increase from the single MARK Program award recorded for 2019/20 and the 7-year annual average of 4.4 awards.

Perhaps the most interesting thing about the MARK Program awards growth is that it took place during the two years of greatest overall decline in MARK Program enrollment, when the Program was the smallest it has been in five years. The fact that more MARK degrees and certificates have been awarded in the last year despite shrinking Program size indicates that a larger percentage of students enrolled in the MARK Program is receiving MARK awards. This, along with the absence of equity gaps, suggests that MARK Program efforts to use resources effectively to support equity and student achievement are succeeding.

As regards MARK Program course outcomes, data from the College Course Outcomes Dashboard indicate that, for the Spring 2021, Fall 2021, and Spring 2022 semesters, the overall MARK Program course retention rate was 88%, and the overall MARK course success rate was 70%. For the same three semesters, the overall course retention rate for the College was 87%, and the overall course success rate was 73%. These data indicate that MARK Program course retention and success rates during this period aligned with those of the College as a whole.

In terms of ethnic representation within the MARK Program during the 2020/21-2021/22 period, the largest groups overall were the White (41.1%) and Latinx (36.5%) categories. These were followed by the Multi-Ethnicity (7.5%), Asian (6.2%), Filipino (3.1%), and African American (2.9%) categories. The groups with the smallest representation were the Native American (0.6%) and Pacific Islander (0.4%) categories. These data likewise align with those of the College as a whole.

### **Describe any equity gaps in the data. Are there differences and/or patterns observed by demographics (e.g. race/ethnicity, gender, age, etc.)**

No equity gaps in MARK Program awards are recorded for 2021/22. As mentioned earlier, the continued absence of equity gaps in the MARK Program suggests that MARK faculty efforts to support equity (via methods discussed below as "current practices") have been successful. MARK faculty therefore plan to continue these efforts.

Despite the absence of equity gaps, however, MARK faculty remain focused on finding ways to encourage African American (AA) students to enroll in the MARK Program. Enrollment data indicate that AA annual student enrollment declined from 6.4% (headcount 22) in 2018/19 to 2.6% (headcount 7) in 2020/21, an overall reduction of 3.8 percentage points. Since communities of color were in general disproportionately impacted by the pandemic, MARK faculty find this decline—which occurred during the height of the pandemic—unsurprising, though dismaying.

In 2021/22, AA percentage enrollment in the MARK Program began an apparent recovery, climbing to 3.2%. Closer examination of the data, however, revealed that AA headcount for both 2020/21 and 2021/22 remained consistent at 7. This indicates that the percentage increase reflects the continued annual shrinkage of overall MARK Program enrollment, rather than an increase in the number of AA students enrolled in it.

MARK faculty continue discuss this issue and seek ways in which to encourage AA (and other non-white) students to explore marketing as a field of study and potential employment. We hope that, by updating the MARK Program to include a digital marketing course and eventually a digital marketing certificate program, we can increase its appeal to AA (and other) students, especially those in the social media savvy Gen Z cohort.

### **Related Documents for Charts and Graphs**

### **Describe the discussion(s) that took place about the unit's learning outcomes assessment data.**

Discussion about learning outcomes assessment data during 2021/22 uncovered the fact that all MARK outcomes had been assessed at least once—and some twice—during the cycle. In addition, all MARK courses during the

## Summary and Reflection

period either met or exceeded their target assessment goals. Currently, MARK outcome assessment for the next Program Review cycle is underway.

### Data Reflection Complete

Yes

## Practice Reflection

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### Describe current practices your program/service area has engaged in that you believe impact the above data trends and equity gaps.

Three means of addressing equity issues and supporting student success that MARK Program faculty employed during the past cycle include: 1. Monitoring of individual student performance in MARK courses, as indicated by coursework completion patterns and scores on completed assignments; 2. Conducting email or face-to-face outreach to individual students whose coursework completion patterns and or grades suggest the existence of impediments to academic success, with the objective of ascertaining what may be causing them to miss assignments or score poorly on them; 3. Responding to information provided by students about such impediments by connecting them with campus resources such as the Resiliency Fund, Tutoring, the Writing Center, etc., designed to mitigate the identified difficulty, and also by modifying course design, as appropriate, to eliminate obstacles created by course policies or assignment scheduling.

MARK faculty have observed the effectiveness of these methods in supporting equity (i.e., there have been no reported equity gaps in the Program over the last two cycles), and therefore plan to continue implementing them.

### What other factors (internal or external) might also impact the above data trends and equity gaps?

MARK faculty have observed that BT has not offered two of the four courses that currently make up the MARK Program—i.e., MARK 130—Advertising Principles and MARK 105—Personal Selling—for several consecutive academic years. Consequently, MARK students who needed those courses to complete their programs of study had no choice but to enroll in them at institutions other than Mesa College.

Our understanding is that this issue is the result of difficulty in finding qualified adjunct faculty to teach the classes. Since MARK Program enrollment is too small to justify seeking an additional contract faculty member to teach them, however, MARK faculty believe that resolution of this staffing challenge should be prioritized moving forward. Locating and hiring qualified adjunct instructors will assure that MARK Program students are not forced to go elsewhere to access the MARK courses they need to graduate.

### Related Documents for Charts and Graphs

### Practice Reflection Complete

Yes

## Mid-Cycle Updates

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### YEAR 2 Updates (2023 - 2024)

Provide any edits or updates to the prompts originally documented in the Executive Summary section for Year 2.

Provide any edits or updates to the prompts originally documented in the Data Reflection section for Year 2.

Review Outcomes Report. Review the unit's outcomes assessment process for 2022 - 2023. Discuss connections to unit goals/action plans/resource requests.

Provide any edits or updates to the prompts originally documented in the Practice Reflection section for Year 2.

### YEAR 3 Updates (2024 - 2025)

Provide any edits or updates to the prompts originally documented in the Executive Summary section for Year 3.

Currently we are investigating the possibility of changing the program designator from MARK to BUSE for all marketing courses. This would eliminate the marketing program and the courses would become part of the

## Summary and Reflection

Business program. We have received support from both Miramar and City colleges to move forward. Through our research, we have found that all other colleges in the area offer their marketing courses under the business program. We believe this change would increase the awareness and visibility of the courses and create a more robust course offering in business.

### **Provide any edits or updates to the prompts originally documented in the Data Reflection section for Year 3.**

In the last two academic years, the number of degrees awarded went down from 7 to 5. (2022-2023 - 5 awards; 2023-2024 - 5 awards, 7 in previous year)

However, enrollment in marketing courses increased. In 2022-2023 enrollment was 262 and in 2023-2024 it reached 288 (MARK 130 was offered for the first time in at least three years), previously it was 217 in 2021-2022. It is still lower than prior to the pandemic when enrollment was around 365 in 2017-2018.

### **Review Outcomes Report. Review the unit's outcomes assessment process for 2023 - 2024. Discuss connections to unit goals/action plans/resource requests.**

Our outcomes process is sufficient. Our students continue to reach the benchmark on all course outcomes assessments.

### **Provide any edits or updates to the prompts originally documented in the Practice Reflection section for Year 3.**

We continue to practice the actions documented. As noted above, we have added back MARK 130, Principles of Advertising, which is a positive contribution to our course offerings. We will examine the ability to offer MARK 105 Personal Selling, which has not been offered in multiple academic years.

## **YEAR 4 Updates (2025 - 2026)**

### **Provide any edits or updates to the prompts originally documented in the Executive Summary section for Year 4.**

### **Provide any edits or updates to the prompts originally documented in the Data Reflection section for Year 4.**

### **Review Outcomes Report. Review the unit's outcomes assessment process for 2024 - 2025. Discuss connections to unit goals/action plans/resource requests.**

### **Provide any edits or updates to the prompts originally documented in the Practice Reflection section for Year 4.**

## Goal 1: Conduct outreach to high schools and community.

**Unit Goal:** Goal 1: Conduct outreach to high schools and community.

**Goal Status:** Archived

**Beginning Year:** 2022 - 2023

**Projected Completion Year:** 2025 - 2026

### Mapping

Mesa College Strategic Plan: Roadmap to Mesa2030: (X - Highlight the X to Align)

- **Pathways and Partnerships - Objective 2:** Expand partnerships with K-12 institutions to enhance program offerings and increase access for minoritized students. (X)
- **Pathways and Partnerships - Objective 2:** Expand partnerships with K-12 institutions to enhance program offerings and increase access for minoritized students. (X)
- **Pathways and Partnerships - Objective 2:** Expand partnerships with K-12 institutions to enhance program offerings and increase access for minoritized students. (X)
- **Pathways and Partnerships - Objective 2:** Expand partnerships with K-12 institutions to enhance program offerings and increase access for minoritized students. (X)
- **Pathways and Partnerships - Objective 2:** Expand partnerships with K-12 institutions to enhance program offerings and increase access for minoritized students. (X)

Action Plans	Action Plan Update
<b>Action Plan Status:</b> Active <b>Action Plan:</b> Continue conducting outreach to and mentoring of faculty teaching MARK courses at local high schools to address their concerns and needs and assure quality of instruction. <b>Action Plan Cycle:</b> 2022 - 2023, 2023 - 2024, 2024 - 2025, 2025 - 2026	<b>Submission Date:</b> 12/04/2023 <b>Action Plan Update:</b> This goal is currently on hold as we further investigate the direction of the marketing program and whether high school students are a target group for our program. <b>Update Year:</b> 2023 - 2024 <b>Action Plan Progress:</b> Barriers Encountered

## Goal 2: Engage in direct collaboration with Work-Based Learning & Strong Workforce organizations

**Unit Goal:** Goal 2: Engage in direct collaboration with Work-Based Learning & Strong Workforce organizations

**Goal Status:** Active

**Beginning Year:** 2022 - 2023

**Projected Completion Year:** 2025 - 2026

### Mapping

Mesa College Strategic Plan: Roadmap to Mesa2030: (X - Highlight the X to Align)

- **Pathways and Partnerships - Objective 3:** Increase community engagement, experiential learning, integrated career planning, and workforce training to prepare students for future careers (X)
- **Pathways and Partnerships - Objective 3:** Increase community engagement, experiential learning, integrated career planning, and workforce training to prepare students for future careers (X)
- **Pathways and Partnerships - Objective 3:** Increase community engagement, experiential learning, integrated career planning, and workforce training to prepare students for future careers (X)
- **Pathways and Partnerships - Objective 3:** Increase community engagement, experiential learning, integrated career planning, and workforce training to prepare students for future careers (X)
- **Pathways and Partnerships - Objective 3:** Increase community engagement, experiential learning, integrated career planning, and workforce training to prepare students for future careers (X)

Action Plans	Action Plan Update
<b>Action Plan Status:</b> Active <b>Action Plan:</b> Participate in collaborative meetings with campus Work-Based Learning and Strong Workforce organizations to assure that the Marketing Program optimally accesses and uses available resources that support student acquisition of workplace skills and experience. <b>Action Plan Cycle:</b> 2022 - 2023, 2023 - 2024, 2024 - 2025, 2025 - 2026	<b>Submission Date:</b> 02/03/2025 <b>Action Plan Update:</b> This has been done and will continue to happen. Our marketing faculty has updated and implemented course projects based on feedback we have received from WBL and other industry liaisons. <b>Update Year:</b> 2024 - 2025 <b>Action Plan Progress:</b> Completed
	<b>Submission Date:</b> 12/04/2023 <b>Action Plan Update:</b> This is currently in progress and will continue but will have more focus once we determine the direction of our marketing program. <b>Update Year:</b> 2023 - 2024 <b>Action Plan Progress:</b> On Track

**Goal 3: Develop interdisciplinary projects with college faculty.**

**Unit Goal:** Goal 3: Develop interdisciplinary projects with college faculty.

**Goal Status:** Active

**Beginning Year:** 2022 - 2023

**Projected Completion Year:** 2025 - 2026

**Mapping**

Mesa College Strategic Plan: Roadmap to Mesa2030: (X - Highlight the X to Align)

- **Completion - Objective 2:** Develop cross - functional teams that support student success and include integrated career and transfer counseling. (X)
- **Completion - Objective 2:** Develop cross - functional teams that support student success and include integrated career and transfer counseling. (X)
- **Completion - Objective 2:** Develop cross - functional teams that support student success and include integrated career and transfer counseling. (X)



- **Completion - Objective 2:** Develop cross - functional teams that support student success and include integrated career and transfer counseling. (X)
- **Completion - Objective 2:** Develop cross - functional teams that support student success and include integrated career and transfer counseling. (X)

Action Plans	Action Plan Update
<b>Action Plan Status:</b> Active <b>Action Plan:</b> Engage in ongoing collaboration with disciplines outside of Marketing to assure that MARK Program students are provided with a clear educational path that facilitates their successful acquisition of knowledge and skills that support attainment of a Marketing degree or certificate, transfer to a four-year institution, and or a career in a marketing-related discipline. <b>Action Plan Cycle:</b> 2022 - 2023, 2023 - 2024, 2024 - 2025, 2025 - 2026	<b>Submission Date:</b> 02/03/2025 <b>Action Plan Update:</b> This is currently happening. We continue to encourage students to pursue CISC and Journalism courses that align with our marketing courses. In addition, recently marketing faculty meet with Exercise Science and Health faculty to collaborate on the possible development of micro courses, 1-2 units. <b>Update Year:</b> 2024 - 2025 <b>Action Plan Progress:</b> On Track
	<b>Submission Date:</b> 12/04/2023 <b>Action Plan Update:</b> In progress; we have been researching the opportunities of sequencing marketing courses with Journalism and CISC courses that align with careers in marketing. <b>Update Year:</b> 2023 - 2024 <b>Action Plan Progress:</b> On Track

#### Transition all marketing classes to the business program (BUSE)

**Unit Goal:** Transition all marketing classes (MARK) to the business program (BUSE) in order to align with other colleges' course offerings under "Business" and to give more exposure to the marketing courses available at Mesa.

**Goal Status:** Active

**Beginning Year:** 2024 - 2025

**Projected Completion Year:** 2025 - 2026

Action Plans	Action Plan Update
<b>Action Plan Status:</b> Active <b>Action Plan:</b> The first step is to get approval and support from Miramar and City College marketing and business faculty. We then need to assess the awards and programs impacted, the process involved in the transition and the magnitude of work involved. Once we have a better understanding of the timeline and process, we will initiate the work to transition the courses and update the awards and all other areas impacted (course catalog, etc.). <b>Action Plan Cycle:</b> 2024 - 2025, 2025 - 2026	<b>Submission Date:</b> 02/03/2025 <b>Action Plan Update:</b> We have completed the initial steps of getting buy-in from Miramar and City business and marketing faculty. We have identified the awards impacted and the initial process involved to make the changes. We will continue to work on this through the next 1-2 years. <b>Update Year:</b> 2024 - 2025 <b>Action Plan Progress:</b> On Track



## Resume Offering All Marketing Courses

**Unit Goal:** Resume offering MARK 130 Advertising Principles and MARK 105 Professional Selling, which previously hadn't been offered in 4-5 years.

**Goal Status:** Active

**Beginning Year:** 2023 - 2024

**Projected Completion Year:** 2025 - 2026

Action Plans	Action Plan Update
<b>Action Plan Status:</b> Active <b>Action Plan:</b> Continue to promote the marketing program in order to fill the courses that haven't previously been offered. In Spring 2024 MARK 130 was added back to the schedule and filled. It is now offered again in Spring 2025 and is full. The next step is to get MARK 105 back on the schedule. <b>Action Plan Cycle:</b> 2024 - 2025, 2025 - 2026	<b>Submission Date:</b> 02/03/2025 <b>Action Plan Update:</b> MARK 130 filled again for Spring 2025 which prompted discussion to add MARK 105 back to the schedule in Spring 2026. <b>Update Year:</b> 2024 - 2025 <b>Action Plan Progress:</b> On Track

## Goal 4: Update MARK curriculum to include an introductory course in digital marketing

**Unit Goal:** Goal 4: Update MARK curriculum to include an introductory course in digital marketing

**Goal Status:** Archived

**Beginning Year:** 2022 - 2023

**Projected Completion Year:** 2025 - 2026

### Mapping

Mesa College Strategic Plan: Roadmap to Mesa2030: (X - Highlight the X to Align)

- **Pathways and Partnerships - Objective 3:** Increase community engagement, experiential learning, integrated career planning, and workforce training to prepare students for future careers (X)
- **Pathways and Partnerships - Objective 3:** Increase community engagement, experiential learning, integrated career planning, and workforce training to prepare students for future careers (X)
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- **Pathways and Partnerships - Objective 3:** Increase community engagement, experiential learning, integrated career planning, and workforce training to prepare students for future careers (X)
- **Pathways and Partnerships - Objective 3:** Increase community engagement, experiential learning, integrated career planning, and workforce training to prepare students for future careers (X)

Action Plans	Action Plan Update
<p><b>Action Plan Status:</b> Active</p> <p><b>Action Plan:</b> Schedule meetings with BT dean and interested parties within BT and or CTE to initiate the process of developing an introductory digital marketing course to update the MARK Program curriculum such that its relevance to current marketing workplace skill needs is supported. (First such meeting is currently planned to take place in April 2023.)</p> <p><b>Action Plan Cycle:</b> 2022 - 2023, 2023 - 2024, 2024 - 2025, 2025 - 2026</p>	<p><b>Submission Date:</b> 12/04/2023</p> <p><b>Action Plan Update:</b> This goal is still a consideration but prior to developing new curriculum, we need to determine the direction of our program as it is most likely going to be merged into the business program.</p> <p><b>Update Year:</b> 2023 - 2024</p> <p><b>Action Plan Progress:</b> Barriers Encountered</p>



# Program Review

Summary and Reflections with Unit Goals, Action Plans, and Updates

Instructional Program - Mathematics (MATH)

## Executive Summary

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**Describe the successes and challenges your unit has faced since the last comprehensive review.**

### Mission

The Department Mission remains the same as stated below:

The Math Department of San Diego Mesa College seeks to cultivate a culture of mathematical excellence in an equity-minded and inclusive forum that equips students for success in their future endeavors. We foster their curiosity and appreciation for math while empowering them to expand their abilities to think and to communicate effectively.

### Overview of faculty

The math department currently has 13 full-time faculty, all of whom are tenured. The department also has 1 dual math/engineering faculty member. Our department has 3 PRO-RATA teaching in Fall 2024 (Harter, Meckstroth, and Belew). There are several faculty members who plan to retire in the next 4 to 5 years, one of which has retired this past Spring semester (Belew). Most will likely be back as pro-rata, but it leaves the department with a huge deficiency especially as it pertains to faculty hired specifically to teach the E-STEM calculus sequence. But, with the recent legislation we have faculty who have not taught the calculus series that are moving into the E-STEM calculus series. There is a concern for San Diego Mesa College to maintain its standard of mathematical preparation. We are seeing declining preparation in the calculus sequence as well as in the sciences. With the HSI Curriculum Workgroup we are encouraging interdisciplinary discussions to apprise math faculty of the importance of adequately preparing our students for their math and science courses.

**Describe the successes and challenges your unit has faced since the last comprehensive review.**

Mesa Math faculty have responded amazingly well given the many challenges we have faced in the past 6 years. The math and science disciplines have been hit with what feels like a meteor shower in the form of new legislation AB705 and AB1705, with the pandemic alongside. Several faculty members are doing important work outside of the department and many have participated in several professional development opportunities. Some of these are listed mentioned below.

- PUENTE
- FIGs
- CEER
- INSPIRE
- CCAP
- Professional Development Coordinator
- STEMCORE (duration of a HSI STEM grant)
- HSI Activity Director
- Summer Cruise
- Jumpstart
- Pathways workgroups
- Equity Minded Workgroup
- SHIFT
- AMATYC
- Humanizing STEM
- Community of Practice for Math 116 and Math 104/141 in Fall 2022
- Peer Mentoring Math Faculty Liaisons
- Curriculum Retreat in Summer 2024
- Innovative Course Coordinator
- ESCALA
- STEM Lab Redesign
- California Education Learning Lab for Data Science

More Mesa faculty are getting involved in workgroups that support collaboration within the STEM departments. We have 5 math faculty on the HSI STEM Curriculum Workgroup. Participation in the workgroup helps to bring the

## Summary and Reflection

STEM faculty together and to examine the optimum pathway for our STEM students' success. It also has been enlightening for our math faculty to see what concepts are most important to the different science fields. Math faculty can use this knowledge to inform their teaching. We have begun hosting faculty from the sciences at some math department meetings to expand this important dialogue.

Response to pandemic: Most math faculty made the transition to online. Immeasurable innovations were implemented, and many will remain to better serve our students moving forward. We are offering more online classes than pre-pandemic. However, we have diminished the number of offerings online for the past year and kept most of the statistics and terminal courses online or partially online.

For the E-STEM pathway we are practically all face-to-face.

Increased Collaborations:

- Among departmental faculty: With the change in leadership among school dean and chairs, there has been a more positive atmosphere in the math department. While not perfect, more faculty are collaborating with each other in response to the assembly bills and there is more willingness to interact with each other in department meetings. We have set norms in department meetings to listen to each other and shifting the voice to those that are often silent or afraid to speak.
- Interdisciplinary: Our HSI STEM Curriculum Workgroup has become invaluable. The collaboration with STEM faculty have provided great discussions on how to redesign our math curriculum to best support engineering majors. This culminated with a Canvas shell with resources from all disciplines. Initiated dialogue around content coverage in our courses as preparation for other disciplines: Other STEM faculty attended a department meeting to share what they are seeing in terms of algebra and trig readiness. We also exchanged insights into areas of emphasis and how topics are addressed, pedagogical observations etc.
- Math Chairs Collaboration: All 6 math chairs in our district have developed great rapport and collaboration in response to AB1705. We have had several curriculum meetings regarding Option D for AB1705 and culminated in us keeping our Math 141 in the books and using our Math 141X innovative course. In addition, we updated the placement assistant and are currently working with district to create an M60 to allow students with precalculus knowledge to have direct access to Calculus.
- Collaboration with Counseling: Math has been asked to attend Department Meetings with Counseling, EOPS and to communicate changes.

The department is overwhelmingly committed to reducing costs for our students and these collaborations have been integral. Within the last 1-2 years, 75% of our courses have become zero-cost, and the others are all moving quickly in the same direction. These transitions are very labor intensive, but the unwavering commitment of some of our colleagues has generated a "critical mass" of sorts and we have the ball rolling. It will also be important to continue to support the content and to collaborate, but this is one of our most exciting successes across the board.

Challenges:

Tutoring continues to be a challenge for us in terms of alignment with our needs. In light of AB1705, tutoring is critical for our students who need extra support. The onboarding process to become a tutor is long and tedious. Students must take ED100 to start to become a tutor and a tutoring assignment isn't a guarantee. While we are in talks with tutoring to address the road blocks, there's still some push-back on their end. The STEM faculty have now resorted to Peer Mentoring for support, and that has been a success (more on that in the data reflection). However, with the grant running out, it is necessary that this program be institutionalized to further support both math and science efforts.

**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.**

In response to AB705 and AB1705, we have developed several Math Courses that offer additional support.

Over the last 4 years math has created new entry-level courses that have additional support: Math 96X, Math 104X, Math 116X, and Math 119X. We recently started offering Math 121X, 141X, and 150X.

## Summary and Reflection

These courses offer a smaller class size and more time with the instructor. They emphasize group work and collaboration amongst students.

Math 104X, Math 116X and Math 119X have also shortened the path for these students to help students complete their transfer-level math in a year or less.

Our Math 121X, 141X, and 150X are brand new courses in respond to AB1705 and direct access to Calculus. We started offering them last year and are currently keeping track of how students do through their STEM sequence as opposed to just success rates on a single class.

We are excited to say that we will be offering a new course Math 111: Introduction to Data Science I in the Fall of 2025. This was just UCTCA approved and we are waiting for CALGETC approval.

In addition, we are revamping our Math 118: Math for Liberal Arts to a Quantitative Reasoning course that will be UC transferrable. This will give more choices to our liberal arts students who want to pursue a UC since our Math 118 is currently only CSU approved. We will be submitting this curriculum in Spring 2025 for Fall 2026 offering.

Since returning to campus after the pandemic, faculty found most technology was failing. In the classrooms and faculty offices. This year we are seeing the computers replaced and getting functioning projectors in the classrooms. This was difficult since most faculty increased their use of technology during the pandemic.

Last semester, we updated our MS218 room and are excited to have the math studio room that includes movable tables and chairs, individual whiteboards for small student group work, Chromebooks to be used for online math activities, and a large electronic whiteboard. This has become a very popular room used for active learning for our X courses.

We began the Peer Mentoring program 4 years ago and have had growing attendance in the math sessions. We would like to see more students of color as the peer mentors for math.

Since our last program review, our enrollment has increased over the past year. We seem to approach stability as we have decreased our class cancellations the past two semesters.

The math department has had 7 retirements since the last comprehensive review. With these retirements, we have lost faculty hired to teach the E-STEM path. We are in need of more faculty to take over some of the STEM level courses. However, I am happy to say that our FHP request was approved and this Fall semester, we hired a new math faculty who will start next Spring semester.

**If applicable, describe the impact of any new resources (human, fiscal, etc) on the unit and/or action plan implementation.**

**If you assess OUTCOMES, please confirm that the outcomes have been reviewed for accuracy. If you do not assess Outcomes, skip this question.**

Reviewed & Accurate

**Related Documents for Charts and Graphs**

**Executive Summary Complete**

Yes

## Data Reflection

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**Trends observed in program/service area's data.**

Overall, Math has returned to a slightly higher pass rate than the year before the pandemic as you can see below. Refer to Image 2. For the E-STEM pathway, the data by course is illustrated below. Image 3 For this pathway, the courses that have not returned to pre-pandemic are Math 141 and Math 254. We only offer 2 sections of Math 254 and at least one each semester was synchronous. We believe that since this course is so conceptual, that is not the best modality for this course.

## Summary and Reflection

Math 141 pass rates pre-pandemic were 70% and now they are 66%. Our department is pushing to offer a Math 141X to help with this disparity. This course brings together all of the fundamental algebra and trigonometry needed for the majors in this pathway. We are also expecting that the increased communication between math faculty and physics and engineering faculty will help.

The data that we found most concerning is that for Math 210A, which is the introductory math course for math elementary education. Refer to Image 4

The pass rate for this critical course for the education pathway has dropped from 75% pre-pandemic to 36% pass rate. It appears that Math 210AX needed. We will also explore other options to help with this decline. This course is crucial for our Elementary Education Program. City College is working on the Curriculum for Math 210AX and Mesa will strive to offer this course Spring 2024.

Our Statistics program has also returned to pre-pandemic rates in terms of student success as can be seen below. Refer to Image 5

Our B-STEM Pathway data shows that our post-pandemic pass rate is actually higher than the pre-pandemic pass rate. The pass rate has returned to the pass rates seen in 2016 and 2017. Image 6 And By Course for B-STEM. Refer to Image 7.

After the decline in enrollment during the pandemic, we can see on the 'Enrollment Data' image that our enrollment has picked up after Spring 2022.

Based on our success rate data (see success rate data image), there are a couple things to note:

\*Pre-pandemic, our Math 150 was at a 58% success rate and was one of our lowest pass rates in our department. Currently, it is at a 65% success rate which is a significant increase. In addition, our 150X success rate is outperforming our Math 150 overall, with a 74% success.

\*Our 210A in the past had dropped significantly in pass rate and seems to be back with a 72% success. This was noted from my predecessor who did the last program review. We will no longer pursue Math 210AX.

\*All of our higher level STEM courses have a pass rate of above 65%. Math 151 is the one that is on the lower end.

\*Math Biology track seems to be consistent with success in the 70s and Math 121X with a 73% success.

\*Math 104, 104X, 116, 116X, 141, and 141X are alarming. Math 104X and 116X are doing worse than the regular courses and there could be several reasons for that. One reason could be due to them being the lowest courses we offer and students in the lowest band enroll in one of these two courses. The amount of time in and out of the classroom could be overwhelming for students and without Math 92 or 96, the students are struggling in a higher class. Another reason could be the lack of professional development after the pandemic for faculty. As seen in the 'Pre-Pandemic Image for Xs,' 116X and 104X were performing slightly better than the regular courses. During pre-pandemic, we had communities of practice in place where faculty met together and spoke weekly about assessments and developed active learning techniques. After the pandemic, that slowly went away and new faculty were assigned without any proper training for the Xs.

Regardless of the reason, this is extremely worrisome and as a department, we need to develop ways to support both faculty and students in those courses. In addition, bringing in the faculty who teach Math 150X to the table will be a good start of the conversation as well as more embedded tutors in our X courses. There is a clear need to additional support in these courses.

As a side note, Math 141X was taught once last semester with an adjunct who was not prepared to teach it so that could be a reason why the success is so low.

Our Statistics program and Math for liberal arts has also returned to pre-pandemic rates in terms of student success as can be seen below.

## Summary and Reflection

**Describe any equity gaps in the data. Are there differences and/or patterns observed by demographics (e.g. race/ethnicity, gender, age, etc.)**

Below we can see that most of our students within each ethnicity have had pass rates return to pre-pandemic rates.

Of our minoritized students, our Latinx students have been more resilient post-pandemic with pass rates returning to what they had been previously.

Our students who have suffered lower pass rates than pre-pandemic include our African American, Native American and Multi-Ethnic students.

While pre-pandemic, each of these ethnic groups had seen rising pass rates, they have fallen to levels going back several years.

Refer to Image 8

The effects of the pandemic on our students of color is clearly indicated by the Equity Gaps by Ethnicity and Year. The equity gaps for our African American and Latinx students have grown larger over the last few years.

Refer to Image 9

We also see the effects of the last few years on our retention rates for some of our most vulnerable student groups. Our African American and Latinx students were severely impacted. Several faculty participated in the effort to contact our students of color to offer support and encouragement to return to classes. Many of our students had to leave school to work to help support their families at the onset of the pandemic. Others did not have the technology at home needed to make the move to online classes. The chart shows the retention rates for our African American and Latinx students in comparison to the overall retention rate.

Refer to Image 10

For 2021/2022 separately since this is the only year with the added identifications of gender: Surprisingly, females tend to have higher pass rates than males throughout most years. Our non-binary students have lower pass rates and those students who did not report their gender had the highest pass rate (these last two categories have just been added in the year 2021/2022).

Refer to Image 11 and 12

Looking at our 'Overall Equity Analysis' image, we continue to see equity gaps in our African American, Latinx, and Pacific Islander students. Analyzing our Math 150 and 150X's, we see the following:

Math 150

Equity Gap: -10.6%

Success Rate for Latinx: 57.7%

Math 150X

Equity Gap: -12.8%

Success Rate for Latinx: 67.2%

While the equity gap still persists in our 150 and 150X, we can see a higher percentage of Latinx students passing Math 150X. However, the equity gaps have gone larger for those underrepresented students in the other X courses. As I stated above, our department needs to take a look at what exactly is happening in our X courses that are preventing students to succeed.

For the past three years, we have added a math component to the Puente project. Students in Puente are enrolled as a cohort in an English and Personal Growth course for two semesters. In the Fall, students have an option to



## Summary and Reflection

take Math 119 and in the Spring, students can either take the math course for Business/Biology track or the math course for the E-STEM track. Based on our 'Puente Success Rate' data, we see that overall, students in Puente have a higher success rate 88% compared to the rest of Latinx students at Mesa College. In addition, the retention rate for Puente students is higher with a 94% (see Puente Retention Rate image) and so is their GPA with overall 3.14 (see Puente GPA image). This indicates that the Puente project works and it has to do with the sense of community and familia that is built around the program. We can use some of those equity minded practices in our X courses as we have these conversations as a department.

When we look at the data by gender, while we see more male enrollment, the success rate and retention rate for females are slightly higher (see Gender Success Rates image). This was true for every individual course, which I found very interesting.

## Related Documents for Charts and Graphs

[Enrollment Data.PNG](#);

[Image 10.png](#);

[Image 11.png](#);

[Image 12.png](#);

[Image 2.png](#);

[Image 3.png](#);

[Image 4.png](#);

[Image 5.png](#);

[Image 6.png](#);

[Image 7.png](#);

[Image 8.png](#);

[Image 9.png](#);

[Overall Equity Analysis.PNG](#);

[Pre-Pandemic Xs.PNG](#);

[Puente GPA Image.PNG](#);

[Puente Retention Rate.PNG](#);

[Puente Success Rate.PNG](#);

[Success by Gender.PNG](#);

[Success Rate Data.PNG](#);

[Peer Mentoring by Ethnicity.PNG](#);

[Peer Mentoring Overall.PNG](#)

## Describe the discussion(s) that took place about the unit's learning outcomes assessment data.

The common thread in our math department meetings is how to best address the learning loss our students have after learning online and the social anxiety they are experiencing as a result of the isolation during the pandemic. In addition to that, our students have had increasing stress placed upon them during the last few years.

## Data Reflection Complete

Yes

## Practice Reflection

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### Describe current practices your program/service area has engaged in that you believe impact the above data trends and equity gaps.

Some best practices currently used by faculty:

- Come to the class half an hour early to have cookies or other treats on test day to foster community and lower anxiety.
- Allowing formula cards on exams.
- Offering optional midterms to replace one of the first two exams.
- Allowing the final exam to replace an exam, giving students the motivation to learn the material, giving

## Summary and Reflection

another chance to demonstrate knowledge, and also increase their grade.

- Having students do projects instead of traditional exams. This way students can seek help from the instructor along the way. The projects illustrate how math can be used in the real world.
- Allowing students to do quizzes in pairs and share in video format. Some students really enjoy this while others not so much.
- Offering office hours in a classroom so that students can work together.
- Allowing extra time on exams dependent on room availability.
- Reviving Communities of Practice for our Support courses.

Aside from these best practices, our math department is committed to support our STEM faculty. In our Curriculum Work Group, we have interdisciplinary faculty that guide conversations to support STEM students. This has involved a STEM Canvas shell that contains resources for all faculty to obtain, including applications to the sciences and discussion of content relevancy. In terms of curriculum, we have encountered a hidden pre-requisite, Math 254 (Linear Algebra), that affects engineering students. We are currently working with articulation officers to see the impact of engineering degrees.

Update is under the Year 3 update.

**What other factors (internal or external) might also impact the above data trends and equity gaps?**

N/A

## Related Documents for Charts and Graphs

### Practice Reflection Complete

Yes

## Mid-Cycle Updates

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### YEAR 2 Updates (2023 - 2024)

**Provide any edits or updates to the prompts originally documented in the Executive Summary section for Year 2.**

The only update was the current contract faculty member count since we just had a recent retirement and the addition of the California Education Learning Lab for Data Science.

**Provide any edits or updates to the prompts originally documented in the Data Reflection section for Year 2.**

No edits on the Data Reflection

**Review Outcomes Report. Review the unit's outcomes assessment process for 2022 - 2023. Discuss connections to unit goals/action plans/resource requests.**

**Provide any edits or updates to the prompts originally documented in the Practice Reflection section for Year 2.**

Yes, the update was at the end regarding the curriculum workgroup and interdisciplinary work done to support STEM students.

### YEAR 3 Updates (2024 - 2025)

**Provide any edits or updates to the prompts originally documented in the Executive Summary section for Year 3.**

Yes, I updated the current full time faculty count, professional development list, our increased collaborations, and challenges. I also removed the challenges within our department as the atmosphere has changed a bit in our department. I also included the math studio room update. In addition, we now have a new full time faculty member in math to help with the X-courses leading up to STEM, David Rubinstein. I do want to make a note that we also have one full time faculty member, Katherine Naimark that is currently on medical leave.

I want to add further curriculum developments that have impacted math. For the past year, the math chairs have been busy with advocacy work to protect our prep courses (Trig and Precalculus) for the STEM track. We have met with our local Board of Trustees, met with the SDCCD Chancellor, assembly members, published an oped, participated in regional conferences with math, went to Board of Governors, and actively met with CSUs and UCs. This has been an exhausting task with lots of back and forth from the State Chancellor's Office. I am happy to inform that a new memo has been released this past December where our Trigonometry and Precalculus courses are protected and students will now have a choice to enroll in these courses. Students will still have access to Calculus through our Math 150X so we are compliant when it comes to the law.

## Summary and Reflection

Our advocacy work is not over. We will continue to advocate for student choice especially for our returning students, veterans, and single parents. We are actively working with FACCC to have stand alone pre-transfer courses, such as Algebra, for students to have below transfer options. I want to make a clarification that our goal is not to revive the past pathway. We realize that this cause equity gaps and do not want to go back to that.

### **Provide any edits or updates to the prompts originally documented in the Data Reflection section for Year 3.**

Updated current enrollment trends, success rates, and discrepancies between regular courses and X courses. Based on this analysis, our department has a lot of work to do regarding the effectiveness of our support courses as they are not producing the results that we would like.

I do want to address here the need for institutionalization of our Peer Mentoring program. As you can see in the Peer Mentoring Overall image, our Peer Mentoring program is a huge success when it comes to increasing success rates. In Fall 2023, we had success of 81% peer mentees compared to a 74%. In Spring 2024, we had a success of 88% peer mentees compared to a 75%. When disaggregated by ethnicity, our Latinx students have had a greater success by attending peer mentoring sessions for Fall 2023 with 87% Latinx and for Spring 2024 with 82% success. We currently have 3 peer mentor liaisons for our Math 150, 151, and 252 who are supporting our peer mentors along the way. This is a much needed program and very necessary for math with all the curriculum changes due to AB1705. If we want to be the college of equity and excellence, I would like to advocate to institutionalize this program as it is a program that has increased our success in our math department.

### **Review Outcomes Report. Review the unit's outcomes assessment process for 2023 - 2024. Discuss connections to unit goals/action plans/resource requests.**

As a department, we have decided to update our CLOs at the end of Fall and assess them in the Spring. The CLOs were outdated and we decided that after all these assembly bills, we would like to be more intentional with our assessment of our outcomes. During our January outcomes assessment meeting, the math department met to discuss outcomes. Together, we were able to create questions that matched our CLOs. These conversations were so fruitful and gave the math faculty excitement to assess them. We are behind on the CLO game since the pandemic but this spring semester, we are assess Math 116, 116X, 121, 121X, 122, 119, 119X, 118, 210B, 212, and 245. We will assess the rest in Fall 2025. The course coordinators now have a clear role on what their responsibilities should be and we will actively be working together this semester to get these CLOs assessed.

### **Provide any edits or updates to the prompts originally documented in the Practice Reflection section for Year 3.**

Back when AB705 hit, we had communities of practice where faculty met regularly, spoke about assessments, best practices, and common challenges. These were critical for the development of the X courses. I am happy to say that using AB1705 funds, we are now bringing back the communities of practice for our Math 121X and 150X. In addition, we had a great curriculum retreat back in the summer where faculty were able to talk about how to emphasize topics from Trigonometry and Precalculus to best support the STEM track. Our faculty are very busy with course redesign and curriculum development.

## **YEAR 4 Updates (2025 - 2026)**

### **Provide any edits or updates to the prompts originally documented in the Executive Summary section for Year 4.**

### **Provide any edits or updates to the prompts originally documented in the Data Reflection section for Year 4.**

### **Review Outcomes Report. Review the unit's outcomes assessment process for 2024 - 2025. Discuss connections to unit goals/action plans/resource requests.**

### **Provide any edits or updates to the prompts originally documented in the Practice Reflection section for Year 4.**

## Goal 1: Complete the Studio Room Redesign

- Unit Goal:** 1. Community: this room will provide collaborative workspaces, whiteboards, Chromebooks and an electronic whiteboard.  
2. Stewardship: this room will include up to date technology that students can utilize in class for Desmos activities and Programming activities.

**Goal Status:** Completed

**Beginning Year:** 2022 - 2023

**Projected Completion Year:** 2023 - 2024

### Mapping

Mesa College Strategic Plan: Roadmap to Mesa2030: (X - Highlight the X to Align)

- **Community - Objective 1:** Use technology to improve communication and accessibility across campus. (X)
- **Community - Objective 2:** Develop activities, spaces, and programs that support a sense of belonging with a focus on antiracism, historically minoritized groups, and inclusion. (X)
- **Community - Objective 3:** Build a culture of communication that is evidence based, race conscious, institutionally focused, systemically aware, and equity advancing (X)
- **Community - Objective 4:** Remove barriers to equitable participation by developing, incentivizing and creating structures for all employees to engage in and design professional learning (X)
- **Community - Objective 5:** Increase opportunities to be an asset and resource to the external community (X)
- **Stewardship - Objective 1:** In collaboration with students, develop a climate action plan aligned with state and city goals that includes a timeline to reduce Mesa College's carbon footprint, focuses on climate literacy and student action, and mitigates Mesa's impact on climate change (X)
- **Stewardship - Objective 2:** Support processes and initiatives that prioritize environmental sustainability and reduce Mesa College's impact on climate change (X)
- **Stewardship - Objective 3:** Increase student access and schedule efficiency by coordinating schedules among departments/disciplines (X)
- **Stewardship - Objective 4:** Establish a college-wide practice and schedule that addresses routine maintenance and renewal of equipment, facilities and technology to ensure access to adequate resources and better serve students (X)
- **Stewardship - Objective 5:** Increase campus understanding, communication of and transparency in budget and resource allocation (X)
- **Stewardship - Objective 6:** Develop a proactive hiring plan that includes a review of advertising, screening, and interviewing with a goal of establishing a diverse and competent workforce that is reflective of the student population and the local community (X)

**Goal 2: Create new calculus courses Math 121x and Math 150x with agreed upon textbooks.**

**Unit Goal:** 1. Completion: these courses will eliminate 1 and 2 prerequisite courses, respectively. They will also focus on creating zero cost resources for students that are of the same level of mathematical rigor as the agreed upon textbooks in the department.

2. Community: the practices in these courses will allow for more student group work and more time with their instructor.

**Goal Status:** Completed

**Beginning Year:** 2022 - 2023

**Projected Completion Year:** 2024 - 2025

**Mapping**

Mesa College Strategic Plan: Roadmap to Mesa2030: (X - Highlight the X to Align)

- **Community - Objective 1:** Use technology to improve communication and accessibility across campus. (X)
- **Community - Objective 2:** Develop activities, spaces, and programs that support a sense of belonging with a focus on antiracism, historically minoritized groups, and inclusion. (X)
- **Community - Objective 3:** Build a culture of communication that is evidence based, race conscious, institutionally focused, systemically aware, and equity advancing (X)
- **Community - Objective 4:** Remove barriers to equitable participation by developing, incentivizing and creating structures for all employees to engage in and design professional learning (X)
- **Community - Objective 5:** Increase opportunities to be an asset and resource to the external community (X)
- **Completion - Objective 1:** Develop pathways that provide students with clarity about degree, certificate, and transfer requirements. (X)
- **Completion - Objective 2:** Develop cross - functional teams that support student success and include integrated career and transfer counseling. (X)
- **Completion - Objective 3:** Design and promote programs and services that intentionally target a reduction in equity gaps in completion outcomes (X)
- **Completion - Objective 4:** Support students' access to resources to mitigate the impact caused by technological and basic needs insecurity (X)

Action Plans	Action Plan Update
<b>Action Plan Status:</b> Active <b>Action Plan:</b> Continue to offer 2 sections of Calculus with Support (Math 121X and Math 150x) and gather data on success rates for these students in the course and in the subsequent course. <b>Action Plan Cycle:</b> 2023 - 2024	<b>Submission Date:</b> 12/03/2024

Action Plans	Action Plan Update
	<p><b>Action Plan Update:</b> We have continued to offer two sections of 150X and three sections of 121X. The agreed textbooks has been zero-textbook cost using OpenStax and any free online version to decrease student cost. The following are the current success rates for the regular and supported classes:</p> <p>121: 71%  121X: 76%  150: 65%  150X: 74%</p> <p>As we can see, our supported courses have had a significant increase in success rates compared to the regular courses. This is due to the additional time for active learning and remediation. However, we would like to disaggregate this data by who was in the class and how they do in their subsequent courses to really see the impact, especially in the sciences. We will be working with IE to see this impact.</p> <p><b>Update Year:</b> 2024 - 2025  <b>Action Plan Progress:</b> Completed</p>
	<p><b>Submission Date:</b> 11/16/2023  <b>Action Plan Update:</b> We offered 2 sections of Math 121X and Math 150X this semester and are doing the same next semeseter.  <b>Update Year:</b> 2023 - 2024  <b>Action Plan Progress:</b> On Track</p>

### Goal 3: Create assignments for Math 118 so that it will qualify for the new Leaf Designation.

**Unit Goal:** 1. Scholarship: these assignments will focus on sustainable practices, climate change and real-life mathematical problems.  
2. Community: the assignments will be given as group projects, when possible, to increase student engagement and collaboration.

**Goal Status:** Completed

**Beginning Year:** 2022 - 2023

**Projected Completion Year:** 2024 - 2025

#### Mapping

Mesa College Strategic Plan: Roadmap to Mesa2030: (X - Highlight the X to Align)

- **Community - Objective 1:** Use technology to improve communication and accessibility across campus. (X)
- **Community - Objective 2:** Develop activities, spaces, and programs that support a sense of belonging with a focus on antiracism, historically minoritized groups, and inclusion. (X)
- **Community - Objective 3:** Build a culture of communication that is evidence based, race conscious, institutionally focused, systemically aware, and

equity advancing (X)

- **Community - Objective 4:** Remove barriers to equitable participation by developing, incentivizing and creating structures for all employees to engage in and design professional learning (X)
- **Community - Objective 5:** Increase opportunities to be an asset and resource to the external community (X)
- **Scholarship - Objective 1:** Expand and prioritize professional learning experiences for all employees that create parity in outcomes across racial/ethnic groups and all disproportionately impacted groups (X)
- **Scholarship - Objective 2:** Evaluate and improve Diversity, Equity, and Inclusion practice in classroom environments, campus activities, departments, schools, and administrative units (X)
- **Scholarship - Objective 3:** Assess impact of prerequisites and corequisites on student success and revise curriculum, as needed (X)
- **Scholarship - Objective 4:** Expand the use of innovative and high-quality teaching, learning, and support practices that achieve equitable outcomes and increase student success (X)
- **Scholarship - Objective 5:** Reduce costs associated with instructional materials to support the elimination of equity gaps (X)

Action Plans	Action Plan Update
<b>Action Plan Status:</b> Active <b>Action Plan:</b> Apply for Leaf Status for Math 118 in Spring 2024. <b>Action Plan Cycle:</b> 2023 - 2024	<b>Submission Date:</b> 12/03/2024 <b>Action Plan Update:</b> Math 118 has received Leaf Designation! <b>Update Year:</b> 2024 - 2025 <b>Action Plan Progress:</b> Completed
	<b>Submission Date:</b> 11/16/2023 <b>Action Plan Update:</b> Professor Belden-Hilery is teaching the course this semester and has created an activity relating to the number of trees in Balboa Park over time. <b>Update Year:</b> 2023 - 2024 <b>Action Plan Progress:</b> On Track

**Goal 4: Continue to participate in professional development, with an emphasis on active learning in the classroom.**

- Unit Goal:** 1. Stewardship & Scholarship: help decrease equity gaps and increase success rates.  
2. Community: active learning in the classroom will increase student participation, student engagement, and collaboration.

**Goal Status:** Active

**Beginning Year:** 2022 - 2023

**Projected Completion Year:** 2025 - 2026

#### Mapping

Mesa College Strategic Plan: Roadmap to Mesa2030: (X - Highlight the X to Align)

- **Community - Objective 1:** Use technology to improve communication and accessibility across campus. (X)



- **Community - Objective 2:** Develop activities, spaces, and programs that support a sense of belonging with a focus on antiracism, historically minoritized groups, and inclusion. (X)
- **Community - Objective 3:** Build a culture of communication that is evidence based, race conscious, institutionally focused, systemically aware, and equity advancing (X)
- **Community - Objective 4:** Remove barriers to equitable participation by developing, incentivizing and creating structures for all employees to engage in and design professional learning (X)
- **Community - Objective 5:** Increase opportunities to be an asset and resource to the external community (X)
- **Scholarship - Objective 1:** Expand and prioritize professional learning experiences for all employees that create parity in outcomes across racial/ethnic groups and all disproportionately impacted groups (X)
- **Scholarship - Objective 2:** Evaluate and improve Diversity, Equity, and Inclusion practice in classroom environments, campus activities, departments, schools, and administrative units (X)
- **Scholarship - Objective 3:** Assess impact of prerequisites and corequisites on student success and revise curriculum, as needed (X)
- **Scholarship - Objective 4:** Expand the use of innovative and high-quality teaching, learning, and support practices that achieve equitable outcomes and increase student success (X)
- **Scholarship - Objective 5:** Reduce costs associated with instructional materials to support the elimination of equity gaps (X)
- **Stewardship - Objective 1:** In collaboration with students, develop a climate action plan aligned with state and city goals that includes a timeline to reduce Mesa College's carbon footprint, focuses on climate literacy and student action, and mitigates Mesa's impact on climate change (X)
- **Stewardship - Objective 2:** Support processes and initiatives that prioritize environmental sustainability and reduce Mesa College's impact on climate change (X)
- **Stewardship - Objective 3:** Increase student access and schedule efficiency by coordinating schedules among departments/disciplines (X)
- **Stewardship - Objective 4:** Establish a college-wide practice and schedule that addresses routine maintenance and renewal of equipment, facilities and technology to ensure access to adequate resources and better serve students (X)
- **Stewardship - Objective 5:** Increase campus understanding, communication of and transparency in budget and resource allocation (X)
- **Stewardship - Objective 6:** Develop a proactive hiring plan that includes a review of advertising, screening, and interviewing with a goal of establishing a diverse and competent workforce that is reflective of the student population and the local community (X)

Action Plans	Action Plan Update
<b>Action Plan Status:</b> Active <b>Action Plan:</b> Use AB1705 funds to continue with professional development, especially in light of all of the curriculum changes. This will be through means of proposals and curriculum retreats. <b>Action Plan Cycle:</b> 2025 - 2026	<b>Submission Date:</b> 12/03/2024



Action Plans	Action Plan Update
	<p><b>Action Plan Update:</b> We had a curriculum retreat in Summer 2024 to review curriculum for our new innovative course. It was a great retreat filled with great conversations and actionable items for future proposals. This will be ongoing conversations. In addition, we just got approval for a community of practice for our 121X and 150X, spearheaded by Professor Kelly Spoon and Christina Huynh. This will take place in Spring 2025. We submitted a proposal for embedded tutors and that is currently happening in collaboration with the embedded tutoring program. We allocated funds for these students and they will start this Spring as well. We also are looking for an AB1705 coordinator that will be in charge of the proposals. This will lessen the workload for both the dean and the chairs.</p> <p><b>Update Year:</b> 2024 - 2025</p> <p><b>Action Plan Progress:</b> On Track</p>

### Increase CCAP course offerings.

**Unit Goal:** Increase CCAP course offerings to gain enrollment.

**Goal Status:** Active

**Beginning Year:** 2023 - 2024

**Projected Completion Year:** 2024 - 2025

### Mapping

Mesa College Strategic Plan: Roadmap to Mesa2030: (X - Highlight the X to Align)

- **Completion - Objective 1:** Develop pathways that provide students with clarity about degree, certificate, and transfer requirements. (X)
- **Pathways and Partnerships - Objective 2:** Expand partnerships with K-12 institutions to enhance program offerings and increase access for minoritized students. (X)
- **Pathways and Partnerships - Objective 3:** Increase community engagement, experiential learning, integrated career planning, and workforce training to prepare students for future careers (X)
- **Pathways and Partnerships - Objective 4:** Expand intersegmental pathways to create a seamless transition between Mesa and k-12, non-credit, Universities, and careers (X)

Action Plans	Action Plan Update
<p><b>Action Plan Status:</b> Active</p> <p><b>Action Plan:</b> Devote half of a department meeting to discuss these courses and the positive aspects of teaching these courses.</p> <p><b>Action Plan Cycle:</b> 2023 - 2024</p>	<p><b>Submission Date:</b> 12/03/2024</p> <p><b>Action Plan Update:</b> With a decrease in FTEF, this has been a challenge. CCAP has also not increased our productivity so we will have to work together with the CCAP coordinator and future Dean of Instruction for guidance.</p> <p><b>Update Year:</b> 2024 - 2025</p> <p><b>Action Plan Progress:</b> Barriers Encountered</p>

## Develop curriculum for Math 120 for Business Majors

**Unit Goal:** Develop Curriculum for Math 120 for Business Majors as a response to AB 1705.

**Goal Status:** Archived

**Beginning Year:** 2023 - 2024

**Projected Completion Year:** 2024 - 2025

### Mapping

Mesa College Strategic Plan: Roadmap to Mesa2030: (X - Highlight the X to Align)

- **Completion - Objective 1:** Develop pathways that provide students with clarity about degree, certificate, and transfer requirements. (X)
- **Completion - Objective 2:** Develop cross - functional teams that support student success and include integrated career and transfer counseling. (X)

Action Plans	Action Plan Update
<b>Action Plan Status:</b> Active <b>Action Plan:</b> Work with Math Department Chairs at Miramar and City so that we can offer Math 120 to our Business majors <b>Action Plan Cycle:</b> 2024 - 2025	<b>Submission Date:</b> 12/03/2024 <b>Action Plan Update:</b> No longer a goal. SDSU has accepted our Math 121 for full articulation without the college algebra. <b>Update Year:</b> 2024 - 2025 <b>Action Plan Progress:</b> Completed

## Single-Semester Precalculus Course

**Unit Goal:** Create a Single Semester Precalculus Course, Math 141X

**Goal Status:** Completed

**Beginning Year:** 2023 - 2024

**Projected Completion Year:** 2024 - 2025

### Mapping

Mesa College Strategic Plan: Roadmap to Mesa2030: (X - Highlight the X to Align)

- **Completion - Objective 1:** Develop pathways that provide students with clarity about degree, certificate, and transfer requirements. (X)
- **Completion - Objective 2:** Develop cross - functional teams that support student success and include integrated career and transfer counseling. (X)
- **Completion - Objective 3:** Design and promote programs and services that intentionally target a reduction in equity gaps in completion outcomes (X)
- **Completion - Objective 4:** Support students' access to resources to mitigate the impact caused by technological and basic needs insecurity (X)

Action Plans	Action Plan Update
<b>Action Plan Status:</b> Active <b>Action Plan:</b> Offer a section of Math 141X in Spring 2024. <b>Action Plan Cycle:</b> 2023 - 2024, 2024 - 2025	<b>Submission Date:</b> 12/03/2024 <b>Action Plan Update:</b> Math 141X has been developed and is our new innovative course. <b>Update Year:</b> 2024 - 2025 <b>Action Plan Progress:</b> Completed

Change Names of Math 15 Courses

**Unit Goal:** Change Names of Math 15 Courses so that they reflect the appropriate Support Course

**Goal Status:** Active

**Beginning Year:** 2023 - 2024

**Projected Completion Year:** 2024 - 2025

Mapping

Mesa College Strategic Plan: Roadmap to Mesa2030: (X - Highlight the X to Align)

- **Completion - Objective 1:** Develop pathways that provide students with clarity about degree, certificate, and transfer requirements. (X)
- **Completion - Objective 2:** Develop cross - functional teams that support student success and include integrated career and transfer counseling. (X)
- **Completion - Objective 3:** Design and promote programs and services that intentionally target a reduction in equity gaps in completion outcomes (X)
- **Completion - Objective 4:** Support students' access to resources to mitigate the impact caused by technological and basic needs insecurity (X)

Action Plans	Action Plan Update
<b>Action Plan Status:</b> Active <b>Action Plan:</b> Make appropriate change in curriculum <b>Action Plan Cycle:</b> 2023 - 2024	<b>Submission Date:</b> 12/03/2024 <b>Action Plan Update:</b> City College has taken the charge in making the curricular edits. This is currently in progress. <b>Update Year:</b> 2024 - 2025 <b>Action Plan Progress:</b> On Track



# **Program Review**

Summary and Reflections with Unit Goals, Action Plans,  
and Updates

Instructional Program - Medical Assisting (MEDA)

## Executive Summary

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**Describe the successes and challenges your unit has faced since the last comprehensive review.**

Enrollment to the MA Program has remained steady. The program success rate has rose since the last review and is now at 94%.

The MA Program did show improvement in student performance for Black/African American students in the last academic year however there is still an overall program completion equity gap of 3.2%.

**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.****If applicable, describe the impact of any new resources (human, fiscal, etc) on the unit and/or action plan implementation.****If you assess OUTCOMES, please confirm that the outcomes have been reviewed for accuracy. If you do not assess Outcomes, skip this question.**

Reviewed Not Accurate - Update In Progress

**Related Documents for Charts and Graphs****Executive Summary Complete**

Yes

## Data Reflection

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**Trends observed in program/service area's data.**

According to the United States Bureau of Labor Statistics, the Medical Assisting position has one of the highest predicted job growth by 2031. The MA projected employment in San Diego is estimated to have a 17% increase. There is a projected employment of 117,800. The latest data shows 743,500 employment with a projected need of 861,300.

Enrollment to the MA program has been consistent for the last two academic years. The enrollment for the 2022-2023 cohort is 25 students. The 2020-2021 cohort had 26 students enrolled.

According to the program dashboards, in the 2021-2022 academic year, the MA Program has a 94% program success rate. This is higher than the success rate for the previous academic year 2020-2021 where it was 87%.

**Describe any equity gaps in the data. Are there differences and/or patterns observed by demographics (e.g.race/ethnicity, gender, age, etc.)**

According to the program dashboards in the 2020-2021 academic year, the MA program has an equity gap of 5.0% for female students, 10.6% for Black/African American, 3.6% for Latinx students and 7.0% for 1st generation students, all of which show a disproportionate impact.

The MA program did show improvement in student performance for Black/African American students in the last academic year however there is still an overall program completion equity gap of 3.2%. Students receiving DSPS services have an equity gap of 6.7% however no longer show as a disproportionate impact.

**Related Documents for Charts and Graphs****Describe the discussion(s) that took place about the unit's learning outcomes assessment data.**

Conversations ongoing

**Data Reflection Complete**

Yes

## Summary and Reflection

### Practice Reflection

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**Describe current practices your program/service area has engaged in that you believe impact the above data trends and equity gaps.**

Curriculum review and changes per recommendations made by industry professionals at bi-yearly program advisory committee meetings. Textbook updates for medical terminology and pathophysiology courses. Introduction and institution of new learning management system called Connect for medical terminology.

**What other factors (internal or external) might also impact the above data trends and equity gaps?**

Hiring additional FTE.

Retention and hiring of MEDA adjuncts.

Updating antiquated equipment such as sterilizers, blood pressure cuffs, electrocardiogram machines.

According to the US Bureau of Labor Statistics, the Medical Assisting position has one of the highest predicted job growth by 2031 of 17%.

**Related Documents for Charts and Graphs**

**Practice Reflection Complete**

Yes

### Mid-Cycle Updates

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#### YEAR 2 Updates (2023 - 2024)

**Provide any edits or updates to the prompts originally documented in the Executive Summary section for Year 2.**

Enrollment to the MA Program has remained steady. The program success rate has also remained steady.

The MA Program continues to show improvement in student performance for Black/African American students in the last academic year. The equity gap is closing.

**Provide any edits or updates to the prompts originally documented in the Data Reflection section for Year 2.**

According to the United States Bureau of Labor Statistics, the Medical Assisting position has one of the highest predicted job growth by 2031. The MA projected employment in San Diego is estimated to remain the same-- a 17% increase. There is a projected employment of 117,800. The latest data shows 743,500 employment with a projected need of 861,300.

Enrollment to the MA program has been consistent for the last two academic years. The enrollment for the 2023-2024 cohort is 24 students. The 2022-2023 cohort had 25 students enrolled.

According to the program dashboards, in the 2022-2023 academic year, the MA Program has a 94% program success rate. This success rate is consistent compared to the previous academic year 2021-2022.

**Review Outcomes Report. Review the unit's outcomes assessment process for 2022 - 2023. Discuss connections to unit goals/action plans/resource requests.**

Conversations continuing.

**Provide any edits or updates to the prompts originally documented in the Practice Reflection section for Year 2.**

Curricula changes in progress. Meeting with industry leaders to evaluate possible changes to curricula.

#### YEAR 3 Updates (2024 - 2025)

**Provide any edits or updates to the prompts originally documented in the Executive Summary section for Year 3.**

Enrollment to and success in the MA Program has remained steady.

There has been a significant increase in the number of graduates who attempt/pass the national exam for MAs (CMA or RMA).

**Provide any edits or updates to the prompts originally documented in the Data Reflection section for Year 3.**

When comparing 2022/2023 to 2023/2024 data:

Increase from 51% to 55% in students ages 18-24 and 34.7% to 38.8% for Latinx students

Decrease in students pursuing AS degree from 38.8% to 34.7%

Decrease in Asian and Filipino students enrolled in MA program.

According to the latest data from the United States Bureau of Labor Statistics, Medical Assisting is projected to grow 15 percent from 2022 to 2023, much faster than the average for all occupations. About 119,800 openings for medical assistants are projected each year, on average, over the decade. Many of those openings are expected to

## Summary and Reflection

result from the need to replace workers who transfer to different occupations or exit the labor force, such as to retire. The latest data shows 783,900 employment which is an increase of 118,000.

There were purchases of multiple equipment. The impact of new medical equipment goes beyond just providing students with hands-on experience. It enhances learning, improves patient safety, supports research and innovation, and ensures that future medical assistants are well-equipped to handle the challenges of modern medicine. This investment ultimately contributes to better healthcare delivery, as students who train with the latest technologies are better prepared to meet the evolving demands of the medical field.

More graduates have obtained employment from the previous year.

**Review Outcomes Report. Review the unit's outcomes assessment process for 2023 - 2024. Discuss connections to unit goals/action plans/resource requests.**

Equity gaps of 3.9% for Black/African American, 1.7% for Latinx, and 2.4% for White students, 4.3% for Male students; which do not show a disproportionate impact

Equity gap of 3.4% for Non-DSPS recipient, 3.2% Non-veteran/Active Military; which do show disproportionate impact.

Meeting with industry leaders to evaluate possible changes to curricula. There are no resource requests at this time. Outdated equipment were purchased the prior year to assist students with required skills.

**Provide any edits or updates to the prompts originally documented in the Practice Reflection section for Year 3.**

Curricula changes were made to program courses per recommendations from industry leaders, will evaluate student success in courses with new textbook updates and introduction of LMS,

The program works with students to ensure clinical placements are close to home or work to reduce the cost of gas and time traveling to and from clinical.

Frequent community outreach, data informed unit dialogue, professional learning are also current practices.

### YEAR 4 Updates (2025 - 2026)

**Provide any edits or updates to the prompts originally documented in the Executive Summary section for Year 4.**

**Provide any edits or updates to the prompts originally documented in the Data Reflection section for Year 4.**

**Review Outcomes Report. Review the unit's outcomes assessment process for 2024 - 2025. Discuss connections to unit goals/action plans/resource requests.**

**Provide any edits or updates to the prompts originally documented in the Practice Reflection section for Year 4.**

## Goal 1: Create and leverage pathways and partnerships

**Unit Goal:** Goal 1: Create and leverage pathways and partnerships within the internal and community to eliminate barriers and provide support for students through to completion, and beyond to transfer and employment.

**Goal Status:** Active

**Beginning Year:** 2022 - 2023

**Projected Completion Year:** 2025 - 2026

### Mapping

Mesa College Strategic Plan: Roadmap to Mesa2030: (X - Highlight the X to Align)

- **Pathways and Partnerships - Objective 3:** Increase community engagement, experiential learning, integrated career planning, and workforce training to prepare students for future careers (X)
- **Pathways and Partnerships - Objective 4:** Expand intersegmental pathways to create a seamless transition between Mesa and k-12, non-credit, Universities, and careers (X)

Action Plans	Action Plan Update
<b>Action Plan Status:</b> Active <b>Action Plan:</b> Work in tandem with other allied health programs to provide services through community clinic <b>Action Plan Cycle:</b> 2022 - 2023, 2023 - 2024, 2024 - 2025, 2025 - 2026	<b>Submission Date:</b> 02/02/2024 <b>Action Plan Update:</b> created and leveraging pathways and partnership with San Diego Unified School District Career College and Technical Education to students K-12 through panel discussions, outreach <b>Update Year:</b> 2023 - 2024 <b>Action Plan Progress:</b> On Track
	<b>Submission Date:</b> 02/02/2024 <b>Action Plan Update:</b> In conjunction with Student Health Services, medical assisting students provide medical services such as blood pressure readings and health education <b>Update Year:</b> 2023 - 2024 <b>Action Plan Progress:</b> On Track
<b>Action Plan Status:</b> Active <b>Action Plan:</b> Work with exercise science and sports department to provide medical assisting services <b>Action Plan Cycle:</b> 2022 - 2023, 2023 - 2024, 2024 - 2025, 2025 - 2026	<b>Submission Date:</b> 02/02/2024 <b>Action Plan Update:</b> Medical Assisting students providing skills such as ECG and vital signs during student athlete physicals for fall, winter and spring sports <b>Update Year:</b> 2023 - 2024 <b>Action Plan Progress:</b> On Track

## Goal 2: Prioritize equity and excellence

**Unit Goal:** Goal 2: Prioritize equity and excellence by fostering innovation and high-quality, culturally relevant teaching/learning experiences with the priority on those practices that create parity in outcomes across racial/ethnic groups and all disproportionately impacted groups.



**Goal Status:** Active  
**Beginning Year:** 2022 - 2023  
**Projected Completion Year:** 2025 - 2026

**Mapping**

Mesa College Strategic Plan: Roadmap to Mesa2030: (X - Highlight the X to Align)

- **Scholarship - Objective 3:** Assess impact of prerequisites and corequisites on student success and revise curriculum, as needed (X)
- **Scholarship - Objective 4:** Expand the use of innovative and high-quality teaching, learning, and support practices that achieve equitable outcomes and increase student success (X)

Action Plans	Action Plan Update
<b>Action Plan Status:</b> Active <b>Action Plan:</b> Attend trainings provided by campus and district on innovative practices that will achieve equitable outcomes and improve student success. <b>Action Plan Cycle:</b> 2022 - 2023, 2023 - 2024, 2024 - 2025, 2025 - 2026	
<b>Action Plan Status:</b> Active <b>Action Plan:</b> Curricular changes due to data acquired from advisory committee meetings <b>Action Plan Cycle:</b> 2022 - 2023, 2023 - 2024, 2024 - 2025, 2025 - 2026	

**Goal 3: Institutionalize practices that clarify pathways to timely completion of program**

**Unit Goal:** Goal 3: Institutionalize practices that clarify pathways to timely completion of program, with priority on those practices that create parity in outcomes across racial/ethnic groups and all disproportionately impacted groups.

**Goal Status:** Active  
**Beginning Year:** 2022 - 2023  
**Projected Completion Year:** 2025 - 2026

**Mapping**

Mesa College Strategic Plan: Roadmap to Mesa2030: (X - Highlight the X to Align)

- **Completion - Objective 3:** Design and promote programs and services that intentionally target a reduction in equity gaps in completion outcomes (X)
- **Completion - Objective 4:** Support students' access to resources to mitigate the impact caused by technological and basic needs insecurity (X)

Action Plans	Action Plan Update
<b>Action Plan Status:</b> Active	

Action Plans	Action Plan Update
<b>Action Plan:</b> Highlight and refer students to relevant services <b>Action Plan Cycle:</b> 2022 - 2023, 2023 - 2024, 2024 - 2025, 2025 - 2026	
<b>Action Plan Status:</b> Active <b>Action Plan:</b> Program outreach at local high schools and campus and districtwide. <b>Action Plan Cycle:</b> 2022 - 2023, 2023 - 2024, 2024 - 2025, 2025 - 2026	



# Program Review

Summary and Reflections with Unit Goals, Action Plans, and Updates

Instructional Program - Multimedia (MULT)

### Executive Summary

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**Describe the successes and challenges your unit has faced since the last comprehensive review.**

Successes:

1. Developed and implemented structured Course Sequence Program Cards to optimize class scheduling and offer predictable and dependable pathways for students to follow upon entering into one of the branches of the Multimedia program.
2. Developed and implemented a new ICT Certificate of Performance in collaboration with Point Loma High School high school to offer HS students an introductory series of classes with which to enter various program sequences in the Digital Technology and Computer Sciences.

Challenges:

1. Lack of full awareness of new degree programs (e.g. Video Game Design and Development, 3D Animation) exacerbating ongoing enrollment challenges.
2. Lack of contract faculty in the discipline results in the need to hire more adjuncts. Recruiting, hiring, and mentoring of qualified faculty in the areas of Video Game Design and Development and 3D Animation impacts the program's efficiency and consistency of meeting learning outcomes.

**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.**

N/A

**If applicable, describe the impact of any new resources (human, fiscal, etc) on the unit and/or action plan implementation.**

N/A

**If you assess OUTCOMES, please confirm that the outcomes have been reviewed for accuracy. If you do not assess Outcomes, skip this question.**

Reviewed & Accurate

**Related Documents for Charts and Graphs**

**Executive Summary Complete**

Yes

### Data Reflection

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**Trends observed in program/service area's data.**

Enrollment trends are up over the last several years. 340 students per term in 2019/2020; 420 students per term in 2022/23. Multimedia enrollment has been increasing while overall campus enrollment has been decreasing. Retention rates have increased from .85 in 2016/2017 to .93 2022/2023. Awards have increased to 22 in 2021/2022. Productivity has decreased slightly since our return to offering on-campus classes.

**Describe any equity gaps in the data. Are there differences and/or patterns observed by demographics (e.g.race/ethnicity, gender, age, etc.)**

The Multimedia program shows a fall 2022 success rate of 72.7% compared to the Campus success rate of 70%. 2021/2022 Black/African American the success rate was 39%, a 31% deficit compared to the campus success rate. This rate has recovered somewhat with a return to on-campus instruction with a fall 2022 success rate of

## Summary and Reflection

59.3%. The fall 2022 Latinx the success rate was 72%. Fall 2022 Asian success rate was 68%. Gender equity analysis from 2021/2022 shows a female to male ratio 33% to 67%. Retention rates were similar with 85.6% female vs. 88.4% male. Success rates were relatively equal at 66.1% female to 67.7% male.

### Related Documents for Charts and Graphs

**Describe the discussion(s) that took place about the unit's learning outcomes assessment data.**

Data continues to be compiled with next scheduled departmental discussion of outcomes taking place fall 2023.

### Data Reflection Complete

Yes

## Practice Reflection

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**Describe current practices your program/service area has engaged in that you believe impact the above data trends and equity gaps.**

A return to on-campus instruction combined with the development of a standardized Multimedia course sequence pathway for the various branches of the program will help students to complete their chosen degree program on a predictable and dependable timeline.

**What other factors (internal or external) might also impact the above data trends and equity gaps?**

The evolution of our online course offerings to integrate effective learning tools and engagement strategies to more successfully navigate post-pandemic student needs. Development of more culturally inclusive and responsive curricula (projects, assignments, etc.) in our online modality.

### Related Documents for Charts and Graphs

### Practice Reflection Complete

Yes

## Mid-Cycle Updates

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### YEAR 2 Updates (2023 - 2024)

**Provide any edits or updates to the prompts originally documented in the Executive Summary section for Year 2.**

No Edits to Executive Summary

**Provide any edits or updates to the prompts originally documented in the Data Reflection section for Year 2.**

No Edits to Data Reflection

**Review Outcomes Report. Review the unit's outcomes assessment process for 2022 - 2023. Discuss connections to unit goals/action plans/resource requests.**

**Provide any edits or updates to the prompts originally documented in the Practice Reflection section for Year 2.**

No Edits to Practice Reflection

### YEAR 3 Updates (2024 - 2025)

**Provide any edits or updates to the prompts originally documented in the Executive Summary section for Year 3.**

Implementing structural review and revision of 3D Animation courses and degree programs. Deactivation of selected programs and classes in progress. Integration of remaining 3D classes into existing Game Design program being considered. Revision of faculty request to focus on Video Game Design & Development only.

**Provide any edits or updates to the prompts originally documented in the Data Reflection section for Year 3.**

No Edits to Data Reflection

**Review Outcomes Report. Review the unit's outcomes assessment process for 2023 - 2024. Discuss connections to unit goals/action plans/resource requests.**

## Summary and Reflection

**Provide any edits or updates to the prompts originally documented in the Practice Reflection section for Year 3.**  
No Edits to Practice Reflection

### **YEAR 4 Updates (2025 - 2026)**

**Provide any edits or updates to the prompts originally documented in the Executive Summary section for Year 4.**

**Provide any edits or updates to the prompts originally documented in the Data Reflection section for Year 4.**

**Review Outcomes Report. Review the unit's outcomes assessment process for 2024 - 2025. Discuss connections to unit goals/action plans/resource requests.**

**Provide any edits or updates to the prompts originally documented in the Practice Reflection section for Year 4.**

## Goal 1: Hire additional full-time faculty positions.

**Unit Goal:** Goal 1: Hire additional full-time faculty positions to solidify curricular continuity and develop industry standard pathways for students in the Video Game Design & Development program in the Digital Technology department.

**Goal Status:** Active

**Beginning Year:** 2022 - 2023

**Projected Completion Year:** 2025 - 2026

### Mapping

Mesa College Strategic Plan: Roadmap to Mesa2030: (X - Highlight the X to Align)

- **Community - Objective 1:** Use technology to improve communication and accessibility across campus. (X)
- **Community - Objective 2:** Develop activities, spaces, and programs that support a sense of belonging with a focus on antiracism, historically minoritized groups, and inclusion. (X)
- **Community - Objective 3:** Build a culture of communication that is evidence based, race conscious, institutionally focused, systemically aware, and equity advancing (X)
- **Community - Objective 4:** Remove barriers to equitable participation by developing, incentivizing and creating structures for all employees to engage in and design professional learning (X)
- **Community - Objective 5:** Increase opportunities to be an asset and resource to the external community (X)
- **Completion - Objective 1:** Develop pathways that provide students with clarity about degree, certificate, and transfer requirements. (X)
- **Completion - Objective 2:** Develop cross - functional teams that support student success and include integrated career and transfer counseling. (X)
- **Completion - Objective 3:** Design and promote programs and services that intentionally target a reduction in equity gaps in completion outcomes (X)
- **Completion - Objective 4:** Support students' access to resources to mitigate the impact caused by technological and basic needs insecurity (X)
- **Pathways and Partnerships - Objective 1:** Develop and implement frameworks to create communities that can provide more targeted delivery of educational resources and support services. (X)
- **Pathways and Partnerships - Objective 2:** Expand partnerships with K-12 institutions to enhance program offerings and increase access for minoritized students. (X)
- **Pathways and Partnerships - Objective 3:** Increase community engagement, experiential learning, integrated career planning, and workforce training to prepare students for future careers (X)
- **Pathways and Partnerships - Objective 4:** Expand intersegmental pathways to create a seamless transition between Mesa and k-12, non-credit, Universities, and careers (X)
- **Pathways and Partnerships - Objective 5:** Develop and implement technologies, including website redesign, that will make pathways information available to students so that they can effectively utilize this information in their educational and career planning (X)
- **Scholarship - Objective 1:** Expand and prioritize professional learning experiences for all employees that create parity in outcomes across

racial/ethnic groups and all disproportionately impacted groups (X)

- **Scholarship - Objective 2:** Evaluate and improve Diversity, Equity, and Inclusion practice in classroom environments, campus activities, departments, schools, and administrative units (X)
- **Scholarship - Objective 3:** Assess impact of prerequisites and corequisites on student success and revise curriculum, as needed (X)
- **Scholarship - Objective 4:** Expand the use of innovative and high-quality teaching, learning, and support practices that achieve equitable outcomes and increase student success (X)
- **Scholarship - Objective 5:** Reduce costs associated with instructional materials to support the elimination of equity gaps (X)

Action Plans	Action Plan Update
<b>Action Plan Status:</b> Active <b>Action Plan:</b> 1. Research and collect necessary data and labor market information to articulate the department's need for new full-time faculty and make as convincing a case as possible in support of our request. 2. Complete the procedural steps necessary to include the Digital Technology department's request for new full-time faculty in the next round of allocations.  <b>Action Plan Cycle:</b> 2022 - 2023, 2023 - 2024, 2024 - 2025, 2025 - 2026	<b>Submission Date:</b> 12/04/2024 <b>Action Plan Update:</b> Submitting revised FHP for 2025-2026 <b>Update Year:</b> 2024 - 2025 <b>Action Plan Progress:</b> On Track
	<b>Submission Date:</b> 12/07/2023 <b>Action Plan Update:</b> Continuing to research and collect data and will submit this cycle. <b>Update Year:</b> 2023 - 2024 <b>Action Plan Progress:</b> On Track

## Goal 2: Customized Marketing and Outreach

**Unit Goal:** Goal 2: Increase awareness of Multimedia areas of emphasis via customized marketing and outreach in conjunction with newly implemented marketing services recently made available at the college.

**Goal Status:** Active

**Beginning Year:** 2022 - 2023

**Projected Completion Year:** 2025 - 2026

### Mapping

Mesa College Strategic Plan: Roadmap to Mesa2030: (X - Highlight the X to Align)

- **Community - Objective 1:** Use technology to improve communication and accessibility across campus. (X)
- **Community - Objective 2:** Develop activities, spaces, and programs that support a sense of belonging with a focus on antiracism, historically minoritized groups, and inclusion. (X)
- **Community - Objective 3:** Build a culture of communication that is evidence based, race conscious, institutionally focused, systemically aware, and equity advancing (X)



- **Community - Objective 4:** Remove barriers to equitable participation by developing, incentivizing and creating structures for all employees to engage in and design professional learning (X)
- **Community - Objective 5:** Increase opportunities to be an asset and resource to the external community (X)
- **Completion - Objective 1:** Develop pathways that provide students with clarity about degree, certificate, and transfer requirements. (X)
- **Completion - Objective 2:** Develop cross - functional teams that support student success and include integrated career and transfer counseling. (X)
- **Completion - Objective 3:** Design and promote programs and services that intentionally target a reduction in equity gaps in completion outcomes (X)
- **Completion - Objective 4:** Support students' access to resources to mitigate the impact caused by technological and basic needs insecurity (X)
- **Pathways and Partnerships - Objective 1:** Develop and implement frameworks to create communities that can provide more targeted delivery of educational resources and support services. (X)
- **Pathways and Partnerships - Objective 2:** Expand partnerships with K-12 institutions to enhance program offerings and increase access for minoritized students. (X)
- **Pathways and Partnerships - Objective 3:** Increase community engagement, experiential learning, integrated career planning, and workforce training to prepare students for future careers (X)
- **Pathways and Partnerships - Objective 4:** Expand intersegmental pathways to create a seamless transition between Mesa and k-12, non-credit, Universities, and careers (X)
- **Pathways and Partnerships - Objective 5:** Develop and implement technologies, including website redesign, that will make pathways information available to students so that they can effectively utilize this information in their educational and career planning (X)

Action Plans	Action Plan Update
<b>Action Plan Status:</b> Active <b>Action Plan:</b> 1. Collaborate with WBL and new marketing entities on campus to develop informational materials and multiple methods of outreach in order to reach as wide an audience as is possible with the resources available to us. 2. Evaluate effectiveness of marketing and outreach efforts by comparing enrollment and completion data with concurrent marketing and outreach efforts.  <b>Action Plan Cycle:</b> 2022 - 2023, 2023 - 2024, 2024 - 2025, 2025 - 2026	<b>Submission Date:</b> 01/26/2025 <b>Action Plan Update:</b> CTE Marketing and Outreach program implemented and meeting regularly every semester. <b>Update Year:</b> 2024 - 2025 <b>Action Plan Progress:</b> Completed
	<b>Submission Date:</b> 12/07/2023 <b>Action Plan Update:</b> Working with CTE and external vendor to develop marketing plans for CTE programs. <b>Update Year:</b> 2023 - 2024 <b>Action Plan Progress:</b> Completed

### Goal 3: Open Educational Resource

**Unit Goal:** Goal 3: Emphasize Open Educational Resource options in our curriculum in order to improve existing equity gaps in access to technology and course materials among our students.

**Goal Status:** Active

**Beginning Year:** 2022 - 2023

**Projected Completion Year:** 2025 - 2026

#### Mapping

Mesa College Strategic Plan: Roadmap to Mesa2030: (X - Highlight the X to Align)

- **Completion - Objective 1:** Develop pathways that provide students with clarity about degree, certificate, and transfer requirements. (X)
- **Completion - Objective 2:** Develop cross - functional teams that support student success and include integrated career and transfer counseling. (X)
- **Completion - Objective 3:** Design and promote programs and services that intentionally target a reduction in equity gaps in completion outcomes (X)
- **Completion - Objective 4:** Support students' access to resources to mitigate the impact caused by technological and basic needs insecurity (X)
- **Pathways and Partnerships - Objective 1:** Develop and implement frameworks to create communities that can provide more targeted delivery of educational resources and support services. (X)
- **Pathways and Partnerships - Objective 2:** Expand partnerships with K-12 institutions to enhance program offerings and increase access for minoritized students. (X)
- **Pathways and Partnerships - Objective 3:** Increase community engagement, experiential learning, integrated career planning, and workforce training to prepare students for future careers (X)
- **Pathways and Partnerships - Objective 4:** Expand intersegmental pathways to create a seamless transition between Mesa and k-12, non-credit, Universities, and careers (X)
- **Pathways and Partnerships - Objective 5:** Develop and implement technologies, including website redesign, that will make pathways information available to students so that they can effectively utilize this information in their educational and career planning (X)
- **Scholarship - Objective 1:** Expand and prioritize professional learning experiences for all employees that create parity in outcomes across racial/ethnic groups and all disproportionately impacted groups (X)
- **Scholarship - Objective 2:** Evaluate and improve Diversity, Equity, and Inclusion practice in classroom environments, campus activities, departments, schools, and administrative units (X)
- **Scholarship - Objective 3:** Assess impact of prerequisites and corequisites on student success and revise curriculum, as needed (X)
- **Scholarship - Objective 4:** Expand the use of innovative and high-quality teaching, learning, and support practices that achieve equitable outcomes and increase student success (X)
- **Scholarship - Objective 5:** Reduce costs associated with instructional materials to support the elimination of equity gaps (X)

Action Plans	Action Plan Update
Action Plan Status: Active	Submission Date: 01/26/2025

Action Plans	Action Plan Update
<b>Action Plan:</b> 1. Review and evaluate all Multimedia course content and outlines in collaboration with faculty to determine which areas would be able to effectively utilize OER resources in the delivery of their curriculum. 2. Collaborate with faculty to research, obtain, and share OER resources across various programs and classes.  <b>Action Plan Cycle:</b> 2022 - 2023, 2023 - 2024, 2024 - 2025, 2025 - 2026	<b>Action Plan Update:</b> Continued emphasis on providing OER options in our classes, with ongoing success in migrating course learning materials to OER. <b>Update Year:</b> 2024 - 2025 <b>Action Plan Progress:</b> On Track
	<b>Submission Date:</b> 12/07/2023 <b>Action Plan Update:</b> Ongoing communication with Digital Technology instructors encouraging use of OER resources. Spring Departmental meeting will focus heavily on exploring resources and building consensus. <b>Update Year:</b> 2023 - 2024 <b>Action Plan Progress:</b> On Track

#### Goal 4: Decrease Equity Gaps

**Unit Goal:** Goal 4: Decrease equity gaps for African American and Latinx students in our online course offerings.

**Goal Status:** Active

**Beginning Year:** 2022 - 2023

**Projected Completion Year:** 2025 - 2026

#### Mapping

Mesa College Strategic Plan: Roadmap to Mesa2030: (X - Highlight the X to Align)

- **Community - Objective 1:** Use technology to improve communication and accessibility across campus. (X)
- **Community - Objective 2:** Develop activities, spaces, and programs that support a sense of belonging with a focus on antiracism, historically minoritized groups, and inclusion. (X)
- **Community - Objective 3:** Build a culture of communication that is evidence based, race conscious, institutionally focused, systemically aware, and equity advancing (X)
- **Community - Objective 4:** Remove barriers to equitable participation by developing, incentivizing and creating structures for all employees to engage in and design professional learning (X)
- **Community - Objective 5:** Increase opportunities to be an asset and resource to the external community (X)
- **Completion - Objective 1:** Develop pathways that provide students with clarity about degree, certificate, and transfer requirements. (X)
- **Completion - Objective 2:** Develop cross - functional teams that support student success and include integrated career and transfer counseling. (X)
- **Completion - Objective 3:** Design and promote programs and services that intentionally target a reduction in equity gaps in completion outcomes (X)
- **Completion - Objective 4:** Support students' access to resources to mitigate the impact caused by technological and basic needs insecurity (X)
- **Pathways and Partnerships - Objective 1:** Develop and implement frameworks to create communities that can provide more targeted delivery of educational resources and support services. (X)
- **Pathways and Partnerships - Objective 2:** Expand partnerships with K-12 institutions to enhance program offerings and increase access for

minoritized students. (X)

- **Pathways and Partnerships - Objective 3:** Increase community engagement, experiential learning, integrated career planning, and workforce training to prepare students for future careers (X)
- **Pathways and Partnerships - Objective 4:** Expand intersegmental pathways to create a seamless transition between Mesa and k-12, non-credit, Universities, and careers (X)
- **Pathways and Partnerships - Objective 5:** Develop and implement technologies, including website redesign, that will make pathways information available to students so that they can effectively utilize this information in their educational and career planning (X)
- **Scholarship - Objective 1:** Expand and prioritize professional learning experiences for all employees that create parity in outcomes across racial/ethnic groups and all disproportionately impacted groups (X)
- **Scholarship - Objective 2:** Evaluate and improve Diversity, Equity, and Inclusion practice in classroom environments, campus activities, departments, schools, and administrative units (X)
- **Scholarship - Objective 3:** Assess impact of prerequisites and corequisites on student success and revise curriculum, as needed (X)
- **Scholarship - Objective 4:** Expand the use of innovative and high-quality teaching, learning, and support practices that achieve equitable outcomes and increase student success (X)
- **Scholarship - Objective 5:** Reduce costs associated with instructional materials to support the elimination of equity gaps (X)

Action Plans	Action Plan Update
<p><b>Action Plan Status:</b> Active</p> <p><b>Action Plan:</b> 1. Review and evaluate all Multimedia course content and outlines in collaboration with faculty to identify those areas of the curriculum where gaps in equity could be effectively addressed through a process of research and revision. Address aspects of curriculum (in collaboration with our Advisory Committee) to provide optimal cultural relevance for students of all backgrounds, thereby decreasing existing equity gaps in the learning experience and enhancing relevance of course content to all students. 2. Research and obtain information on related courses at other educational institutions that have already implemented curricular changes addressing student equity gaps. Review and assess effectiveness and determine suitability for similar revisions in our department's curriculum.</p> <p><b>Action Plan Cycle:</b> 2022 - 2023, 2023 - 2024, 2024 - 2025, 2025 - 2026</p>	<p><b>Submission Date:</b> 01/26/2025</p> <p><b>Action Plan Update:</b> Continuing emphasis on examining curricular learning methodologies and culturally relevant factors to identify areas of improvement and increase success and retention rates amongst selected student populations.</p> <p><b>Update Year:</b> 2024 - 2025</p> <p><b>Action Plan Progress:</b> On Track</p>
	<p><b>Submission Date:</b> 12/07/2023</p> <p><b>Action Plan Update:</b> Continuing review of class projects, assignments, and curriculum to find areas where opportunities for building broader bases interest for all students exist. Encouraging instructors to engage in the process and develop learning environments that reflect a greater inclusiveness, encouragement, and acceptance of a wide variety of learning styles.</p> <p><b>Update Year:</b> 2023 - 2024</p> <p><b>Action Plan Progress:</b> On Track</p>

## Goal 5: Revise Program Awards & Curriculum

**Unit Goal:** Revise Program Awards & Curriculum

**Goal Status:** Active

**Beginning Year:** 2024 - 2025

**Projected Completion Year:** 2025 - 2026

### Mapping

Mesa College Strategic Plan: Roadmap to Mesa2030: (X - Highlight the X to Align)

- **Community - Objective 2:** Develop activities, spaces, and programs that support a sense of belonging with a focus on antiracism, historically minoritized groups, and inclusion. (X)
- **Community - Objective 3:** Build a culture of communication that is evidence based, race conscious, institutionally focused, systemically aware, and equity advancing (X)
- **Community - Objective 4:** Remove barriers to equitable participation by developing, incentivizing and creating structures for all employees to engage in and design professional learning (X)
- **Community - Objective 5:** Increase opportunities to be an asset and resource to the external community (X)
- **Completion - Objective 1:** Develop pathways that provide students with clarity about degree, certificate, and transfer requirements. (X)
- **Completion - Objective 2:** Develop cross - functional teams that support student success and include integrated career and transfer counseling. (X)
- **Completion - Objective 3:** Design and promote programs and services that intentionally target a reduction in equity gaps in completion outcomes (X)
- **Completion - Objective 4:** Support students' access to resources to mitigate the impact caused by technological and basic needs insecurity (X)
- **Pathways and Partnerships - Objective 3:** Increase community engagement, experiential learning, integrated career planning, and workforce training to prepare students for future careers (X)
- **Scholarship - Objective 1:** Expand and prioritize professional learning experiences for all employees that create parity in outcomes across racial/ethnic groups and all disproportionately impacted groups (X)
- **Scholarship - Objective 2:** Evaluate and improve Diversity, Equity, and Inclusion practice in classroom environments, campus activities, departments, schools, and administrative units (X)
- **Scholarship - Objective 3:** Assess impact of prerequisites and corequisites on student success and revise curriculum, as needed (X)
- **Scholarship - Objective 4:** Expand the use of innovative and high-quality teaching, learning, and support practices that achieve equitable outcomes and increase student success (X)
- **Scholarship - Objective 5:** Reduce costs associated with instructional materials to support the elimination of equity gaps (X)

Action Plans	Action Plan Update
Action Plan Status: Active	Submission Date: 01/26/2025

Action Plans	Action Plan Update
<p><b>Action Plan:</b> Streamline 3D Modeling and Animation curriculum by deactivating low enrolled courses/programs and integrating remaining courses into the Video Game Design and Development program.</p> <p><b>Action Plan Cycle:</b> 2025 - 2026</p>	<p><b>Action Plan Update:</b> Advanced courses and 3D A.S. program on track for deactivation. Remaining courses being examined for potential integration into Video Game Design &amp; Development program. 3D C.A. being reviewed for potential deactivation.</p> <p><b>Update Year:</b> 2024 - 2025</p> <p><b>Action Plan Progress:</b> On Track</p>



# Program Review

Summary and Reflections with Unit Goals, Action Plans, and Updates

Instructional Program - Music (MUSI)

## Executive Summary

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**Describe the successes and challenges your unit has faced since the last comprehensive review.**

Challenges:

- Falling Enrollment – declined by 30%, has caused us to restructure class schedule by deactivating some upper-level classes
- Staffing – Loss of 2 good Accompanists during pandemic, hours we could offer ILT Nance diminished due to rising costs of living and need to seek additional work
- Moving to & Surviving Online – Some performance-based classes did not work online and have not run since pandemic such as Jazz Big Band & World Music Ensemble. Others, such as Choir, Guitar Ensemble, and music technology classes were a challenge to continue online in a way that still offered value to students
- Diminishing FTEF & Faculty – Most music Contract faculty have retired with some returning for Pro-Rata; as FTEF diminishes it is a challenge to have a schedule for Pro-Rata and Adjunct faculty; dept. desperately needs more new Contract faculty
- Facility Upgrades/Repairs – Still no performance space; teaching spaces are in need of upgrades, computers 10 years old = browsers and operating systems no longer functional with new current digital needs
- Culture Change – Significant number of both students and faculty increased staying at home and resist coming back to campus
- Music Dept. Equipment – Significant amount of old and non-industry standard equipment in use by faculty/staff for classes and for student use; this goes against college initiatives of keep equipment modern and up to date with industry standards for workforce training; dept. currently in need of over \$90,000.00 worth of new equipment to be competitive with other institutions and to enable educating students to the best of our abilities

Successes:

- Launch of New Classes – We have launched new classes to better reflect the kinds of diversity of our society and address equitable representation in the music curriculum = Women in Music, Rap Music & Hip Hop Culture, Asian & Pacific Music, Music of The Beatles, Music & Social Media, Music of California
- New Adjuncts & Diversity – Our recent hires have included Asian, Latin American, and African American adjunct faculty and staff to better represent diversity & representation in our dept.
- Bringing Back Entire Faculty/Staff/Classes – As of spring '23 all faculty, staff, classes, events and services in our dept. now back on campus with the exception of music compositions 1-4 classes and all music gen ed classes, which remain strongly enrolled as online and late start online classes

**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.**

Curricular Changes:

- New Classes – Rap Music & Hip Hop Culture, Music of The Beatles, Women in Music, Music & Social Media, Asian & Pacific Music, Music of California = 4 of these now established / 1st semester = 50% enrollment / by 2nd semester 3 sections running full, 2 more 50-60% at first offering. Women & Music launching in fall '23. RESULT = Most diverse & unique offerings addressing equity in the district; currently only available at Mesa



## Summary and Reflection

- CA/AA updates – All awards fully updated to include new courses and implemented in online maps on new website
- Assignment Updates – Introduction to Music, History of Rock Music, History of Jazz = all now have assignments/discussions/topics that address diversity in subject matter = African Americans, Women, LGBTQ, other under-represented ethnicities. This idea was introduced by Chair Robinson and adopted by most faculty teaching GenEd classes

Impact:

- Growing Enrollment – Gen Eds in music strongly enrolled most full, some above cap
- New Diverse Adjuncts to Teach – We now have African American, Latin American, Asian, and LGBTQ faculty members many of whom are teaching the new subject matter

**If applicable, describe the impact of any new resources (human, fiscal, etc) on the unit and/or action plan implementation.**

Funding from last 2 program reviews has resulted in a lot of new equipment for the music dept. for the recording studio and jazz ensemble, in position to make use of now / However, because we have been off campus for 2 ½ years, having just gotten back to campus this equipment is still in the process of being adopted for classes; impact at this point is not measurable

HERFF Funding – Student kits for music technology and piano classes have enabled student success in our classes during pandemic years. Currently, 4 classrooms have been completely updated with all new teaching technology; music office and Maas Lab currently being updated; plan have launched to modernize the recording studio with new computers and teaching technology; faculty/staff computers in process of being updated; wi-fi access being updated in large rooms (C-116 & C-119)

**If you assess OUTCOMES, please confirm that the outcomes have been reviewed for accuracy. If you do not assess Outcomes, skip this question.**

Reviewed Not Accurate - Support Needed

### Related Documents for Charts and Graphs

[2022-2023 CLO Edits.docx](#)

### Executive Summary Complete

Yes

## Data Reflection

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### Trends observed in program/service area's data.

Trends in Music Dept. course success rate trends above 70% overall and for nearly all groups by Ethnicity and gender during 2018-2022 cycle. For African Americans and White, there were sharper increases during 2020-2022 with Latin American and Asian experiencing increases respectively but at less sharper inclines than African American and White. When looking at this data by Gender, both females and males experienced increases with female at a much higher rate. Charts below show the data described by Ethnicity (4 groups) and Gender (2 groups).

See attached charts with notes.

**Describe any equity gaps in the data. Are there differences and/or patterns observed by demographics (e.g.race/ethnicity, gender, age, etc.)**

See attached charts with notes.

Equity Gaps Identified in Music for African American & Latin American:

-African American = -13.6%

-Latin American = -5.6%

Equity Gaps Identified in Music for Males:

## Summary and Reflection

- Males = 3.7%

Yes, there are equity gaps with regards to the demographic data provided above in 2 groups by Ethnicity and 1 by Gender. The African American equity gap was -13.6% while the Latin American equity gap was -5.6%. In looking at this data by gender, the equity gap for males was -3.7% Overall, the highest equity gaps for the Music Dept. during this cycle lies among African Americans.

### Related Documents for Charts and Graphs

[Chart 1.png](#);  
[Chart 2.png](#);  
[Chart 3.png](#);  
[Chart 4.png](#);  
[Chart 5.png](#);  
[Chart 6.png](#);  
[Chart 7.png](#);  
[Chart 8.png](#);  
[Chart 9.png](#)

### Describe the discussion(s) that took place about the unit's learning outcomes assessment data.

Course Success Assessment (CLOs) = only discussed at the first meeting of a semester regarding which courses need to turn in success assessment data to be logged at close of semester, identifying any courses that assessed below 70%, and any necessary action plans. All classes during last cycle have assessed at 70% or better. At the start of this new cycle, in fall 2022 11 courses assessed below 70% due to excessive student withdrawals.

Action Plan: After initial meeting discussion, Music Dept. faculty chose to reassess those 11 courses in spring '23 to see if success rates will improve.

### Data Reflection Complete

Yes

## Practice Reflection

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### Describe current practices your program/service area has engaged in that you believe impact the above data trends and equity gaps.

#### 1) New curriculum to serve African American, female, Asian and Latin American students:

MUSI 126 Rap Music & Hip Hop Culture –1 section launched on campus Fall 2022 – increased to 2 online sections with strong enrollment in Spring 2023.

MUSI 118 Asian & Pacific Music – launched Spring 2023 online with strong enrollment

MUSI 131 Music of California – launched Spring 2023 online with strong enrollment (course covers a wide diversity of musics and groups local to California)

MUSI 138 Women in Music – launched Fall 2023 online

MUSI 119 Music in Latin America & North American – to be launched in future semester

MUSI 139 Music & Social Media – to be launched in future semester

#### 2) Curricular/Awards: Highest concentration of African American & Latin American students in music enrolled in Jazz & Music Technology classes in Music Dept. = New awards – AA and CA in Music Technology

#### 3) Representation/Diversity of Faculty/Staff – recent adjunct/staff hires in female, Asian, Latin

## Summary and Reflection

American, and African American

### What other factors (internal or external) might also impact the above data trends and equity gaps?

Internal: Facilities – We have no proper facility to teach/practice/perform music in

Low Enrollment – perhaps low enrollment in the music area may be impacted by the lack of proper facilities

Faculty in decline – 7 contract now down to 2 due to retirements

External: Cultural Change due to pandemic and online learning – students and some faculty not wanting to come back to campus – dropping enrollment shows this in many of our classes but not all. Online / stay at home learning = could involve less accountability, higher cheating rates, use of AI = easier for students to “do better” / data typically shows students “do better” with online asynchronous classes. The data certainly shows this but one perspective from our department is that the data is flawed because it does not show why they do better. Perhaps it is because some students feel better learning from home or that they might be better supported. That could certainly be true in some cases. The Chair speaking of his own personal observations and experience, holds that a simple fact remains for him as a teacher – He cannot hold students to the standards he was held to as an undergraduate. This view is shared by many of his colleagues. However, one faculty member in the Music Dept. does not agree with this observation. No doubt, cultural, generational, and other situational changes impact this but it's possible there is a danger of reading the kinds of data trends we see during/post-pandemic without consideration of the many complexities that surround the arrival points of our data.

CA = a state too expensive for many people to easily live in, sometimes leads to personal immediate economic concerns outweighing the value of a serious commitment/investment in education

### Related Documents for Charts and Graphs

### Practice Reflection Complete

Yes

## Mid-Cycle Updates

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### YEAR 2 Updates (2023 - 2024)

Provide any edits or updates to the prompts originally documented in the Executive Summary section for Year 2.

No

Provide any edits or updates to the prompts originally documented in the Data Reflection section for Year 2.

No

Review Outcomes Report. Review the unit's outcomes assessment process for 2022 - 2023. Discuss connections to unit goals/action plans/resource requests.

N/A

Provide any edits or updates to the prompts originally documented in the Practice Reflection section for Year 2.

No

### YEAR 3 Updates (2024 - 2025)

Provide any edits or updates to the prompts originally documented in the Executive Summary section for Year 3.

Improved enrollment numbers in nearly all courses over entire year - need new faculty in Music Technology & Music Theory - FTEF reduced by district

While most faculty are back on campus for skills based classes, Gen Eds remain online and are not unable on campus as students prefer the online modality

Dept. desperately needs more new Contract faculty

Music Dept. Equipment – Significant of old and non-industry standard equipment in use by faculty/staff for classes and for student use; this goes

## Summary and Reflection

against college initiatives of keep equipment modern and up to date with industry standards for workforce training; dept. currently in need of over \$90,000.00

worth of new equipment to be competitive with other institutions and to enable educating students to the best of our abilities

**Provide any edits or updates to the prompts originally documented in the Data Reflection section for Year 3.**

Equity Gaps Identified in Music for African American & Latin American:

-African American = -13.6%

-Latin American = -5.6%

Equity Gaps Identified in Music for Males:

- Males = 3.7%

**Review Outcomes Report. Review the unit's outcomes assessment process for 2023 - 2024. Discuss connections to unit goals/action plans/resource requests.**

Course assessment data nearly complete for this cycle - all courses hitting benchmark - some were reassessed due to enrollment issues

**Provide any edits or updates to the prompts originally documented in the Practice Reflection section for Year 3.**

Of the new courses added to Music curriculum, 4 have been running successfully and regularly: MUSI 138 Women in Music, MUSI 126 Rap Music & Hip Hop Culture, MUSI 118 Asian & Pacific Music, MUSI 131 Music of California, and also new courses MUSI 117 Music in the United States and MUSI Music of The Beatles have also been running steadily. Enrollment and productivity booming in Intersession and Summer semesters so much so that 2 courses were added to Intersession for 2025 including MUSI 126 for the 1st time.

Other new curriculum coming online = MUSI 206C Projects in Composition starting spring 2025 and MUSI 206D Projects in Composition to be offered soon afterwards. Reent deactivations include MUSI 205A-B Projects in Audio Engineering.

### **YEAR 4 Updates (2025 - 2026)**

**Provide any edits or updates to the prompts originally documented in the Executive Summary section for Year 4.**

**Provide any edits or updates to the prompts originally documented in the Data Reflection section for Year 4.**

**Review Outcomes Report. Review the unit's outcomes assessment process for 2024 - 2025. Discuss connections to unit goals/action plans/resource requests.**

**Provide any edits or updates to the prompts originally documented in the Practice Reflection section for Year 4.**

Goal 1: CCAP Classes in Music

**Unit Goal:** Goal 1: Increase partnerships with local high schools such as more regular offerings of CCAP classes in Music to increase stronger pathways for high school students to enroll at Mesa  
**Goal Status:** Active  
**Beginning Year:** 2022 - 2023  
**Projected Completion Year:** 2025 - 2026

**Mapping**  
Mesa College Strategic Plan: Roadmap to Mesa2030: (X - Highlight the X to Align)

- **Pathways and Partnerships - Objective 1:** Develop and implement frameworks to create communities that can provide more targeted delivery of educational resources and support services. (X)
- **Pathways and Partnerships - Objective 2:** Expand partnerships with K-12 institutions to enhance program offerings and increase access for minoritized students. (X)

Action Plans	Action Plan Update
<p><b>Action Plan Status:</b> Active</p> <p><b>Action Plan:</b> 1. Chair will address music faculty to engage more faculty to offer more courses in music for CCAP during current cycle.</p> <p>2. Chair will counter-offer schedule adjustment for every CCAP request in music to make every effort to accommodate those requests with a scheduling that works for both Mesa Music Dept. and host high school during current cycle.</p> <p><b>Action Plan Cycle:</b> 2022 - 2023, 2023 - 2024, 2024 - 2025, 2025 - 2026</p>	<p><b>Submission Date:</b> 11/20/2024</p> <p><b>Action Plan Update:</b> Only Chair will offer CCAP classes; no other faculty available or interested in this kind of teaching; Chair has been offering CCAP class every fall for several years now each fall</p> <p><b>Update Year:</b> 2024 - 2025</p> <p><b>Action Plan Progress:</b> Completed</p>

Goal 2: Award Maps

**Unit Goal:** Goal 2: Maintain award maps with any curricular updates/revisions on Music Dept. website for clarity of expectations.  
**Goal Status:** Active  
**Beginning Year:** 2022 - 2023  
**Projected Completion Year:** 2025 - 2026

## Mapping

Mesa College Strategic Plan: Roadmap to Mesa2030: (X - Highlight the X to Align)

- **Community - Objective 1:** Use technology to improve communication and accessibility across campus. (X)
- **Completion - Objective 1:** Develop pathways that provide students with clarity about degree, certificate, and transfer requirements. (X)

Action Plans	Action Plan Update
<p><b>Action Plan Status:</b> Active</p> <p><b>Action Plan:</b> 1. Chair will update every award map and post on music dept. website at the start of each semester whenever \</p> <p>curricular revisions/updates require to do so during current cycle.</p> <p>2. Chair will maintain communication with music liaison Counseling faculty each semester to provide curricular</p> <p>updates to keep students and counselors informed.</p> <p><b>Action Plan Cycle:</b> 2022 - 2023, 2023 - 2024, 2024 - 2025, 2025 - 2026</p>	<p><b>Submission Date:</b> 11/20/2024</p> <p><b>Action Plan Update:</b> Award maps &amp; degree info on website current and completely correct; new catalog corrected errata making that info also correct and updated</p> <p><b>Update Year:</b> 2024 - 2025</p> <p><b>Action Plan Progress:</b> Completed</p>

## Goal 3: Equity and Curriculum

**Unit Goal:** Goal 3: Revise course assignments to be more inclusive of coverage of under-represented groups in a variety of music subject matter.

**Goal Status:** Active

**Beginning Year:** 2022 - 2023

**Projected Completion Year:** 2025 - 2026

## Mapping

Mesa College Strategic Plan: Roadmap to Mesa2030: (X - Highlight the X to Align)

- **Community - Objective 2:** Develop activities, spaces, and programs that support a sense of belonging with a focus on antiracism, historically minoritized groups, and inclusion. (X)
- **Community - Objective 3:** Build a culture of communication that is evidence based, race conscious, institutionally focused, systemically aware, and equity advancing (X)
- **Completion - Objective 4:** Support students' access to resources to mitigate the impact caused by technological and basic needs insecurity (X)
- **Pathways and Partnerships - Objective 3:** Increase community engagement, experiential learning, integrated career planning, and workforce training

to prepare students for future careers (X)

- **Scholarship - Objective 2:** Evaluate and improve Diversity, Equity, and Inclusion practice in classroom environments, campus activities, departments, schools, and administrative units (X)
- **Scholarship - Objective 4:** Expand the use of innovative and high-quality teaching, learning, and support practices that achieve equitable outcomes and increase student success (X)
- **Stewardship - Objective 4:** Establish a college-wide practice and schedule that addresses routine maintenance and renewal of equipment, facilities and technology to ensure access to adequate resources and better serve students (X)

Action Plans	Action Plan Update
<p><b>Action Plan Status:</b> Active</p> <p><b>Action Plan:</b> 1. Chair will work with faculty teaching GenEds (MUSI 100, 103, 108, 109, 110, 111, 114, 117, 118, 119, 125, 126, 131, 138) to revise assignments and course topics to be more inclusive of under-represented groups so that every music GenEd includes the role of people of color, women, and the LGBTQ community during the next cycle.</p> <p>2. Chair will work with faculty teaching performance based courses (123A-D, 124/224, 257A-D, 259A-D, 264A-D) to include representation of people of color, women, and the LGBTQ community so that performances by the music dept. expose students and audiences to a variety of under-represented groups during the next cycle.</p> <p>3. Chair will work with entire faculty on necessary equipment upgrades to modernize curriculum/teaching effectiveness of students.</p> <p><b>Action Plan Cycle:</b> 2022 - 2023, 2023 - 2024, 2024 - 2025, 2025 - 2026</p>	<p><b>Submission Date:</b> 11/20/2024</p> <p><b>Action Plan Update:</b> Faculty addressed at meeting about need for assignments in all Gen Ed MUSI classes to include diversity &amp; representation. The following courses now have assignments that engage in DEI initiative of the college: MUSI 100, 103, 108, 109, 110, 111, 114, 117, 118, 119, 125, 126, 131, 138. Music dept. considering to add a new course on Music &amp; Gender for the future.</p> <p><b>Update Year:</b> 2024 - 2025</p> <p><b>Action Plan Progress:</b> On Track</p>



# **Program Review**

Summary and Reflections with Unit Goals, Action Plans,  
and Updates

Instructional Program - Neurodiagnostic  
Technology (NDTE)



### Executive Summary

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**Describe the successes and challenges your unit has faced since the last comprehensive review.**

Successes:

The NDTE program has graduated its' first class in December of 2022. The second class is expected to graduate in December of 2023.

The NDTE program held its' first advisory committee meeting.

The NDTE program was able to offer the licensure examination prep course to the 1st graduating cohort.

Challenges:

Being a new program, the challenge of transitioning clinicians to educators has been a challenge. This includes management of the program in a manner that blends the clinical/industry knowledge with the educational institution and requirements.

Successful passing of the licensure exam by graduates – due to challenges passing the exam, the exam prep course/training was purchased to assist with graduate success.

Clinical sites – obtaining a sufficient number of clinical sites to provide the students with the number of scans necessary for certification.

**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.**

N/A – this is the programs 1st program review.

Due to feedback from clinical partners, the curriculum will be reviewed to ensure students are prepared for employment upon graduation.

**If applicable, describe the impact of any new resources (human, fiscal, etc) on the unit and/or action plan implementation.**

The NDTE program requires a full-time program director who has industry specific knowledge and can be trained in the educational requirements. This person would be responsible for curriculum review, curriculum integration, clinical sites, teaching, faculty training and meeting all institution and district requirements for a CTE program.

The program would also benefit from faculty attending trainings on teaching and how to implement clinical knowledge to the classroom.

**If you assess OUTCOMES, please confirm that the outcomes have been reviewed for accuracy. If you do not assess Outcomes, skip this question.**

Reviewed Not Accurate - Update In Progress

**Related Documents for Charts and Graphs**

**Executive Summary Complete**

Yes

### Data Reflection

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**Trends observed in program/service area's data.**

The NDTE program has only accepted 2 cohorts. There were sufficient number of applicants to fill the cohorts.

Data has not yet been provided on CLO's or PLO's however a plan is in place to begin that process.

## Summary and Reflection

A deeper dive into the LMI for the program is needed to establish an appropriate application cycle and number of students accepted into each cohort.

**Describe any equity gaps in the data. Are there differences and/or patterns observed by demographics (e.g. race/ethnicity, gender, age, etc.)**

According to the Mesa Data Dashboards, there is an equity gap in ethnicity for Asians of 7/7% and in gender for males of 4/4%. A strength is that there is no equity gap for 1st generation students.

### Related Documents for Charts and Graphs

**Describe the discussion(s) that took place about the unit's learning outcomes assessment data.**

After receiving the results of the graduate and employer surveys as well as the current student surveys, a faculty meeting will be held with the NDTE faculty, department chairs and dean to discuss the learning outcomes. Action plans will be placed based on the outcomes of those discussions.

**Data Reflection Complete**

Yes

## Practice Reflection

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**Describe current practices your program/service area has engaged in that you believe impact the above data trends and equity gaps.**

This will be completed at the meeting following survey results.

**What other factors (internal or external) might also impact the above data trends and equity gaps?**

Other factors that could impact equity gaps include faculty training. All faculty need to participate in training on how to meet educational needs of all students. Connecting with the LOFT for trainings will be discussed with program faculty.

### Related Documents for Charts and Graphs

**Practice Reflection Complete**

Yes

## Mid-Cycle Updates

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### YEAR 2 Updates (2023 - 2024)

**Provide any edits or updates to the prompts originally documented in the Executive Summary section for Year 2.** Hiring an NDTE professional who can transition to education and run the program continues to be a challenge.

**Provide any edits or updates to the prompts originally documented in the Data Reflection section for Year 2.**

The NDTE curriculum review will take place over the current year with a goal of increasing the students pass rate on the certification examination.

**Review Outcomes Report. Review the unit's outcomes assessment process for 2022 - 2023. Discuss connections to unit goals/action plans/resource requests.**

**Provide any edits or updates to the prompts originally documented in the Practice Reflection section for Year 2.**

## Summary and Reflection

### YEAR 3 Updates (2024 - 2025)

Provide any edits or updates to the prompts originally documented in the Executive Summary section for Year 3.

Provide any edits or updates to the prompts originally documented in the Data Reflection section for Year 3.

Review Outcomes Report. Review the unit's outcomes assessment process for 2023 - 2024. Discuss connections to unit goals/action plans/resource requests.

Provide any edits or updates to the prompts originally documented in the Practice Reflection section for Year 3.

### YEAR 4 Updates (2025 - 2026)

Provide any edits or updates to the prompts originally documented in the Executive Summary section for Year 4.

Provide any edits or updates to the prompts originally documented in the Data Reflection section for Year 4.

Review Outcomes Report. Review the unit's outcomes assessment process for 2024 - 2025. Discuss connections to unit goals/action plans/resource requests.

Provide any edits or updates to the prompts originally documented in the Practice Reflection section for Year 4.

## Goal 1: NDTE Program Director

**Unit Goal:** Goal 1: Hire a program director to manage all aspects of the NDTE program.

**Goal Status:** Active

**Beginning Year:** 2022 - 2023

**Projected Completion Year:** 2025 - 2026

### Mapping

Mesa College Strategic Plan: Roadmap to Mesa2030: (X - Highlight the X to Align)

- **Community - Objective 4:** Remove barriers to equitable participation by developing, incentivizing and creating structures for all employees to engage in and design professional learning (X)
- **Completion - Objective 1:** Develop pathways that provide students with clarity about degree, certificate, and transfer requirements. (X)
- **Completion - Objective 2:** Develop cross - functional teams that support student success and include integrated career and transfer counseling. (X)
- **Completion - Objective 3:** Design and promote programs and services that intentionally target a reduction in equity gaps in completion outcomes (X)
- **Scholarship - Objective 1:** Expand and prioritize professional learning experiences for all employees that create parity in outcomes across racial/ethnic groups and all disproportionately impacted groups (X)
- **Scholarship - Objective 2:** Evaluate and improve Diversity, Equity, and Inclusion practice in classroom environments, campus activities, departments, schools, and administrative units (X)
- **Scholarship - Objective 3:** Assess impact of prerequisites and corequisites on student success and revise curriculum, as needed (X)
- **Scholarship - Objective 4:** Expand the use of innovative and high-quality teaching, learning, and support practices that achieve equitable outcomes and increase student success (X)

Action Plans	Action Plan Update
<b>Action Plan Status:</b> Active <b>Action Plan:</b> Hire a program director for the NDTE Program. <b>Action Plan Cycle:</b> 2022 - 2023, 2023 - 2024	

## Goal 2: Complete graduate and employer surveys.

**Unit Goal:** Goal 2: Complete graduate and employer surveys.

**Goal Status:** Active

**Beginning Year:** 2022 - 2023

**Projected Completion Year:** 2025 - 2026

### Mapping

4/14/2025

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Mesa College Strategic Plan: Roadmap to Mesa2030: (X - Highlight the X to Align)

- **Community - Objective 5:** Increase opportunities to be an asset and resource to the external community (X)
- **Completion - Objective 3:** Design and promote programs and services that intentionally target a reduction in equity gaps in completion outcomes (X)
- **Pathways and Partnerships - Objective 1:** Develop and implement frameworks to create communities that can provide more targeted delivery of educational resources and support services. (X)
- **Pathways and Partnerships - Objective 3:** Increase community engagement, experiential learning, integrated career planning, and workforce training to prepare students for future careers (X)
- **Scholarship - Objective 1:** Expand and prioritize professional learning experiences for all employees that create parity in outcomes across racial/ethnic groups and all disproportionately impacted groups (X)
- **Scholarship - Objective 2:** Evaluate and improve Diversity, Equity, and Inclusion practice in classroom environments, campus activities, departments, schools, and administrative units (X)
- **Scholarship - Objective 3:** Assess impact of prerequisites and corequisites on student success and revise curriculum, as needed (X)
- **Scholarship - Objective 4:** Expand the use of innovative and high-quality teaching, learning, and support practices that achieve equitable outcomes and increase student success (X)

Action Plans	Action Plan Update
<b>Action Plan Status:</b> Active <b>Action Plan:</b> Complete and distribute the surveys. <b>Action Plan Cycle:</b> 2022 - 2023, 2023 - 2024, 2024 - 2025, 2025 - 2026	

**Goal 3: NDTE Course Assessments**

**Unit Goal:** Goal 3: Complete assessments for each NDTE course to ensure an accurate adjustments to curriculum and teaching strategies. Review curriculum and complete any necessary modifications to improve student learning and preparation for licensure and employment.

**Goal Status:** Active

**Beginning Year:** 2022 - 2023

**Projected Completion Year:** 2025 - 2026

**Mapping**

Mesa College Strategic Plan: Roadmap to Mesa2030: (X - Highlight the X to Align)

- **Community - Objective 2:** Develop activities, spaces, and programs that support a sense of belonging with a focus on antiracism, historically minoritized groups, and inclusion. (X)
- **Completion - Objective 1:** Develop pathways that provide students with clarity about degree, certificate, and transfer requirements. (X)
- **Completion - Objective 3:** Design and promote programs and services that intentionally target a reduction in equity gaps in completion outcomes (X)
- **Pathways and Partnerships - Objective 3:** Increase community engagement, experiential learning, integrated career planning, and workforce training

to prepare students for future careers (X)

- **Scholarship - Objective 2:** Evaluate and improve Diversity, Equity, and Inclusion practice in classroom environments, campus activities, departments, schools, and administrative units (X)
- **Scholarship - Objective 3:** Assess impact of prerequisites and corequisites on student success and revise curriculum, as needed (X)
- **Scholarship - Objective 4:** Expand the use of innovative and high-quality teaching, learning, and support practices that achieve equitable outcomes and increase student success (X)

Action Plans	Action Plan Update
<b>Action Plan Status:</b> Active <b>Action Plan:</b> 1. Faculty training on equitable pedagogy and evidence based industry standards. 2. Access to licensure review course for each graduating class.  <b>Action Plan Cycle:</b> 2022 - 2023, 2023 - 2024, 2024 - 2025, 2025 - 2026	

## Faculty Training

**Unit Goal:** Provide faculty training on equitable teaching practices for Allied Health programs to meet the needs of students and employers.

**Goal Status:** Active

**Beginning Year:** 2024 - 2025

**Projected Completion Year:** 2026 - 2027

## Mapping

Mesa College Strategic Plan: Roadmap to Mesa2030: (X - Highlight the X to Align)

- **Community - Objective 4:** Remove barriers to equitable participation by developing, incentivizing and creating structures for all employees to engage in and design professional learning (X)
- **Scholarship - Objective 1:** Expand and prioritize professional learning experiences for all employees that create parity in outcomes across racial/ethnic groups and all disproportionately impacted groups (X)
- **Scholarship - Objective 2:** Evaluate and improve Diversity, Equity, and Inclusion practice in classroom environments, campus activities, departments, schools, and administrative units (X)
- **Scholarship - Objective 4:** Expand the use of innovative and high-quality teaching, learning, and support practices that achieve equitable outcomes and increase student success (X)

Action Plans	Action Plan Update
<b>Action Plan Status:</b> Active	

Action Plans	Action Plan Update
<p><b>Action Plan:</b> Complete the following trainings with NDTE faculty: 1) Create a group of NDTE faculty to partipate in training through the LOFT for effective online teaching. 2) Provide support and guidance for NDTE faculty for equitable teaching practices by reviewing the Allied Health Diversity in Healthcare Education Workshops</p> <p><b>Action Plan Cycle:</b> 2024 - 2025, 2023 - 2024</p>	



# Program Review

Summary and Reflections with Unit Goals, Action Plans, and Updates

Instructional Program - Nutrition (NUTR)



## Executive Summary

**Describe the successes and challenges your unit has faced since the last comprehensive review.**

Successes of the Nutrition Program:

1. We have been participating in a year long (2022-2023), pilot project of running back-to-back, 4 week Nutr 150 and 153 classes to help students move through our program faster. For several years we've successfully offered these classes during the 4 week Interession and now they are available during the semester. These 4 week, classes average a fill rate of 98-100%, 84% pass rate (compared to a 75% pass rate for 8 week classes) and 90% retention. There is only a negative 4.5% equity gap for African American students and a 0% equity gap for Latin X students. These 4 week, accelerated classes continue to be a strong source of students for our program and help close the equity gap.
2. We will be starting the process of adding a new Nutrition class that will articulate with the Nutrition department at SDSU. It will help our Nutrition transfer students as well as current SDSU Nutrition majors.

Challenges:

1. As both Miramar and City colleges offer more and more Nutrition classes it has contributed to a decline in enrollment in our classes; however, we still maintain the larger Nutrition program in the District.
2. In scheduling, we need to continue offering most of our classes online to keep our enrollments up; otherwise, students will take online classes at Miramar or City and "kill" our program. Clearly, the data supports that in our program, students prefer asynchronous online classes to on-campus classes. Currently, our highest productivity is 18.42 in our asynchronous online classes as opposed to our lowest in on-campus hybrid courses of 11.34. Our 18.42 productivity is well above the 17.5 productivity goal for the campus. The Nutrition program at Mesa has a productivity 3.68 higher than the Nutrition program at City college and 2.52 higher than at Miramar college.

**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.**

There have been no major curricular changes since our last review.

**If applicable, describe the impact of any new resources (human, fiscal, etc) on the unit and/or action plan implementation.**

We have had no new resources in our program for several years.

**If you assess OUTCOMES, please confirm that the outcomes have been reviewed for accuracy. If you do not assess Outcomes, skip this question.**

Reviewed & Accurate

**Related Documents for Charts and Graphs**

**Executive Summary Complete**

Yes

## Summary and Reflection

### Data Reflection

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#### **Trends observed in program/service area's data.**

Our asynchronous, online classes continue to provide the bulk of our enrollment. In fall, 2022 we offered 2 hybrid, on-campus classes but they each had fewer than 20 students/class. This spring, 2023 we had to cancel one of our hybrid classes because it only had 11 students; whereas, most of our online classes had 40-50 students/class. For this past year, our on-campus enrollments have had a fill rate of about 35% compared to 80-98% fill rates in our online classes.

#### **Describe any equity gaps in the data. Are there differences and/or patterns observed by demographics (e.g.race/ethnicity, gender, age, etc.)**

Again, data provided by the college show that since the bulk of our classes are online, we have been able to continue to decrease the equity gap for African American and Latin X students. Overall, among our African American students the equity gap in spring 2021 of negative 12% dropped to negative 9.2% in spring 2022. In 2022, this group of 121 students had a retention rate of 83.5% and success rate of 62.8%. We also found that these students had a higher success rate in our 4 week classes (82%) than 8 week classes (62%).

Among Latin X students, there was a negative 6.2% in spring 2021 which dropped to negative 4.9% in fall 2021. In 2022, our group of 598 students had no equity gap and instead scored a positive 9.8%. Their retention was 86.6% and success rate was 72.6%. We also found that these students had a higher success rate in our 4 week classes (77%) than in our 8 week classes (71%).

Once again, the data supports both the retention and success rate as well as decreasing the equity gap is better in the 4 week classes than the 8 week classes.

As of December 4, 2023, there are no new updates. The data is most current at this time, through the spring 2023 semester.

#### **Related Documents for Charts and Graphs**

#### **Describe the discussion(s) that took place about the unit's learning outcomes assessment data.**

As the DOC for Nutrition, I have discussed our learning outcome results with the adjuncts. The adjuncts had participated in gathering data. All CLO's, SLO's and PLO's have been assessed and reviewed by faculty.

#### **Data Reflection Complete**

Yes

### Practice Reflection

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#### **Describe current practices your program/service area has engaged in that you believe impact the above data trends and equity gaps.**

1. The one change that has created the largest impact in reducing our equity gap with African American and Latin X students was when all our classes went online due to Covid. Our data supports a continuing reduction in the equity gap (see above) for both these groups. The reason for this is perhaps the anonymity asynchronous, online classes provide.

2. Since we have expanded 4 week classes each semester, the student desire for these classes will further strengthen our enrollment numbers. Studies done by the VPI's office have shown students prefer short term, asynchronous online classes and we have seen these are the ones students enroll in.

## Summary and Reflection

### What other factors (internal or external) might also impact the above data trends and equity gaps?

1. External changes that might impact our data trends would be if Area E Lifelong Learning is dropped from GE transfer. We get many students enrolling in Nutrition 150 who might not if this occurs.

Update: At this time Area E apparently will be dropped. So, unless we are able to find another way to increase student enrollment, we may likely see a decline. December 4, 2023.

2. I have worked with Mesa's articulation officer to get committee approval for Nutrition 150 to be accepted under Biology as a transfer GE class. As of this date, we have not heard the outcome but if it is approved there should be a positive effect on our data trends. Unfortunately, on May 19, 2023, I was just notified our Nutrition 150 class was not accepted in the transfer pattern due to lack of more biological coverage in the course. To accommodate this, we would either need to spend more time on the science or add a prerequisite. Either way, we'd lose students.

## Related Documents for Charts and Graphs

### Practice Reflection Complete

Yes

## Mid-Cycle Updates

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### YEAR 2 Updates (2023 - 2024)

**Provide any edits or updates to the prompts originally documented in the Executive Summary section for Year 2.**  
See the notations above.

**Provide any edits or updates to the prompts originally documented in the Data Reflection section for Year 2.**  
See the notations above.

**Review Outcomes Report. Review the unit's outcomes assessment process for 2022 - 2023. Discuss connections to unit goals/action plans/resource requests.**

**Provide any edits or updates to the prompts originally documented in the Practice Reflection section for Year 2.**  
See the notations above.

### YEAR 3 Updates (2024 - 2025)

**Provide any edits or updates to the prompts originally documented in the Executive Summary section for Year 3.**  
Added #3 under Successes: 3. I've added Goal #4 this year and I'm pleased to say that our Nutrition Resolution has passed both our local Area D Academic Senates and the state-wide plenary Academic Senates. It will be a huge success for our Nutrition program if we succeed at the upcoming meetings to have Nutrition accepted into category 5B of the Cal-GETC transfer pattern. I am collaborating with fellow Nutrition professors at Palomar, Miramar and City colleges to achieve this success.

Added #3 under Challenges: 3. Since Area E of our current transfer pattern is going away and this is where our Nutrition 150 class resides, my colleagues and I expect a large drop in enrollment. That is why I added Goal #4 to make a strong push to have Nutrition move to category 5B of Cal-GETC where it'll be recognized as a science.

**Provide any edits or updates to the prompts originally documented in the Data Reflection section for Year 3.**  
Latin X and African American have been the 2 groups with the largest equity gaps. Comparing equity gap data from fall 2021 to the most current data of fall 2022, Latin X started with a negative 4.9% and it has recently improved to a negative 1%. Relatively, for African-American students they started in spring 2022 with a negative 9.2% and recently have improved this to a negative 6% in fall 2023. Over these same time periods, the Success Rate increased by 2.4% to 75% for Latin X students and increased for African-American students by 7.2% to 70%. With both groups experiencing a lower equity gap and higher success rates, we are encouraged.

## Summary and Reflection

**Review Outcomes Report. Review the unit's outcomes assessment process for 2023 - 2024. Discuss connections to unit goals/action plans/resource requests.**

All our SLO's are directly related to each course's CLO's. All course assessments will be completed by the end of the spring semester, 2025.

**Provide any edits or updates to the prompts originally documented in the Practice Reflection section for Year 3.**

Addition: Since spring 2023, when we were denied to be a science transfer class, I've collaborated with my Nutrition colleagues at several other community colleges to draft a Nutrition Resolution and try a different approach to get Nutrition placed in category 5B of the Cal-GETC transfer pattern. If we are successful, we'll likely find all our enrollments greatly increase.

### **YEAR 4 Updates (2025 - 2026)**

**Provide any edits or updates to the prompts originally documented in the Executive Summary section for Year 4.**

**Provide any edits or updates to the prompts originally documented in the Data Reflection section for Year 4.**

**Review Outcomes Report. Review the unit's outcomes assessment process for 2024 - 2025. Discuss connections to unit goals/action plans/resource requests.**

**Provide any edits or updates to the prompts originally documented in the Practice Reflection section for Year 4.**

## Goal 1: Hire a new tenured-track faculty to replace a retiree.

**Unit Goal:** Goal 1: Hire a new tenured-track faculty to replace a retiree.

**Goal Status:** Active

**Beginning Year:** 2022 - 2023

**Projected Completion Year:** 2025 - 2026

### Mapping

Mesa College Strategic Plan: Roadmap to Mesa2030: (X - Highlight the X to Align)

- **Community - Objective 1:** Use technology to improve communication and accessibility across campus. (X)
- **Community - Objective 2:** Develop activities, spaces, and programs that support a sense of belonging with a focus on antiracism, historically minoritized groups, and inclusion. (X)
- **Community - Objective 3:** Build a culture of communication that is evidence based, race conscious, institutionally focused, systemically aware, and equity advancing (X)
- **Community - Objective 4:** Remove barriers to equitable participation by developing, incentivizing and creating structures for all employees to engage in and design professional learning (X)
- **Community - Objective 5:** Increase opportunities to be an asset and resource to the external community (X)
- **Completion - Objective 1:** Develop pathways that provide students with clarity about degree, certificate, and transfer requirements. (X)
- **Completion - Objective 4:** Support students' access to resources to mitigate the impact caused by technological and basic needs insecurity (X)
- **Pathways and Partnerships - Objective 2:** Expand partnerships with K-12 institutions to enhance program offerings and increase access for minoritized students. (X)
- **Pathways and Partnerships - Objective 3:** Increase community engagement, experiential learning, integrated career planning, and workforce training to prepare students for future careers (X)
- **Pathways and Partnerships - Objective 4:** Expand intersegmental pathways to create a seamless transition between Mesa and k-12, non-credit, Universities, and careers (X)
- **Pathways and Partnerships - Objective 5:** Develop and implement technologies, including website redesign, that will make pathways information available to students so that they can effectively utilize this information in their educational and career planning (X)
- **Scholarship - Objective 2:** Evaluate and improve Diversity, Equity, and Inclusion practice in classroom environments, campus activities, departments, schools, and administrative units (X)
- **Scholarship - Objective 3:** Assess impact of prerequisites and corequisites on student success and revise curriculum, as needed (X)
- **Scholarship - Objective 4:** Expand the use of innovative and high-quality teaching, learning, and support practices that achieve equitable outcomes and increase student success (X)
- **Scholarship - Objective 5:** Reduce costs associated with instructional materials to support the elimination of equity gaps (X)

- **Stewardship - Objective 1:** In collaboration with students, develop a climate action plan aligned with state and city goals that includes a timeline to reduce Mesa College's carbon footprint, focuses on climate literacy and student action, and mitigates Mesa's impact on climate change (X)
- **Stewardship - Objective 2:** Support processes and initiatives that prioritize environmental sustainability and reduce Mesa College's impact on climate change (X)
- **Stewardship - Objective 3:** Increase student access and schedule efficiency by coordinating schedules among departments/disciplines (X)
- **Stewardship - Objective 6:** Develop a proactive hiring plan that includes a review of advertising, screening, and interviewing with a goal of establishing a diverse and competent workforce that is reflective of the student population and the local community (X)

Action Plans	Action Plan Update
<b>Action Plan Status:</b> Active <b>Action Plan:</b> Goal 1 1. Apply again (FHP) to replace tenured-track faculty 2. Revise need to replace tenure-track faculty  <b>Action Plan Cycle:</b> 2022 - 2023, 2023 - 2024, 2024 - 2025, 2025 - 2026	<b>Submission Date:</b> 11/30/2024 <b>Action Plan Update:</b> We will be trying again by submitting an FHP in the Resource section of this year's program review with updated data. <b>Update Year:</b> 2024 - 2025 <b>Action Plan Progress:</b> On Track
	<b>Submission Date:</b> 12/02/2023 <b>Action Plan Update:</b> Keep applying to get a contract faculty to replace a retiree of 5 years ago. <b>Update Year:</b> 2023 - 2024 <b>Action Plan Progress:</b> On Track

## Goal 2: Develop and implement a Dietary Manager certificate.

**Unit Goal:** Goal 2: Develop and implement a Dietary Manager certificate.

**Goal Status:** Active

**Beginning Year:** 2022 - 2023

**Projected Completion Year:** 2025 - 2026

### Mapping

Mesa College Strategic Plan: Roadmap to Mesa2030: (X - Highlight the X to Align)

- **Community - Objective 5:** Increase opportunities to be an asset and resource to the external community (X)
- **Completion - Objective 3:** Design and promote programs and services that intentionally target a reduction in equity gaps in completion outcomes (X)
- **Pathways and Partnerships - Objective 1:** Develop and implement frameworks to create communities that can provide more targeted delivery of educational resources and support services. (X)
- **Pathways and Partnerships - Objective 2:** Expand partnerships with K-12 institutions to enhance program offerings and increase access for minoritized students. (X)
- **Pathways and Partnerships - Objective 3:** Increase community engagement, experiential learning, integrated career planning, and workforce training to prepare students for future careers (X)

- **Pathways and Partnerships - Objective 4:** Expand intersegmental pathways to create a seamless transition between Mesa and k-12, non-credit, Universities, and careers (X)

Action Plans	Action Plan Update
<b>Action Plan Status:</b> Active <b>Action Plan:</b> Goal 2 1. Hire new tenured-track faculty 2. New faculty will develop and implement the new certificate.  <b>Action Plan Cycle:</b> 2022 - 2023, 2023 - 2024, 2024 - 2025, 2025 - 2026	<b>Submission Date:</b> 11/30/2024 <b>Action Plan Update:</b> Barriers have been encountered in achieving this goal since it is dependent on Goal #1 <b>Update Year:</b> 2024 - 2025 <b>Action Plan Progress:</b> On Track
	<b>Submission Date:</b> 12/02/2023 <b>Action Plan Update:</b> There has been no change to this goal since it is contingent on hiring a new contract faculty --see Goal 1 <b>Update Year:</b> 2023 - 2024 <b>Action Plan Progress:</b> On Track

**Goal 3: Develop a course to articulate to SDSU for Nutrition majors at both Mesa and SDSU.**

**Unit Goal:** Goal 3: Develop a course to articulate to SDSU for Nutrition majors at both Mesa and SDSU.

**Goal Status:** Active

**Beginning Year:** 2022 - 2023

**Projected Completion Year:** 2025 - 2026

**Mapping**

Mesa College Strategic Plan: Roadmap to Mesa2030: (X - Highlight the X to Align)

- **Community - Objective 2:** Develop activities, spaces, and programs that support a sense of belonging with a focus on antiracism, historically minoritized groups, and inclusion. (X)
- **Community - Objective 3:** Build a culture of communication that is evidence based, race conscious, institutionally focused, systemically aware, and equity advancing (X)
- **Community - Objective 4:** Remove barriers to equitable participation by developing, incentivizing and creating structures for all employees to engage in and design professional learning (X)
- **Community - Objective 5:** Increase opportunities to be an asset and resource to the external community (X)
- **Completion - Objective 1:** Develop pathways that provide students with clarity about degree, certificate, and transfer requirements. (X)
- **Completion - Objective 3:** Design and promote programs and services that intentionally target a reduction in equity gaps in completion outcomes (X)
- **Scholarship - Objective 2:** Evaluate and improve Diversity, Equity, and Inclusion practice in classroom environments, campus activities, departments, schools, and administrative units (X)
- **Scholarship - Objective 3:** Assess impact of prerequisites and corequisites on student success and revise curriculum, as needed (X)



- **Scholarship - Objective 5:** Reduce costs associated with instructional materials to support the elimination of equity gaps (X)
- **Stewardship - Objective 1:** In collaboration with students, develop a climate action plan aligned with state and city goals that includes a timeline to reduce Mesa College's carbon footprint, focuses on climate literacy and student action, and mitigates Mesa's impact on climate change (X)

Action Plans	Action Plan Update
<b>Action Plan Status:</b> Active <b>Action Plan:</b> Goal 3 1. Discuss what is needed to develop & articulate a new course with SDSU. 2. Work with my colleague at SDSU in developing the course outline.  <b>Action Plan Cycle:</b> 2023 - 2024, 2024 - 2025, 2025 - 2026	<b>Submission Date:</b> 11/30/2024 <b>Action Plan Update:</b> This goal continues to be worked upon. <b>Update Year:</b> 2024 - 2025 <b>Action Plan Progress:</b> On Track
	<b>Submission Date:</b> 12/02/2023 <b>Action Plan Update:</b> Continue working with the Nutrition program at SDSU <b>Update Year:</b> 2023 - 2024 <b>Action Plan Progress:</b> On Track

## Nutrition Transfer

**Unit Goal:** Inclusion of Nutrition in Cal-GETC Science category B2

**Goal Status:** Active

**Beginning Year:** 2024 - 2025

**Projected Completion Year:** 2025 - 2026

## Mapping

Mesa College Strategic Plan: Roadmap to Mesa2030: (X - Highlight the X to Align)

- **Community - Objective 1:** Use technology to improve communication and accessibility across campus. (X)
- **Community - Objective 2:** Develop activities, spaces, and programs that support a sense of belonging with a focus on antiracism, historically minoritized groups, and inclusion. (X)
- **Community - Objective 3:** Build a culture of communication that is evidence based, race conscious, institutionally focused, systemically aware, and equity advancing (X)
- **Community - Objective 4:** Remove barriers to equitable participation by developing, incentivizing and creating structures for all employees to engage in and design professional learning (X)
- **Community - Objective 5:** Increase opportunities to be an asset and resource to the external community (X)
- **Completion - Objective 1:** Develop pathways that provide students with clarity about degree, certificate, and transfer requirements. (X)
- **Completion - Objective 2:** Develop cross - functional teams that support student success and include integrated career and transfer counseling. (X)
- **Completion - Objective 3:** Design and promote programs and services that intentionally target a reduction in equity gaps in completion outcomes (X)
- **Completion - Objective 4:** Support students' access to resources to mitigate the impact caused by technological and basic needs insecurity (X)



- **Pathways and Partnerships - Objective 2:** Expand partnerships with K-12 institutions to enhance program offerings and increase access for minoritized students. (X)
- **Pathways and Partnerships - Objective 3:** Increase community engagement, experiential learning, integrated career planning, and workforce training to prepare students for future careers (X)
- **Pathways and Partnerships - Objective 4:** Expand intersegmental pathways to create a seamless transition between Mesa and k-12, non-credit, Universities, and careers (X)
- **Pathways and Partnerships - Objective 5:** Develop and implement technologies, including website redesign, that will make pathways information available to students so that they can effectively utilize this information in their educational and career planning (X)
- **Scholarship - Objective 2:** Evaluate and improve Diversity, Equity, and Inclusion practice in classroom environments, campus activities, departments, schools, and administrative units (X)
- **Scholarship - Objective 3:** Assess impact of prerequisites and corequisites on student success and revise curriculum, as needed (X)
- **Scholarship - Objective 4:** Expand the use of innovative and high-quality teaching, learning, and support practices that achieve equitable outcomes and increase student success (X)
- **Scholarship - Objective 5:** Reduce costs associated with instructional materials to support the elimination of equity gaps (X)
- **Stewardship - Objective 1:** In collaboration with students, develop a climate action plan aligned with state and city goals that includes a timeline to reduce Mesa College's carbon footprint, focuses on climate literacy and student action, and mitigates Mesa's impact on climate change (X)
- **Stewardship - Objective 2:** Support processes and initiatives that prioritize environmental sustainability and reduce Mesa College's impact on climate change (X)
- **Stewardship - Objective 3:** Increase student access and schedule efficiency by coordinating schedules among departments/disciplines (X)
- **Stewardship - Objective 6:** Develop a proactive hiring plan that includes a review of advertising, screening, and interviewing with a goal of establishing a diverse and competent workforce that is reflective of the student population and the local community (X)

Action Plans	Action Plan Update
<b>Action Plan Status:</b> Active <b>Action Plan:</b> Contract Nutrition faculty in San Diego to write a resolution to be approved by our local Academic Senates and at the Plenary meeting. <b>Action Plan Cycle:</b> 2024 - 2025	



# **Program Review**

Summary and Reflections with Unit Goals, Action Plans,  
and Updates

Instructional Program - Personal Growth (PERG)

## Executive Summary

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**Describe the successes and challenges your unit has faced since the last comprehensive review.**

Personal Growth (PERG) offers quality and equity-centered online and in-person courses for students, including courses with content representing LatinX (Puente), African American (Umoja), and Asian American and Pacific Islander (KAPWA) perspectives. We continue to be a department that represents excellence in equity, intersectionality, and inclusion with regard to hiring and teaching.

At Mesa, we support a community of practice and we meet as a discipline each fall and spring. During these meetings, we participate in professional learning and share best practices.

Additionally, we assess CLOs every fall and spring. This allows for meaningful conversations about our students and their success, and places our faculty well within the DEIA "Learning Zone." Our discipline has continued to adapt to the changes in enrollment patterns associated with "post-pandemic" students. We have adjusted our offerings to include a number of fully online and short-term courses offered every semester, including intersession. Discussions have included challenges with assignment completion and engagement as well as attendance. We continue to address these challenges in adapting to our changing population needs.

**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.**

We have developed our first Certificate of Achievement that is in alignment with course requirements for public universities. Self-Advocacy and Social Awareness focuses on the development of critical thinking and self-advocacy skills as well as knowledge of environmental and social justice issues. This award provides a career pathway for undecided and dual enrollment students.

Additionally, we are faced with the anticipated CalGETC, which does not include CSU Area E courses. Advocacy continues with regard to acceptance of our courses in lieu of upper division general education requirements at CSU or changes to our own Associate Degree requirements to include Area E courses (this requires a change to Title 5), so the future of all Area E courses is yet to be determined.

**If applicable, describe the impact of any new resources (human, fiscal, etc) on the unit and/or action plan implementation.**

During summer 2022, we began to offer PERG courses through the EOPS Summer Bridge program. Because the new Certificate of Achievement was approved for the 24-25 Catalog addendum, we will begin to offer PERG 160 (currently only offered at City College) and promote the award for students graduating spring 2024.

**If you assess OUTCOMES, please confirm that the outcomes have been reviewed for accuracy. If you do not assess Outcomes, skip this question.**

Reviewed & Accurate

**Related Documents for Charts and Graphs**

**Executive Summary Complete**

Yes

## Summary and Reflection

### Data Reflection

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#### **Trends observed in program/service area's data.**

Courses are offered in all formats during regular, 8-week and intersession terms in order to provide the greatest number of options for students. DOC utilized the campus dashboard in examining success data for all PERG courses. Overall success rates for 22/23: PERG 110 (57%), PERG 120 (81%), 130 (74%), and 140 (85%) compared to the campus as a whole at 74%.

Only one or two sections of PERG 110 are offered in the fall and are made up of high school dual enrollment (10th graders from The Met high school) and first-time college students. The success rate declined from a high of 84% in fall 2019 (pre-pandemic). Face-to-Face students continued to have higher rates of success, so the course is no longer offered at high schools as an online-asynchronous course.

In examining trends, all courses have higher success rates in the fall versus spring. There appeared to be minor differences across gender with non-binary students succeeding in high numbers. Outcome trends showed a significant drop from 92% to 57% for Black/African American first-generation students 2021/2022 compared with 2020/2021. This is a group both our department and the campus as a whole continues to focus on in terms of addressing disparities.

#### **Describe any equity gaps in the data. Are there differences and/or patterns observed by demographics (e.g.race/ethnicity, gender, age, etc.)**

The equity gap analysis for 22/23 shows that our overall course success rate was (79.6%), well above the campus success rate (74%). Retention rates were high (92.6% total); however, we show equity gaps for Black/African American (-3.5%), LatinX (-4.7%) and Multi-Ethnicity/Other (-3.7%). For these groups, grades by term looked a bit better with 85%, 77%, and 84% passing and above, respectively. When adding first generation status, disproportionate impact only affected LatinX students (-8.9%) and Multi-Ethnicity/Other (-6.5%). Equity gaps for African American and LatinX students were significantly smaller than the campus as a whole.

#### **Related Documents for Charts and Graphs**

[Fall 2022 PERG 110 CLO Data.docx](#);

[Spring 2023 PERG 120 Course Learning Outcomes.docx](#);

[Spring 2023 PERG 130 Course Learning Outcomes.docx](#);

[Spring 2023 PERG 140 Course Learning Outcomes.docx](#)

#### **Describe the discussion(s) that took place about the unit's learning outcomes assessment data.**

Outcomes are assessed each semester. During fall 2023, instructors received their individual data and the overall results from spring 2023 were discussed at the first discipline meeting of the semester. PERG 110 has assignment-based completion outcomes while PERG 120, 130, and 140 distribute a Google Form to students during 14-16th weeks.

PERG 110: CLO 1 (66%); CLO 2 (85%); CLO 3 (85%)

PERG 120: CLO 1 (92%); CLO 2 (90%); CLO 3 (87%)

PERG 130: CLO 1 (91%); CLO 2 (86%); CLO 3 (86%)

PERG 140: CLO 1 (91%); CLO 2 (91%); CLO 3 (95%)

The PERG 110 faculty member has adjusted assignments and policies based on the return to face-to-face instruction. Due to low success rates, the discipline is not offering PERG 110 online/asynchronous for dual enrollment high school students.

Participation rates for CLO surveys dipped in spring 2023. This was due to lack of engagement in the process by some faculty. DOC worked closely with faculty to ensure participation met minimum standards.

## Summary and Reflection

### Data Reflection Complete

Yes

## Practice Reflection

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**Describe current practices your program/service area has engaged in that you believe impact the above data trends and equity gaps.**

Our discipline has a strong community of practice and outcomes are assessed and discussed every semester. Our discipline meetings include professional learning, policy/process changes, and data-informed dialogue. Spring 2023, faculty made substantive changes to two survey questions. The discipline success rate continues to exceed that of the college as a whole and the equity gap analysis showing disproportionate impact is significantly lower for African American and LatinX students; however, we continue to develop and offer courses that honor the perspectives and needs of students who are disproportionately impacted and make progress in both of these areas.

**What other factors (internal or external) might also impact the above data trends and equity gaps?**

Our discipline has continued to adapt to the changes in enrollment patterns associated with “post-pandemic” students. Courses have been humanized and faculty have exhibited flexibility in meeting the needs of students. We continue to offer learning communities with courses with African American (Umoja), LatinX (Puente) and ANAPISI (Kapwa) perspectives, respectively.

The majority of our students take Personal Growth during their first year in college. Our course outcomes may be affected by legislation that has barred Math and English prerequisite/preparatory offerings. This may result in more students struggling academically, while taking our courses. Additionally, with the push to include younger high school students, this also may have a similar effect, as demonstrated by success rates for PERG 110.

### Related Documents for Charts and Graphs

### Practice Reflection Complete

Yes

## Mid-Cycle Updates

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### YEAR 2 Updates (2023 - 2024)

**Provide any edits or updates to the prompts originally documented in the Executive Summary section for Year 2.**

On September 7, 2023, the Certificate of Achievement titled Self-Awareness and Social Awareness was approved at Mesa's Curriculum Committee, followed with approval from the District Curriculum Instruction Committee. The department is looking forward to have this certificate appear in the 2024-2025 SD Mesa Catalog.

**Provide any edits or updates to the prompts originally documented in the Data Reflection section for Year 2.**

In Task Stream

**Review Outcomes Report. Review the unit's outcomes assessment process for 2022 - 2023. Discuss connections to unit goals/action plans/resource requests.**

In Task Stream

**Provide any edits or updates to the prompts originally documented in the Practice Reflection section for Year 2.**

In Task Stream

### YEAR 3 Updates (2024 - 2025)

**Provide any edits or updates to the prompts originally documented in the Executive Summary section for Year 3.**

24-25 heralded the approval of the Personal Growth (PERG) Program and its Certificate of Achievement in Self-Advocacy and Social Awareness. We anticipate students receiving these certificates in fairly large numbers this spring 2025. Fall 2024 was the first time PERG 160 was taught at Mesa College. We also offered our first PERG 120 course from a LGBTQIA+ perspective.

## Summary and Reflection

PERG faculty are actively engaged in a campus District General Education (GE) Task Force under our Curriculum Review Committee (CRC) and we hope to have an updated District GE pattern to recommend for adoption by the end of spring 2025 that will incorporate lifelong learning courses.

### **Provide any edits or updates to the prompts originally documented in the Data Reflection section for Year 3.**

Courses are offered in regular, short-term and intersession formats in order to provide the greatest number of options for students. DOC utilized the campus dashboard in examining success data for all PERG courses. Overall success rates for 23/24: PERG 110 (71%), PERG 120 (78%), 130 (70%), and 140 (86%) compared to the campus as a whole at 74%.

Fall 2024, our on-campus high school The Met moved to dual enrollment. With this change, the department opted to no longer offer PERG 110 specifically for that population. For all PERG courses, Face-to-Face students continued to have slightly higher rates of success. The department has prioritized Face-to-Face instruction for future courses and to include both Face-to-Face and online options for all courses.

In examining trends for the 23-24 school year, we had a reversal with higher success rates in the spring versus fall. Non-binary students were only reported in PERG 120, so the numbers were small and the outcomes were lower than cis-gendered (male/female) students (58% versus 78%). This was a factor in offering a PERG 120 section fall 2025 from a LGBTQIA+ perspective. In terms of overall trends, Black/African American students made gains in 22/23 (78%), but declined again in 23/24 (66%). This is a group both our department and the campus as a whole continues to focus on in terms of addressing disparities.

### **Review Outcomes Report. Review the unit's outcomes assessment process for 2023 - 2024. Discuss connections to unit goals/action plans/resource requests.**

Outcomes are assessed each semester. Each regular semester, instructors received their individual data and the overall results from the prior semester. CLO data from the prior semester is discussed at the first discipline meeting of the semester (September/February). PERG 110 has assignment-based completion outcomes while PERG 120, 130, and 140 distribute a Google Form to students during 14-16th weeks.

The following outcome data was collected for the 23/24 academic year:

#### Fall 2023

PERG 110: CLO 1 (100%); CLO 2 (100%); CLO 3 (70%)

PERG 120: CLO 1 (87%); CLO 2 (91%); CLO 3 (86%)

PERG 130: CLO 1 (92%); CLO 2 (97%); CLO 3 (92%)

PERG 140: CLO 1 (80%); CLO 2 (80%); CLO 3 (100%)

#### Spring 2024

PERG 120: CLO 1 (92%); CLO 2 (93%); CLO 3 (88%)

PERG 130: CLO 1 (100%); CLO 2 (92%); CLO 3 (88%)

PERG 140: CLO 1 (86%); CLO 2 (71%); CLO 3 (93%)

The 80% benchmark was met by all except PERG 110 and 140. Discussion in the discipline included the fact that PERG 110 saw improvements in CLOs 1 and 2, but a reduction in CLO 3 believed to be related to the higher percentage of 10th graders in the course for fall 2023 (over 70% of the class). PERG 140 saw a reduction in outcome for CLO 2 because the faculty member gave the assessment too early in the semester, when the material had not yet been fully covered. No action nor resources were necessary for 24-25.

### **Provide any edits or updates to the prompts originally documented in the Practice Reflection section for Year 3.**

Our discipline has a strong community of practice and outcomes are assessed and discussed every semester. Our discipline meetings include professional learning, policy/process changes, and data-informed dialogue. The discipline's overall success rate continued to exceed the college average for 23/24 (78% versus 75%). The equity gap analysis showing disproportionate impact is significantly lower for LatinX students than previously reported; however, the gap widened for Black/African American students. We continue to develop and offer courses that honor the perspectives and needs of students who are disproportionately impacted and will continue to monitor

## Summary and Reflection

what is happening with these students in our classes.

The majority of our students take Personal Growth during their first year in college. Legislation that barred Math and English prerequisite/preparatory offerings has led to first-year students having to prioritize success in transfer level Math and English courses. Anecdotally, this has resulted in more students struggling academically, while taking our courses. High school courses offered through CCAP have significantly higher rates of success (91%) and this may be a factor in that difference.

### **YEAR 4 Updates (2025 - 2026)**

**Provide any edits or updates to the prompts originally documented in the Executive Summary section for Year 4.**

**Provide any edits or updates to the prompts originally documented in the Data Reflection section for Year 4.**

**Review Outcomes Report. Review the unit's outcomes assessment process for 2024 - 2025. Discuss connections to unit goals/action plans/resource requests.**

**Provide any edits or updates to the prompts originally documented in the Practice Reflection section for Year 4.**

## Goal 1: Certificate of Achievement in Self-Advocacy and Social Awareness

**Unit Goal:** Goal 1: For the fall 2024 catalog, gain approval of a Personal Growth Program with a Certificate of Achievement in Self-Advocacy and Social Awareness for first time college and dual enrollment students.

**Goal Status:** Completed

**Beginning Year:** 2022 - 2023

**Projected Completion Year:** 2024 - 2025

### Mapping

Mesa College Strategic Plan: Roadmap to Mesa2030: (X - Highlight the X to Align)

- **Completion - Objective 1:** Develop pathways that provide students with clarity about degree, certificate, and transfer requirements. (X)
- **Completion - Objective 3:** Design and promote programs and services that intentionally target a reduction in equity gaps in completion outcomes (X)
- **Pathways and Partnerships - Objective 2:** Expand partnerships with K-12 institutions to enhance program offerings and increase access for minoritized students. (X)

Action Plans	Action Plan Update
<b>Action Plan Status:</b> Completed <b>Action Plan:</b> 1. Engage with sister campuses for wider adoption of Certificate of Achievement. 2. Meet all deadlines for campus/district approval early fall 2023.  <b>Action Plan Cycle:</b> 2022 - 2023, 2023 - 2024, 2024 - 2025	<b>Submission Date:</b> 12/17/2024 <b>Action Plan Update:</b> The Personal Growth Certificate of Achievement was approved for the 24-25 catalog addendum and the discipline looks forward to awarding the certificates this coming spring. <b>Update Year:</b> 2024 - 2025 <b>Action Plan Progress:</b> Completed
	<b>Submission Date:</b> 09/27/2023 <b>Action Plan Update:</b> Certificate of Achievement (CA) was approved by campus and district CIC; a districtwide discipline meeting is scheduled October 2023 and other campuses expressed interest to adopt CA for 25-26 Catalogs, respectively. <b>Update Year:</b> 2023 - 2024 <b>Action Plan Progress:</b> On Track





# **Program Review**

Summary and Reflections with Unit Goals, Action Plans,  
and Updates

Instructional Program - Philosophy (PHIL)

## Executive Summary

**Describe the successes and challenges your unit has faced since the last comprehensive review.**

Our most significant challenge is that our program has had a large decline in enrollment since the last program review cycle. In Fall 2017 we had 1,165 enrollments at Census, and in Spring 2018 we had 1,125 for a total of 2,290 enrollments. In Fall 2022 we had only 833 enrollments and 866 for Spring 2023 for a total of 1,699 enrollments. This amounts to a loss of 591 enrollments and represents a decline of over 25%. This roughly matches the overall decline in enrollments at Mesa college during the same period.

These enrollment losses have particularly impacted what used to be our largest course offering of PHIL 100. In the 19-20 academic year we offered 27 sections of PHIL 100, this year we offered 16. This represents a loss of over 40%.

Another challenge has been the dramatic shift away from on-campus to online education. In 19-20 we offered 45 face-to-face sections representing 67% of our course offerings and 22 online sections. In 22-23 only 25% of our offerings are on-campus (15 sections) with the remainder being online courses (41 asynchronous and 3 synchronous). This has dramatically shifted the way we teach philosophy and has resulted in the loss of a number of excellent face to face instructors who have been unwilling to shift to online education.

On a more positive note, we have maintained the number of sections of our other multi-section offerings. In 19-20 we offered 12 sections of PHIL 102A, 9 sections of PHIL 102B and 7 sections of PHIL 205. In 22-23 we offered 9 sections of 102A, 10 of 102B, and 10 of 205. This issue with PHIL 100 may become more acute when the new Cal-GETC transfer pattern is finalized. According to preliminary drafts, PHIL 100 will no longer satisfy these transfer requirements which will likely result in a further loss of enrollments in the course. However, PHIL 205 will continue to articulate, and as the only option to ENGL 205, this may represent an area where the department could grow enrollments.

While these enrollment numbers are concerning, there is some evidence that the trend of dropping enrollments may be reversing. Our low point was Fall 21 where we had only 747 students enrolled. By contrast, we currently have 866 students enrolled, and this doesn't include all the late start courses which will add to these numbers. Given that there is a trend of increasing enrollment, it seems reasonable to conclude that we can support more sections going forward, though we will need to continue monitoring these numbers.

An additional success of the program is the wide variety of courses, course modalities, and session lengths we offer in our discipline. By offering the variety of courses that we offer, we give students the opportunity to be exposed to various ways of thinking about the world and interacting with others, and students benefit from this exposure. This is evidenced by the success rates in these courses. The success rates for the majority of these specialized courses (e.g. 101, 104A, 104B, 106, 107, 108, 109, 112, 125, 126, 130, and 131) exceed the campus average. While they are specialized, they all transfer to UC and CSU and fulfill IGETC and CSU GE requirements and will continue to fill similar requirements under the Cal-GETC transfer pattern.

**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.**

N/A

**If applicable, describe the impact of any new resources (human, fiscal, etc) on the unit and/or action plan implementation.**

N/A

**If you assess OUTCOMES, please confirm that the outcomes have been reviewed for accuracy. If you do not assess Outcomes, skip this question.**

Reviewed & Accurate

## Summary and Reflection

### Related Documents for Charts and Graphs

#### Executive Summary Complete

Yes

## Data Reflection

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### Trends observed in program/service area's data.

As noted above, one major trend we see is a significant loss in enrollments with the one significant bright spot being an increase in the enrollments for PHIL 205. Given that this course is the only alternative to ENGL 205 that satisfies the same transfer requirements, this may be an area for the Philosophy program to focus on in the future. Another major trend, also noted above, has been the dramatic shift to online education with 75% of our sections being online compared to only 25% being face to face.

Regarding course success and retention rates, these have remained relatively constant and are roughly at the college average. In drilling down to the individual courses, we see the same consistency in success and retention rates regardless of course modality.

Looking at degrees conferred, we had a peak of 9 in 20-21 with the general average being 5-7 degrees awarded per year. Although we do not award many degrees, the average time to completion for the Philosophy degree is much shorter than the college average. Students typically earn their degree in 3.4 years taking 6.6 terms to complete with an average of 83 units earned. This is lower than the college average of 4.2 years, 7.8 terms, and 97 units earned.

### Describe any equity gaps in the data. Are there differences and/or patterns observed by demographics (e.g. race/ethnicity, gender, age, etc.)

In looking at the equity data, I will first reiterate my desire for there to be an equity trends dashboard so that it is easier to see the size of equity gaps across time. It is confusing to be plugging in and comparing different years one at a time.

The general trends that were identified are that, first, the persistent equity gap among Latinx students has been narrowing over time. In 16-17 the equity gap was -10%. In 21-22 the gap was -4.3%. This represents a significant reduction and puts the Latinx equity gap for Philosophy well below the college-wide equity gap of -7.6%. Driving this drop has been the elimination of an equity gap for Latinx students in PHIL 100. That being said, some of our courses continue to have large equity gaps among Latinx students with an enormous gap in PHIL 205 of -17.3% and a gap of -10.7% in PHIL 102B. There is clearly additional work to be done in these courses particularly directed towards our Latinx students.

While there is generally good news in Philosophy regarding Latinx students, we have seen a significant increase in the equity gaps for Black and African American students at -22.9%. This gap appears to be entirely in our online, asynchronous courses as we do not see any gap in our face-to-face courses. This is another area where additional work is required to identify the cause of these gaps and develop strategies to rectify them.

### Related Documents for Charts and Graphs

### Describe the discussion(s) that took place about the unit's learning outcomes assessment data.

All our courses meet or exceed the outcome standards. We are very proud of the hard work and success of our courses in meeting these outcomes.

#### Data Reflection Complete

Yes

## Summary and Reflection

### Practice Reflection

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**Describe current practices your program/service area has engaged in that you believe impact the above data trends and equity gaps.**

Based on the data discussed above, it seems likely that the shift to online education has negatively impacted our Black and African American students resulting in a significant increase in equity gaps among that population. The exact causes of this are unclear, but it is an area the department will need to explore. We will encourage instructors to work with MOST and review the CVC-OEI Online Rubric to jumpstart these efforts.

Regarding the decrease in equity gaps among Latinx students, I believe this has been a result of sustained professional development activities focused around equity conducted by our faculty.

**What other factors (internal or external) might also impact the above data trends and equity gaps?**

As mentioned above, one of the major external factors that will impact our program is the new Cal-GETC transfer pattern. As a result of this (still to be finalized) plan, students transferring to a UC or Cal-State will be required to take one less humanities course (two instead of three) and there will no longer be a stand-alone critical thinking requirement. This will mean that PHIL 100 will be less useful to students and will consequently be in much less demand. However, there will continue to be a Critical Thinking and Composition requirement which PHIL 205 currently satisfies. As the only alternative to ENGL 205, this has the potential to be a significant area of growth for our program. In addition, several of our courses do satisfy the Social and Behavioral Sciences area (also reduced from three to two courses required). Promotion of these courses may be another area where the program could maintain or increase enrollments.

Other external factors impacting the program include the general decline in community college enrollments and the preference among students for online, asynchronous courses. Connected to this last point, we also need to consider the impact that Large Language Model AI's may have on online instructions. Given the recent advances in this technology (such as ChatGPT) there may soon be no way to ensure that work submitted electronically is actually created by the student, thereby threatening the integrity of online education in its entirety.

### Related Documents for Charts and Graphs

#### Practice Reflection Complete

Yes

### Mid-Cycle Updates

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#### YEAR 2 Updates (2023 - 2024)

**Provide any edits or updates to the prompts originally documented in the Executive Summary section for Year 2.** In the 22-23 academic year we did see an uptick in enrollments and this trend seems to be continuing into the Fall 2023 semester. This is an encouraging sign given some of the extreme enrollment drops we saw during the pandemic.

**Provide any edits or updates to the prompts originally documented in the Data Reflection section for Year 2.** For the 22-23 Academic Year, it does appear that we have eliminated equity gaps among Black/African American students, but we did see a slight widening of the equity gap among Latinx students. Hopefully the other plans outlined in program review will go some way towards reducing and eliminating those gaps.

**Review Outcomes Report. Review the unit's outcomes assessment process for 2022 - 2023. Discuss connections to unit goals/action plans/resource requests.**

We continue to remain on track for completion of all CLO's by the end of the evaluation cycle.

**Provide any edits or updates to the prompts originally documented in the Practice Reflection section for Year 2.** No

## Summary and Reflection

### YEAR 3 Updates (2024 - 2025)

**Provide any edits or updates to the prompts originally documented in the Executive Summary section for Year 3.**  
We are pleased to see that our enrollments have started to trend upwards in recent semesters and we are starting to approach our pre-pandemic levels. We hope to see these trends continue into the Spring and subsequent academic years.

**Provide any edits or updates to the prompts originally documented in the Data Reflection section for Year 3.**

In the 23-24 academic year, our program continues to only see equity gaps among Latinx students. Looking at our four multi-section courses (PHIL 100, 102A, 102B, and 205), in 100 we continue to see equity gaps among our Latinx students that do appear to be increasing. However, these gaps only exist in our online courses with no equity gaps in our F2F sections. In 102A we see no equity gaps in our courses regardless of modality. In 102B we see equity gaps among our Latinx students, but again these are only in our online sections with no gaps in our F2F courses. Finally, we see no equity gaps in our 205 courses. This data indicates that if we shifted to more F2F courses and away from online courses we could reduce or eliminate equity gaps. New full-time faculty in our department (such as a joint hire in PHIL and WMNS) would enable us to increase our F2F offerings and would likely help close some of the outstanding equity gaps we are currently facing.

**Review Outcomes Report. Review the unit's outcomes assessment process for 2023 - 2024. Discuss connections to unit goals/action plans/resource requests.**

We continue to successfully meet our outcomes targets. One big issue we face is that, while our faculty are generally good at completing CLO's, we do face some issues with adjunct faculty completing the work. As the CLO demands increase and the timeline for completion of them is shortened, it would be extremely beneficial to have more of our courses taught by full-time faculty which would require a new hire. In addition, in discussing our CLO outcomes and our equity data as a department, we do see a need for the development of new curriculum, particularly in the areas of Women's Studies. For this reason, we have decided to seek a joint hire in PHIL and WMNS. This will allow us to maintain our current levels of excellence and provide new courses and learning pathways for future students.

**Provide any edits or updates to the prompts originally documented in the Practice Reflection section for Year 3.**  
N/A

### YEAR 4 Updates (2025 - 2026)

**Provide any edits or updates to the prompts originally documented in the Executive Summary section for Year 4.**

**Provide any edits or updates to the prompts originally documented in the Data Reflection section for Year 4.**

**Review Outcomes Report. Review the unit's outcomes assessment process for 2024 - 2025. Discuss connections to unit goals/action plans/resource requests.**

**Provide any edits or updates to the prompts originally documented in the Practice Reflection section for Year 4.**

## Cal-GETC Transfer Pattern & Philosophy Program Changes

**Unit Goal:** Goal 1: Review and modify the Philosophy Program as necessary to account for changes resulting from the new Cal-GETC transfer pattern.

**Goal Status:** Completed

**Beginning Year:** 2022 - 2023

**Projected Completion Year:** 2024 - 2025

### Mapping

Mesa College Strategic Plan: Roadmap to Mesa2030: (X - Highlight the X to Align)

- **Community - Objective 2:** Develop activities, spaces, and programs that support a sense of belonging with a focus on antiracism, historically minoritized groups, and inclusion. (X)
- **Completion - Objective 1:** Develop pathways that provide students with clarity about degree, certificate, and transfer requirements. (X)
- **Pathways and Partnerships - Objective 1:** Develop and implement frameworks to create communities that can provide more targeted delivery of educational resources and support services. (X)
- **Scholarship - Objective 2:** Evaluate and improve Diversity, Equity, and Inclusion practice in classroom environments, campus activities, departments, schools, and administrative units (X)

Action Plans	Action Plan Update
<b>Action Plan Status:</b> Active <b>Action Plan:</b> 1. Meet with faculty across the district to reassess, and if necessary, modify the degrees being offered. 2. Meet with faculty across the district to reassess and, if necessary, modify the courses that are offered.  <b>Action Plan Cycle:</b> 2022 - 2023, 2023 - 2024, 2024 - 2025, 2025 - 2026	<b>Submission Date:</b> 09/19/2024 <b>Action Plan Update:</b> We have completed the deactivation of two of our majors, leaving us with only one major, the ADT. <b>Update Year:</b> 2024 - 2025 <b>Action Plan Progress:</b> Completed
	<b>Submission Date:</b> 09/06/2024 <b>Action Plan Update:</b> Our program changes continue to make their way through the curriculum review process. <b>Update Year:</b> 2024 - 2025 <b>Action Plan Progress:</b> On Track
	<b>Submission Date:</b> 11/28/2023 <b>Action Plan Update:</b> We deactivated two of our majors leaving us with just an ADT in Philosophy. We also modified that remaining major, adding several courses to the list and rearranging the categories for some of the courses. These changes have all been launched in CurricUNET and are working their way through the process. <b>Update Year:</b> 2023 - 2024 <b>Action Plan Progress:</b> On Track

## Goal 2: Equity and OER

**Unit Goal:** Goal 2: Improve equitable outcomes by developing additional OER resources for students.

**Goal Status:** Active

**Beginning Year:** 2022 - 2023

**Projected Completion Year:** 2025 - 2026

### Mapping

Mesa College Strategic Plan: Roadmap to Mesa2030: (X - Highlight the X to Align)

- **Completion - Objective 3:** Design and promote programs and services that intentionally target a reduction in equity gaps in completion outcomes (X)
- **Completion - Objective 4:** Support students' access to resources to mitigate the impact caused by technological and basic needs insecurity (X)
- **Scholarship - Objective 5:** Reduce costs associated with instructional materials to support the elimination of equity gaps (X)

Action Plans	Action Plan Update
<p><b>Action Plan Status:</b> Active</p> <p><b>Action Plan:</b></p> <ol style="list-style-type: none"><li>1. Support development of OER resources for our courses.</li><li>2. Develop OER material for PHIL 100.</li></ol> <p><b>Action Plan Cycle:</b> 2022 - 2023, 2023 - 2024, 2024 - 2025, 2025 - 2026</p>	<p><b>Submission Date:</b> 11/28/2023</p> <p><b>Action Plan Update:</b> Dr. Mary Gwin took a sabbatical in Spring 2022. She developed a number of OER resources including fully online, OER, ZTC section of PHIL 101 and PHIL 100.</p> <p><b>Update Year:</b> 2023 - 2024</p> <p><b>Action Plan Progress:</b> On Track</p>

## Goal 3: Equity and Non-Western Philosophical Perspectives

**Unit Goal:** Goal 3: Improve equitable outcomes by modifying course outlines and developing curriculum that engages more directly with non-Western philosophical perspectives.

**Goal Status:** Active

**Beginning Year:** 2022 - 2023

**Projected Completion Year:** 2025 - 2026

### Mapping

Mesa College Strategic Plan: Roadmap to Mesa2030: (X - Highlight the X to Align)

- **Community - Objective 2:** Develop activities, spaces, and programs that support a sense of belonging with a focus on antiracism, historically minoritized groups, and inclusion. (X)
- **Scholarship - Objective 2:** Evaluate and improve Diversity, Equity, and Inclusion practice in classroom environments, campus activities, departments, schools, and administrative units (X)



Action Plans	Action Plan Update
<b>Action Plan Status:</b> Active <b>Action Plan:</b> 1. Meet with faculty across the district to discuss modifications of Course Outlines of Record to include non-Western perspectives and discuss creation of new curriculum. 2. Implement the changes that result from (1).  <b>Action Plan Cycle:</b> 2022 - 2023, 2023 - 2024, 2024 - 2025, 2025 - 2026	<b>Submission Date:</b> 09/06/2024 <b>Action Plan Update:</b> We continue to modify and update the Course outline of Record as our courses come up for the regular 6-year review. <b>Update Year:</b> 2024 - 2025 <b>Action Plan Progress:</b> On Track
	<b>Submission Date:</b> 11/28/2023 <b>Action Plan Update:</b> Philosophy faculty from across the district met in the summer of 2023 to discuss these changes and a plan for implementing them. We continue to work on this goal. <b>Update Year:</b> 2023 - 2024 <b>Action Plan Progress:</b> On Track

#### Goal 4: Pursue new faculty positions through joint hires with allied programs.

**Unit Goal:** Hire two new faculty joint hires: one with WMNS and one with SUST

**Goal Status:** Active

**Beginning Year:** 2024 - 2025

**Projected Completion Year:** 2025 - 2026

#### Mapping

Mesa College Strategic Plan: Roadmap to Mesa2030: (X - Highlight the X to Align)

- **Community - Objective 4:** Remove barriers to equitable participation by developing, incentivizing and creating structures for all employees to engage in and design professional learning (X)
- **Community - Objective 5:** Increase opportunities to be an asset and resource to the external community (X)
- **Completion - Objective 1:** Develop pathways that provide students with clarity about degree, certificate, and transfer requirements. (X)
- **Completion - Objective 2:** Develop cross - functional teams that support student success and include integrated career and transfer counseling. (X)
- **Completion - Objective 3:** Design and promote programs and services that intentionally target a reduction in equity gaps in completion outcomes (X)
- **Pathways and Partnerships - Objective 1:** Develop and implement frameworks to create communities that can provide more targeted delivery of educational resources and support services. (X)
- **Pathways and Partnerships - Objective 3:** Increase community engagement, experiential learning, integrated career planning, and workforce training to prepare students for future careers (X)
- **Pathways and Partnerships - Objective 5:** Develop and implement technologies, including website redesign, that will make pathways information available to students so that they can effectively utilize this information in their educational and career planning (X)
- **Scholarship - Objective 1:** Expand and prioritize professional learning experiences for all employees that create parity in outcomes across racial/ethnic groups and all disproportionately impacted groups (X)
- **Scholarship - Objective 2:** Evaluate and improve Diversity, Equity, and Inclusion practice in classroom environments, campus activities, departments,



schools, and administrative units (X)

- **Scholarship - Objective 4:** Expand the use of innovative and high-quality teaching, learning, and support practices that achieve equitable outcomes and increase student success (X)



# **Program Review**

Summary and Reflections with Unit Goals, Action Plans,  
and Updates

Instructional Program - Phlebotomy (PHLB)

## Executive Summary

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**Describe the successes and challenges your unit has faced since the last comprehensive review.**

The last class to complete the program was the 2019-2020 cohort. The primary site for externship was Donovan State Prison. When the pandemic hit in 3/2020, RJD closed their doors to all students and volunteers. We have been trying to add extra sites to be able to handle 32 students (2 cohorts of 16) but it has been challenging. There are a number of year round shorter private programs utilize outside labs spots which has proved to served to make it difficult to secure new sites. These private programs charge \$1800-\$2000 compared to our program which is approximately \$400, a much more cost effective option. Our program success rate is 93.5% compared to the campus success rate of 73.5%. This includes old data from before COVID and the new cohort from the fall.

**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.**

During the programs inactivity, the 2- year renewal was completed and granted by the California Department of Public Health (CDPH). The current textbook will be updated to the 7th edition.

**If applicable, describe the impact of any new resources (human, fiscal, etc) on the unit and/or action plan implementation.**

N/A

**If you assess OUTCOMES, please confirm that the outcomes have been reviewed for accuracy. If you do not assess Outcomes, skip this question.**

Reviewed Not Accurate - Update In Progress

**Related Documents for Charts and Graphs**

**Executive Summary Complete**

Yes

## Data Reflection

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**Trends observed in program/service area's data.**

**Describe any equity gaps in the data. Are there differences and/or patterns observed by demographics (e.g.race/ethnicity, gender, age, etc.)**

Outside private programs charge \$1800-\$2000 and do not offer any financial aid. Since we are a community college based program we offer financial aid to those that qualify and the cost is approximately \$400, a much more cost effective option to those that don't. This significant cost difference provides a much more equitable opportunity for those who don't have cash resources to pay cash up front. After looking at the dashboard, 2 major equity gaps are present; Latinx and first generation students. The current equity gap in Latinx students is -5.566 that is down from -6.6 from previous years (pre-COVID) status. A similar trend is noted with first generation students moving from an equity gap of -9.8 pre-COVID to -8.7 with the inclusion of our recent cohort statistics. It is encouraging to see a decrease in the equity gap in these two demographics and it will be a focus to monitor the equity gap in both groups and hopefully continue to decrease the gap moving forward.

**Related Documents for Charts and Graphs**

**Describe the discussion(s) that took place about the unit's learning outcomes assessment data.**

Currently working on this.

## Summary and Reflection

### Data Reflection Complete

Yes

### Practice Reflection

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**Describe current practices your program/service area has engaged in that you believe impact the above data trends and equity gaps.**

I have been engaged in numerous outreach meetings in the community with local lab partners. We have resecured Donovan as a site, but our numbers will be less than in the past. They will only be able to accommodate 4 students per 6 week time frame. Scripps has been a site, but declined sites over the past 3 years. We were able to secure 6 sites for the fall. We are currently in the process of adding Genesee Medical Group and San Ysidro Health Center. Neighborhood Health Care is interested and we are in the beginning stages of adding them as a site. I met with Alvarado Parkway Institute, however, they can't accommodate students right now. I will continue to search for additional sites.

**What other factors (internal or external) might also impact the above data trends and equity gaps?**

The program lost two of the five adjunct instructors. We are in the process of adding a nurse practitioners and a CPT to our adjunct list with the hope of having more available staff for instruction and substitution. The addition of new instructors will help further decrease the Latinx and first generation equity gap that has been a trend in this program since pre-COVID. The cohort this semester has been able to narrow that equity gap and we are looking to add Mesa College as an official testing site that should help to decrease the barrier of scheduling and traveling to an outside facility to take the national boards. The program has also secured funds to assist students in paying the fees for the national exam as well as state licensing fees which are mandatory to be able to work as a CPT I in the state of California.

### Related Documents for Charts and Graphs

### Practice Reflection Complete

Yes

### Mid-Cycle Updates

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#### YEAR 2 Updates (2023 - 2024)

**Provide any edits or updates to the prompts originally documented in the Executive Summary section for Year 2.**

No

**Provide any edits or updates to the prompts originally documented in the Data Reflection section for Year 2.**

Yes, updated to add demographics

**Review Outcomes Report. Review the unit's outcomes assessment process for 2022 - 2023. Discuss connections to unit goals/action plans/resource requests.**

**Provide any edits or updates to the prompts originally documented in the Practice Reflection section for Year 2.**

Yes, updated to discuss equity gaps

#### YEAR 3 Updates (2024 - 2025)

**Provide any edits or updates to the prompts originally documented in the Executive Summary section for Year 3.**

We were able to successfully graduate 20 phlebotomy students for the 2023/2024 school year with 100% national board pass rate. We were able to add a third phlebotomy instructor for the fall of 2024, but our prior am cohort instructor was unable to teach this fall. However, we do now have 3 instructors approved and one as a substitute. Our applicant pool number increased from 60 in 2023 to 144 in 2024. We were able to accept two cohorts of 15 students for fall of 2024.

## Summary and Reflection

**Provide any edits or updates to the prompts originally documented in the Data Reflection section for Year 3.**

The current equity gap in Latinx students is -5.566 that is down from -6.6 from previous years (pre-COVID) status. A similar trend is noted with first generation students moving from an equity gap of -9.8 pre-COVID to -8.7 with the inclusion of our recent cohort statistics. It is encouraging to see a decrease in the equity gap in these two demographics and it will be a focus to monitor the equity gap in both groups and hopefully continue to decrease the gap moving forward. I will update these trends when the fall of 2024 and spring of 2025 statistics are available next year.

**Review Outcomes Report. Review the unit's outcomes assessment process for 2023 - 2024. Discuss connections to unit goals/action plans/resource requests.**

I would like to request 8 venipuncture practice arms for the students and 8 venipuncture support wedges to help meet the goals of 20 safe and successful venipunctures to meet the requirements for certification, licensure and employment.

**Provide any edits or updates to the prompts originally documented in the Practice Reflection section for Year 3.**

We were able to increase our site numbers at Scripps from 6 to 8 in the fall, however, Scripps Carmel Valley was unable to accept any fall students due to a huge turnover and training period of new employees. They have given us 3 sites in the spring. I was also able to obtain 2 sites at Scripps in January as well as 2 at Donovan. Current site count for the spring is 12 (8 Scripps sites and 4 Donovan sites).

### **YEAR 4 Updates (2025 - 2026)**

**Provide any edits or updates to the prompts originally documented in the Executive Summary section for Year 4.**

**Provide any edits or updates to the prompts originally documented in the Data Reflection section for Year 4.**

**Review Outcomes Report. Review the unit's outcomes assessment process for 2024 - 2025. Discuss connections to unit goals/action plans/resource requests.**

**Provide any edits or updates to the prompts originally documented in the Practice Reflection section for Year 4.**

**Goal 1: Restart program fall of 2023.**

**Unit Goal:** Goal 1: Restart program fall of 2023 (hopefully 2 cohorts of 16 students each).

**Goal Status:** Active

**Beginning Year:** 2022 - 2023

**Projected Completion Year:** 2023 - 2024

**Mapping**

Mesa College Strategic Plan: Roadmap to Mesa2030: (X - Highlight the X to Align)

- **Completion - Objective 3:** Design and promote programs and services that intentionally target a reduction in equity gaps in completion outcomes (X)
- **Completion - Objective 4:** Support students' access to resources to mitigate the impact caused by technological and basic needs insecurity (X)
- **Pathways and Partnerships - Objective 2:** Expand partnerships with K-12 institutions to enhance program offerings and increase access for minoritized students. (X)
- **Pathways and Partnerships - Objective 4:** Expand intersegmental pathways to create a seamless transition between Mesa and k-12, non-credit, Universities, and careers (X)
- **Scholarship - Objective 1:** Expand and prioritize professional learning experiences for all employees that create parity in outcomes across racial/ethnic groups and all disproportionately impacted groups (X)
- **Scholarship - Objective 2:** Evaluate and improve Diversity, Equity, and Inclusion practice in classroom environments, campus activities, departments, schools, and administrative units (X)
- **Scholarship - Objective 4:** Expand the use of innovative and high-quality teaching, learning, and support practices that achieve equitable outcomes and increase student success (X)
- **Scholarship - Objective 5:** Reduce costs associated with instructional materials to support the elimination of equity gaps (X)

Action Plans	Action Plan Update
<b>Action Plan Status:</b> Active <b>Action Plan:</b> Engaged in multiple correspondences and meetings with the education department at Donovan State Prison to help reestablish student placements for DCP placements. Increased correspondence with Scripps student evaluations and secured increased placements at 3 Scripps labs which enabled the reactivation of the program. <b>Action Plan Cycle:</b> 2023 - 2024	<b>Submission Date:</b> 11/17/2023 <b>Action Plan Update:</b> Program restarted in fall of 2023 with a total enrollment of 26 students <b>Update Year:</b> 2023 - 2024 <b>Action Plan Progress:</b> On Track

## Goal 2: Externship Sites

**Unit Goal:** Goal 2: Currently confirmed 2 external sites (Donovan and 3 Scripps sites) hopeful to secure 2 alternate sites that are currently pending (Genesee Medical Group and San Ysidro Health Center) by spring

**Goal Status:** Active

**Beginning Year:** 2022 - 2023

**Projected Completion Year:** 2023 - 2024

### Mapping

Mesa College Strategic Plan: Roadmap to Mesa2030: (X - Highlight the X to Align)

- **Completion - Objective 3:** Design and promote programs and services that intentionally target a reduction in equity gaps in completion outcomes (X)
- **Completion - Objective 4:** Support students' access to resources to mitigate the impact caused by technological and basic needs insecurity (X)
- **Pathways and Partnerships - Objective 2:** Expand partnerships with K-12 institutions to enhance program offerings and increase access for minoritized students. (X)
- **Pathways and Partnerships - Objective 4:** Expand intersegmental pathways to create a seamless transition between Mesa and k-12, non-credit, Universities, and careers (X)
- **Scholarship - Objective 1:** Expand and prioritize professional learning experiences for all employees that create parity in outcomes across racial/ethnic groups and all disproportionately impacted groups (X)
- **Scholarship - Objective 2:** Evaluate and improve Diversity, Equity, and Inclusion practice in classroom environments, campus activities, departments, schools, and administrative units (X)
- **Scholarship - Objective 4:** Expand the use of innovative and high-quality teaching, learning, and support practices that achieve equitable outcomes and increase student success (X)
- **Scholarship - Objective 5:** Reduce costs associated with instructional materials to support the elimination of equity gaps (X)

Action Plans	Action Plan Update
<p><b>Action Plan Status:</b> Active</p> <p><b>Action Plan:</b> Open communication and regular meetings are needed to maintain a positive relationship with our current DCP sites. Not all sights are guaranteed on a yearly basis and continual contact is needed to ensure that sites will remain available on a yearly basis. Maintaining Scripps sites will be important moving forward since the opened up sites to us for the first time since we've had an affiliate agreement and they have the capability of taking 2-3.</p> <p><b>Action Plan Cycle:</b> 2023 - 2024, 2024 - 2025, 2025 - 2026</p>	

### Goal 3: Add More Externship Sites

**Unit Goal:** Goal 3: the continued addition of DCP sites will allow the program to increase in student enrollment and allow for the addition of a spring cohort

**Goal Status:** Active

**Beginning Year:** 2022 - 2023

**Projected Completion Year:** 2025 - 2026

#### Mapping

Mesa College Strategic Plan: Roadmap to Mesa2030: (X - Highlight the X to Align)

- **Completion - Objective 3:** Design and promote programs and services that intentionally target a reduction in equity gaps in completion outcomes (X)
- **Completion - Objective 4:** Support students' access to resources to mitigate the impact caused by technological and basic needs insecurity (X)
- **Pathways and Partnerships - Objective 2:** Expand partnerships with K-12 institutions to enhance program offerings and increase access for minoritized students. (X)
- **Pathways and Partnerships - Objective 4:** Expand intersegmental pathways to create a seamless transition between Mesa and k-12, non-credit, Universities, and careers (X)
- **Scholarship - Objective 1:** Expand and prioritize professional learning experiences for all employees that create parity in outcomes across racial/ethnic groups and all disproportionately impacted groups (X)
- **Scholarship - Objective 2:** Evaluate and improve Diversity, Equity, and Inclusion practice in classroom environments, campus activities, departments, schools, and administrative units (X)
- **Scholarship - Objective 4:** Expand the use of innovative and high-quality teaching, learning, and support practices that achieve equitable outcomes and increase student success (X)
- **Scholarship - Objective 5:** Reduce costs associated with instructional materials to support the elimination of equity gaps (X)

Action Plans	Action Plan Update
<p><b>Action Plan Status:</b> Active</p> <p><b>Action Plan:</b> Genesee Medical Group and San Ysidro Community Clinic have expressed the desire to have our students complete DCP at their sites. Scripps has also indicated the desire to have our program expand the available Scripps sites that our students are permitted to attend from 3 to 6 (planning to add Scripps Hillcrest, La Jolla AMP and Solana Beach). Adding the additional Scripps sites will greatly increase our externship capability and hopefully allow us to expand the numbers of the cohort and increase the growth of the program.</p>	



Action Plans	Action Plan Update
<b>Action Plan Cycle:</b> 2023 - 2024, 2024 - 2025, 2025 - 2026	

**recruit additional adjunct faculty to allow for growth in the program**

**Unit Goal:** We are in the process of adding a CPT I and a nurse practitioner as adjunct faculty to allow for growth and sustainability of the program. We also need qualified support staff to able to substitute when needed

**Goal Status:** Active

**Beginning Year:** 2024 - 2025

**Projected Completion Year:** 2026 - 2027

Action Plans	Action Plan Update
<b>Action Plan Status:</b> Active <b>Action Plan:</b> Currently in the process of adding a CPT I and a Nurse Practitioner to provide additional adjunct support for possible program expansion as well as classroom support as needed for subbing. The Nurse Practitioner will need to so the appropriate paperwork to challenge the national boards as well as applying for the state licensure per California guidelines. <b>Action Plan Cycle:</b> 2024 - 2025, 2025 - 2026	<b>Submission Date:</b> 12/02/2024 <b>Action Plan Update:</b> We were able to add a third adjunct instructor for the program, however, we encountered a barrier with one of our current adjuncts. She was unable to teach the morning cohort this fall due to family issues, but hiring the new CPT I instructor allowed us to offer a morning cohort and maintain our current numbers. <b>Update Year:</b> 2024 - 2025 <b>Action Plan Progress:</b> Barriers Encountered



# **Program Review**

Summary and Reflections with Unit Goals, Action Plans,  
and Updates

Instructional Program - Physical Sciences (PHYN)

## Executive Summary

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### **Describe the successes and challenges your unit has faced since the last comprehensive review.**

The Physical Sciences program has encountered a few challenges and had some victories in the past year. The Physical Sciences program primarily includes courses in Astronomy (ASTR) and Physical Science (PHYN). All these courses are for students looking to fulfill a General Education requirement for physical science. PHYN 105 also serves as a pathway course for students in Liberal Studies (Teacher Education). The program includes an AS degree and a Certificate of Achievement that was recently discontinued. The program has had success in the online environment and is beginning to recover their on-campus enrollment.

The Physical Sciences program is closely tied to the Geology/Oceanography program and faculty in the departments worked together during the 2021/2022 year to make a comprehensive plan for General Education courses. Unfortunately, the program lost its only full-time faculty member in Fall 2022. We are grateful to our adjunct faculty who were able to prevent further enrollment slippage and maintain high rates of student success. However, we feel the loss for the program in terms of curriculum and laboratory improvement, and outreach. Currently, we are in the middle of the hiring process for a new faculty member and until then the program is idling with the potential to take off soon.

Astronomy faculty asked for and received a portable planetarium as part of the HSI-STEM grant. We finally took delivery of the Planetarium late in Fall 2022. A demonstration of the projector was given for Mesa faculty and was visited by colleagues from SDSU and Grossmont College. Extensive plans for using the planetarium are on hold, but we hope to use it within courses and for outreach to get more students interested in Astronomy. Also, in terms of outreach, we are very excited to say that on April 27, Mesa hosted the first Astronomy Night since March 2020! The Astronomy Night was a great success with people participating from 2 to 85 years old from Mesa and other campuses and colleges. Organizers included faculty and staff from the department who had to force people out from the roof at 9:30 pm. The event was very engaging, with physics students asking questions about orbital mechanics, the sun's magnetic activity and many just being in awe after the first-time peeking through the telescope.

Astronomy (ASTR) courses were offered in online modalities before the pandemic. However, the proportion of online to on campus offerings has shifted towards online in the post-pandemic landscape. Enrollments in courses in both modalities are recovering, but section offerings have been lower since our return to campus. We hope to use outreach events to increase our on-campus offerings. This is especially true for labs which can't be taught online due to transfer restrictions. Our ASTR 109 (Astrophotography) course has been especially popular with students to get outside and see the stars (See photo right).

Physical Science (PHYN) 100 and 101 courses have been on hiatus since Spring 2022. Enrollment in General Education classes had been lackluster in 2021-2022 and the loss of faculty influenced the decision to focus on courses that had enrollment and faculty to teach them. In Spring 2022, we found out that we were awarded a grant from the National Science Foundation to revamp our PHYN 100 course to include applications from partnerships with regional industries and laboratories. Although this project was begun by previous faculty, current faculty have picked up the challenge and intend to offer the course in Fall 2023. There are also funds for students to do individual research projects inspired by work in the course.

Physical Science and Astronomy courses are being offered in our new "Studio" Classroom space. Desktop computers and desks were removed from the department computer lab and replaced with laptops and moveable tables (See Photo Left). ASTR uses this space for lab courses where their equipment is available and set up by department ILT's. PHYN faculty use this as an activity space where courses are offered in a mixed modality in which students engage in evidence-based thinking using simple lab equipment or laptop computers. The lab equipment is stored in the classroom so that ILT's are not burdened with set-up and tear-down.

## Summary and Reflection

**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.**

N/A

**If applicable, describe the impact of any new resources (human, fiscal, etc) on the unit and/or action plan implementation.**

Hiring failed in the Spring 2023 because of the applicant pool. We are repeating the process and approaching the first round of interviews 12/7 and 12/8. The applicant pool is worse than in the Spring 2023. We had to extend the advertisement period for a month and paid extra to advertise with AAS, but still we received only 11 applicants out of whom 7 didn't have any experience. All four applicants that will be interviewed are current or former adjuncts. At the same time UCSD was hiring Astronomy faculty job and received over 200 applicants. They used the same advertising platform. One needs to wonder why we can't attract more applicants? Is it the nature of the job, do Astronomy PhDs want more research and not teaching jobs? Or is it the financial compensation, which is well below the market value at Mesa College compared to UCSD.

Mesa hosted the first Astronomy Night on April 27th, 2023. However this semester because we are understaffed and overworked, we couldn't organize such an event. However we did organize the partial eclipse event viewing and it was visited really well. This was on Saturday 10/14 from 8am until 11 pm. Our ILTs and adjunct faculty were there to support the event.

In this Fall semester we had the enrollment of  $n=383$  students and Astronomy and Physical Sciences classes with productivity of 93%. This is up from the  $n=312$  and productivity of 83% that we had in the Spring 2023. We struggle to staff Astronomy classes, and if we could staff we would offer additional on campus section in the Spring 2024.

**If you assess OUTCOMES, please confirm that the outcomes have been reviewed for accuracy. If you do not assess Outcomes, skip this question.**

Reviewed & Accurate

## Related Documents for Charts and Graphs

### Executive Summary Complete

Yes

## Data Reflection

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### Trends observed in program/service area's data.

As discussed previously, enrollment in ASTR and PHYN courses has dipped since the pandemic as can be seen in the graph at left below (please keep in mind that only Fall and Spring enrollments are shown in the graph). PHYN enrollment has been in decline for several years as interest in the PHYN 100 and PHYN 101 courses has waned. We believe that enrollment in PHYN had been driven by the popularity of a dynamic instructor who is longer with us at the college. Enrollment in the PHYN 105 course is also in decline. This course is fairly new to the college having been offered at the beginning of Fall 2018 and its enrollment is strongly tied to the Teacher Education program. This program has recently hired a new director who is in the process of compiling data to understand these trends more completely. See Chart 1

The ASTR courses had enrollment increases in the middle of the pandemic, but enrollment began to slide in Fall 2021. Astronomy and Physical Science courses had not returned to campus in Fall 2021. Thus, the enrollment dip was not due to changes in modality. In fact, both Astronomy and Physical Science maintained their enrollment from Fall 2021 which was online only to Spring 2022 when courses were mixed between online and in person formats. However, enrollment slipped again going into Fall 2022 with some regain in Spring 2023. A different look at these courses can be seen in the Enrollment change graph below. This graph compares the enrollment changes since Fall 2019 for Astronomy (in Orange) and all Math, Science, and Engineering courses (in Blue). Each data point is a ratio of the semester's enrollment over enrollment in Fall 2019 (numbers higher than 1 on the graph indicate an increase in enrollment and lower than 1 indicate a decrease). Enrollment in the school as a whole has been in decline since Fall 2019. Astronomy courses appear to be following the same trend with better than average

## Summary and Reflection

enrollments until Fall 2022. See Chart 2

Success in PHYN and ASTR courses have been acceptable for the data shown on the dashboards as seen in the graphs below. Campus and school success rates are around 72% for the time periods shown. PHYN 105 is a course that is taken by students late in their pathways which means that success should be higher since these are more experienced students. ASTR 111 is a lab course in which success is always a bit higher. Astronomy 101 is a little bit lower than we would like. See Chart 3

### **Describe any equity gaps in the data. Are there differences and/or patterns observed by demographics (e.g. race/ethnicity, gender, age, etc.)**

Since Astronomy 101 has the lowest success gaps, we will focus our attention on equity data in that course. We did not see any equity gaps in terms of gender, but there were gaps for ethnicity for Black/African American and Latinx students. These are areas of concern for us as we go forward in our thinking about this course. See Chart 4

Astronomy has always offered courses in a variety of modalities. We noticed that there were no significant gaps due to modality for ASTR 101, but there were gaps for ASTR 111, which is the laboratory course. Due to transfer issues, we can't offer the course in an online format, but it is interesting for future discussions to note the achievement gaps.

One last look at achievement gaps that was interesting was about Session Length. According to the dashboards, there is an equity gap for students taking 16-week courses. This is interesting because we did not see any equity gaps for Modality, but we do see them here (keep in mind that these do not include Summer or Intersession courses). All of our 10-week courses are taught in an online format. This may open discussions about possible modalities for shortened courses. See Chart 5,6,7

### **Related Documents for Charts and Graphs**

[Chart 1.png](#);  
[Chart 2.png](#);  
[Chart 3.png](#);  
[Chart 4.png](#);  
[Chart 5.png](#);  
[Chart 6.png](#);  
[Chart 7.png](#)

### **Describe the discussion(s) that took place about the unit's learning outcomes assessment data.**

Course Learning Outcomes have not been directly measured in the last two years and need measurement. Using grades as a proxy, most instructors have reported seeing slight declines in student learning outcomes. The discussion has mostly centered around student preparation and overall interest in learning. Some instructors have mentioned difficulties with getting students to do higher level tasks involving critical thinking.

### **Data Reflection Complete**

Yes

## Practice Reflection

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### **Describe current practices your program/service area has engaged in that you believe impact the above data trends and equity gaps.**

We are concerned with the fall in enrollment for the courses in this program and will continue to try to determine the source. We know that the college as a whole has been feeling enrollment drops and we are thinking of our practices in terms of this overall issue. However, we see some problems that may be specific to our courses and we are looking for solutions. In Astronomy courses, we are noticing a high demand for online courses and the shortened 10wk sessions appear to have more student success. For this reason, we are considering offering shorter-term courses for our on-campus offerings. A 10-week Astronomy lab might be a big draw for students who enroll in Astronomy lectures and find that they need the labs. Additionally, a 10 week on campus Astronomy course might also be popular for students who can't make a 16-week commitment. Astronomy is a very flexible course

## Summary and Reflection

and we will continue to look for ways to offer students what they need and want. In Physical Science, we need more information about the Liberal Studies program and its impact on PHYN 105. We have tried to offer evening sections in the hope of capturing working students, but that did not seem to be much of a draw. We are considering limiting this course offering to once a year. In terms of curriculum, PHYN 100 has the potential for the greatest growth. We are working on a redesign of the course that we hope to roll out in Fall 2023. We would like to link this course more closely to the problems and potential employment opportunities that exist in the San Diego area. Outreach is going to be one of the biggest goals for this year. With the acquisition of the portable planetarium and the ability to hold Astronomy Nights on campus, we have a great potential to reach out to prospective students. We are hurting in this regard currently without a Full-time Faculty member to spear-head the use of the Planetarium. We have reached out to people at the R.H. Fleet Science Center and they are interested in partnering with us. The goal of the partnership is for us to learn how to use the planetarium for general public audiences.

### What other factors (internal or external) might also impact the above data trends and equity gaps?

We are less concerned about the impact of AB1705 on our general education courses since they don't currently have prerequisites. However, faculty have discussed ways to strengthen basic skills within the courses. This would mean intentionally adding basic math and writing assignments into the courses.

### Related Documents for Charts and Graphs

#### Practice Reflection Complete

Yes

## Mid-Cycle Updates

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### YEAR 2 Updates (2023 - 2024)

**Provide any edits or updates to the prompts originally documented in the Executive Summary section for Year 2.**

Yes, we incorporated impact of lack of human resources on Astronomy program.

**Provide any edits or updates to the prompts originally documented in the Data Reflection section for Year 2.**

None.

**Review Outcomes Report. Review the unit's outcomes assessment process for 2022 - 2023. Discuss connections to unit goals/action plans/resource requests.**

Faculty are reviewing CLO's to see if they are appropriate for Physical Science and Astronomy courses. The original department CLO's were written for Physics courses that tend to be more math-based. They may not be appropriate for the GE courses housed in the Physical Sciences program.

**Provide any edits or updates to the prompts originally documented in the Practice Reflection section for Year 2.**

No edits

### YEAR 3 Updates (2024 - 2025)

**Provide any edits or updates to the prompts originally documented in the Executive Summary section for Year 3.**

A new Astronomy faculty was hired during the Spring 2024 semester to start in Fall 2024. We are hoping that the new faculty member can bring leadership to the program and help to further the program goals. We have offered Astronomy Night in the Fall 2024 and engaged the broader Mesa and district student and staff population. In the Spring 2024 we also engaged Mesa populations into partial solar eclipse viewing.

Astronomy Departments from both UCSD and SDSU have reached to us to recruit students for their bridge and summer internship programs. Our faculty (Stojimirovic) is the part of the Executive Committee for the Summer Transfer Academy for Research in Astronomy (STARTastro) program. This program aims to support the preparation, training and retention of transfer students from regional Community Colleges into the UCSD and SDSU Astronomy programs. The program website is <https://www.startastro.org>. We are also being asked to create ASTR 201 course to better prepare Astronomy majors for transfer.

Our faculty (Thompson) has also been a part of AB 1111 to create the new template for state wide curriculum for astronomy lecture and lab classes.



## Summary and Reflection

The NSF grant provided funds to make changes to the Physical Sciences course. The grant evaluator has indicated significant increases in student Science Identity based on these improvements. Please see "Practice Reflection" for more information.

One of the ILT's in our department left us last Spring. Consequently, it has been a struggle to support Astronomy courses in particular. We are looking into more innovative ways to set up the Astronomy labs to reduce the amount of ILT support necessarily. We are also actively hiring a new ILT during the Fall 2024 semester. We know that it will take some time for new staff to learn how to support Astronomy effectively. Until then, we will be asking for some technology improvements that will make things a bit easier.

The tutoring and embedded tutoring support is not provided for the Astronomy and Physical Sciences courses. The courses in this discipline are such that an embedded tutor would be the best solution to provide support. Students often work in class on activities and often need assistance in the moment rather than later in tutoring. Additionally, Astronomy and Physical Science courses tend to vary in teaching approach more than other courses. Having an embedded tutor who would work with the faculty and know how they approach the course would be more helpful than a general tutor. Embedded tutors have been requested, but haven't worked out.

### **Provide any edits or updates to the prompts originally documented in the Data Reflection section for Year 3.**

The PHYN 100 and PHYN 101 courses were redesigned as part of a grant from NSF. There were two important changes to the course. The first was that the course was advertised as being more centered on problems that affect communities (please see "PHYN 100 Advertising" file). The second was the addition of assignments aimed at increasing Science Identity for GE students which meant increasing their interest in science and their understanding of the role of science in society. These interventions were successful in many ways. The course did attract a higher percentage of Latinx students at 52%. In comparison, we see 38% for Mesa College as a whole. Secondly, we saw higher gains on Pre-/Post-Surveys aimed at measuring science identity. Our evaluator found that these differences were significant and mentioned that this was a big finding because the number of students in the sample was statistically small.

Enrollment in Astronomy and Physical Science has become stronger in recent years. Offerings have remained steady and no new growth is expected until FTEF can be increased. We decided to focus on Astronomy courses over Physical Science until we are able to get extra FTEF to grow (See "Practice Reflection" for more information. PHYN 100 and PHYN 101 are viable courses, but are less productive courses than ASTR courses. Also, we would like to invest more heavily in our Astronomy courses to support our new faculty hire.

### **Review Outcomes Report. Review the unit's outcomes assessment process for 2023 - 2024. Discuss connections to unit goals/action plans/resource requests.**

During the Fall 2024 department meeting, faculty worked together to write new CLO's for Astronomy and Physical Science courses. Faculty are satisfied with the new CLO's as being able to describe student outcomes better than the old ones. Since we wrote all new outcomes, as a department, our goal is to assess all of them by the end of Spring 2025. The only In this cycle of assessment, we are looking to see if our CLO's and our process for assessing are appropriate. We hope to adjust as data is reported.

Physical Science CLO's have already been assessed. Students met the benchmarks. Faculty report that benchmarks themselves might be a little too low and are discussing whether to increase the standard.

### **Provide any edits or updates to the prompts originally documented in the Practice Reflection section for Year 3.**

We were pleased with the results from the data for our interventions from the grant activity. As mentioned previously, we need to use our FTEF wisely in scheduling decisions. The PHYN 100/101 courses are small and don't have a designated faculty member. To grow the courses it would have to be at the detriment to our other GE disciplines. At this time, we want to focus on Geology, Oceanography, and Astronomy to support our new faculty and give them room to grow. However, there are lessons learned from the NSF data. The first is the draw of courses that are problem-centered. The content of the PHYN 100 course didn't change during the intervention. Instead, the course content was designed around contemporary problems. It is believed that this Problem-based approach was one of the reasons for the success. Secondly, asking students to explore their interest and the role of science explicitly through the Science Identity assignments was one of the reasons for the significant impact. Our PHYN 100 students started the semester with an average negative Science Identity and ended up more positive than other GE courses. The point is that the positive outcomes from the reinvention of the PHYN course is not specific to PHYN. Other courses could also become more Problem-based with specific assignments designed to improve science identity.

## **Summary and Reflection**

### **YEAR 4 Updates (2025 - 2026)**

**Provide any edits or updates to the prompts originally documented in the Executive Summary section for Year 4.**

**Provide any edits or updates to the prompts originally documented in the Data Reflection section for Year 4.**

**Review Outcomes Report. Review the unit's outcomes assessment process for 2024 - 2025. Discuss connections to unit goals/action plans/resource requests.**

**Provide any edits or updates to the prompts originally documented in the Practice Reflection section for Year 4.**



## Goal 1: Increase Enrollment

**Unit Goal:** Goal 1: Increase enrollment in Astronomy and Physical Science courses through outreach and curricular changes.

**Goal Status:** Active

**Beginning Year:** 2022 - 2023

**Projected Completion Year:** 2025 - 2026

### Mapping

Mesa College Strategic Plan: Roadmap to Mesa2030: (X - Highlight the X to Align)

- **Completion - Objective 1:** Develop pathways that provide students with clarity about degree, certificate, and transfer requirements. (X)
- **Completion - Objective 3:** Design and promote programs and services that intentionally target a reduction in equity gaps in completion outcomes (X)

Action Plans	Action Plan Update
<b>Action Plan Status:</b> Active <b>Action Plan:</b> 1. Apply for Leaf Designation for 1 of the ASTR courses. 2. Develop a plan for use of Mobile Planetarium 3. Create promotions for ASTR and PHYN courses 4. Offer Astronomy Night program once per semester.  <b>Action Plan Cycle:</b> 2022 - 2023, 2023 - 2024, 2024 - 2025, 2025 - 2026	<b>Submission Date:</b> 11/26/2024 <b>Action Plan Update:</b> Plans 1-2 are in progress. Goals 3 and 4 are complete. <b>Update Year:</b> 2024 - 2025 <b>Action Plan Progress:</b> On Track
	<b>Submission Date:</b> 01/12/2024 <b>Action Plan Update:</b> These goals are in progress. We have done promotions for PHYN and ASTR courses for Fall 2023 and Spring 2024. Enrollment has improved. We are in the process of hiring a new Contract instructor in order to help us progress with Plan 1, 2, and 4. We have reached out to Fleet Science Center for help with use of our Planetarium. <b>Update Year:</b> 2023 - 2024 <b>Action Plan Progress:</b> Barriers Encountered

## Goal 2: Decrease Equity gaps and Increase Science Identity

**Unit Goal:** Goal 2: Decrease equity gaps and increase science identity in Astronomy and Physical Science courses through increased participation in field trips and curricular changes.

**Goal Status:** Active

**Beginning Year:** 2022 - 2023

**Projected Completion Year:** 2025 - 2026

### Mapping

Mesa College Strategic Plan: Roadmap to Mesa2030: (X - Highlight the X to Align)

- **Completion - Objective 3:** Design and promote programs and services that intentionally target a reduction in equity gaps in completion outcomes (X)
- **Pathways and Partnerships - Objective 3:** Increase community engagement, experiential learning, integrated career planning, and workforce training

to prepare students for future careers (X)

- **Scholarship - Objective 4:** Expand the use of innovative and high-quality teaching, learning, and support practices that achieve equitable outcomes and increase student success (X)

Action Plans	Action Plan Update
<b>Action Plan Status:</b> Active <b>Action Plan:</b> 1. Provide online modules to increase science identity in ASTR and PHYN courses 2. Complete revision of PHYN 100 course to include awareness of local science applications. 3. Investigate new possible modalities for ASTR courses.  <b>Action Plan Cycle:</b> 2022 - 2023, 2023 - 2024, 2024 - 2025, 2025 - 2026	<b>Submission Date:</b> 11/26/2024 <b>Action Plan Update:</b> Plan 1 is in progress. Online modules have been used successfully in PHYN 100. Plan 2: Revision of PHYN 100 is complete. Plan 3 is in progress. ASTR 101 was offered as a late start hybrid course in Fall 2024 with mixed results. <b>Update Year:</b> 2024 - 2025 <b>Action Plan Progress:</b> On Track
	<b>Submission Date:</b> 01/12/2024 <b>Action Plan Update:</b> This goal is in progress. Online modules have been identified for PHYN courses. PHYN 100 has been revised and offered. Modalities for ASTR courses are being discussed and explored. <b>Update Year:</b> 2023 - 2024 <b>Action Plan Progress:</b> On Track



# **Program Review**

Summary and Reflections with Unit Goals, Action Plans,  
and Updates

Instructional Program - Physical Therapist  
Assistant (PHYR)

## Executive Summary

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### **Describe the successes and challenges your unit has faced since the last comprehensive review.**

The Physical Therapist Assistant Program has had many successes since the last comprehensive review including:

- Maintains a positive reputation within our community as evidence by responses from industry advisory committee, employer surveys, graduate surveys and clinical instructor feedback.
- Maintains qualified faculty that covers the required depth and breadth outlined by our external accreditation.
- Contact and adjunct faculty completed ample continuing education to ensure students are learning current treatment techniques to pass the national licensure examination and be employed in our community.
- Integrated technology to improve student learning and develop critical thinking necessary for employment in a healthcare setting (PhysioU, ICE Videos, electronic documentation).
- Integration of the San Diego Mesa College Health and Wellness Community Clinic into program curriculum. This allows students an opportunity to apply skills as they are learned (experiential learning) and increases their preparation for clinical rotations and employment.
- Maintains 100% employment rate for graduates who seek jobs as a PTA.

The Physical Therapist Assistant Program has also experienced challenges including:

- Graduating class size – Since the pandemic, the graduating class size for the Physical Therapist Assistant Program has decreased. Students have made personal decisions to drop from the program within the first month which is too late to offer acceptance to an alternate. This has caused the number of graduates to decrease and an increased need for PTA's within our community (program not meeting the employment needs in the region).

Maintaining appropriate support for students in the program that can transition to employment in a healthcare field – PTA program prerequisites include Anatomy and Physiology which in previous years, adequately prepared students for the rigor of a CTE program. Since the pandemic, students have entered the PTA program being less prepared in Anatomy and Physiology content causing increased need for academic support and psychological support to manage stress (this challenge has been seen nation-wide in PTA education). The program has offered embedded tutors in the first semester to offer support, consistent office hours, technology resources with audio and visual information to assist in learning and live online anonymous question and answer documents to provide students responses to questions quickly. Even with these resources and others, the number of students that complete the PTA program and enter the work force is not sufficient to meet the needs of employers within our community. Finally, with the decreased retention, the program graduation rate calculated by our external accreditation CAPTE, has decreased by 10%. The PTA Program is required to maintain particular percentages for graduation rate and licensure pass rate in order to maintain accreditation.

Technology – lack of consistent internet connectivity to accommodate use of appropriate tech for student learning in the classroom and lab (students cannot take exams or quizzes in Canvas within our lab and classroom space). We have Wifi access exclusively for the physical therapist assistant classroom and lab however the signal is too low to allow for 30 students to use the internet for learning/testing at one time.

Technology – due to the Wifi challenges in the lab and classroom, exams are taken in the computer lab on the 3rd floor. This continues to present challenges as the computers restart in the middle of an exam increasing student stress.

Faculty – The addition of the San Diego Mesa College Health and Wellness Community Clinic has provided a positive learning opportunity for the PTA students but it has also provided a challenge for the program faculty. Contract faculty have experienced a significant increase in work load and some adjunct faculty have experienced an increase in work load. The administrative responsibilities that come with running a healthcare clinic are a full-time job. While reassigned time has been provided through Strong Work Force and has been much appreciated, the continuous need for an additional position within the program to assist in running the clinic and using it for a teaching tool for students is needed. Due to state laws related to the provision of physical therapy services as well as external accreditation requirements that students must be taught by faculty holding a valid PT or PTA license to

## Summary and Reflection

practice in California, the person working in the clinic with the students must be a licensed PT or PTA.

**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.**

One major change in the Physical Therapist Assistant program is the provisional approval for a Bachelor degree. This will provide students the opportunity to advance their degree at a more affordable option increasing equitable education opportunities (currently only for profit private institutions offer a bachelor degree in PTA). The addition also significantly increase the program FTEF.

Another major change in the Physical Therapist Assistant Program is the inclusion of the San Diego Mesa College Health and Wellness Community Clinic. The clinic allows students an experiential learning opportunity for immediate application of skill sets learned in lecture and lab courses. The clinic also increases equitable learning as not all students have the ability to volunteer and gain exposure to the professions. The clinic also improved equitable learning because students who are having difficulty with concepts can utilize the clinic to apply skills with real patients/clients to improve their learning and receive immediate feedback.

**If applicable, describe the impact of any new resources (human, fiscal, etc) on the unit and/or action plan implementation.**

A potential negative aspect in this area is the need for an additional faculty member to assist with the provision of services and student learning within the bachelor degree and the health and wellness community clinic. Currently the 2 contract faculty have an increased work load to manage the clinic (administrative responsibilities, treating clients and supervising students) in addition to their 1.0 teaching load. An additional faculty position would allow the bachelor degree plannign and implementaion as well as the clinic to grow which would increase the learning opportunities for students to better prepare them for clinical rotation and employment.

**If you assess OUTCOMES, please confirm that the outcomes have been reviewed for accuracy. If you do not assess Outcomes, skip this question.**

Reviewed & Accurate

### Related Documents for Charts and Graphs

#### Executive Summary Complete

Yes

## Data Reflection

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### Trends observed in program/service area's data.

Enrollment Trends – The PTA program continues to receive more applications that available spaces in the cohort (although the number of qualified applicants did decrease during the pandemic).

Course and Program Learning Outcomes – The outcomes remain positively completed however the number of graduates has decreased due to students not completing the program.

Labor Market Analysis – The current LMI shows an increase of approximately 37% for PTA job opportunities. According to our recent COE report for PTA program, 48% of PTA's in CA have a bachelor degree while only 13% of PTA's in San Diego County have a bachelor degree. Currently there is no affordable option for a bachelor degree in PTA in San Diego County.

**Describe any equity gaps in the data. Are there differences and/or patterns observed by demographics (e.g.race/ethnicity, gender, age, etc.)**

Equity gap for male students (underrepresented in the profession of PTA), Latinx students, 1st generation students,

## Summary and Reflection

multi-ethnicity students, DSPS students and EOPS students (extended opportunities and services. Support through counseling, book services, school supplies, parking permits, and more.

### Related Documents for Charts and Graphs

**Describe the discussion(s) that took place about the unit's learning outcomes assessment data.**

Ways to decrease equity gaps - focus on retention, completion and 1st time licensure exam pass rate at 100%. Include PhysioU, TherapyEd bundle, PEAT exams and professional development that includes industry specific content and teaching/support strategies.

Also discussed early intervention for PTA students in the 1st semester so support is in place to assist with retention.

### Data Reflection Complete

Yes

## Practice Reflection

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**Describe current practices your program/service area has engaged in that you believe impact the above data trends and equity gaps.**

The PTA Program currently uses embedded tutors, an Allied Health Orientation where all new students see the support services available at Mesa and meet an individual at each of the departments to have a contact point for assistance. The PTA program also has a program orientation to go over support tactics and program details to assist with a smooth start to their education. Faculty are encouraged to participate in a Loft activity for equitable teaching practices.

**What other factors (internal or external) might also impact the above data trends and equity gaps?**

Retention practices are in place to assist student completion of the PTA program and also prepare them to maintain patient safety in the medical community.

A barrier is the current application process of random lottery. There have been many students who identify as a person of underrepresented populations within the PTA program who have not been accepted due to the random lottery process. The development of a holistic application process that is becoming more common in physical therapy education would assist in decreasing equity gaps within our profession and program. This holistic admissions process could also extend to the upcoming bachelor degree in PTA.

### Related Documents for Charts and Graphs

### Practice Reflection Complete

Yes

## Mid-Cycle Updates

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### YEAR 2 Updates (2023 - 2024)

**Provide any edits or updates to the prompts originally documented in the Executive Summary section for Year 2.**

Edits were made in the areas above to include the provisional approval for the bachelor degree in PTA.

**Provide any edits or updates to the prompts originally documented in the Data Reflection section for Year 2.**

Edits were made in the areas above to include the provisional approval for the bachelor degree in PTA.

## Summary and Reflection

**Review Outcomes Report. Review the unit's outcomes assessment process for 2022 - 2023. Discuss connections to unit goals/action plans/resource requests.**

**Provide any edits or updates to the prompts originally documented in the Practice Reflection section for Year 2.** Edits were made in the areas above to include the provisional approval for the bachelor degree in PTA.

### YEAR 3 Updates (2024 - 2025)

**Provide any edits or updates to the prompts originally documented in the Executive Summary section for Year 3.** The Physical Therapist Assistant Program continues to experience challenges with retention. Students still choose to withdraw for personal reasons while others are not successful academically. To attempt to improve retention and increase the number of graduates entering the workforce, the PTA program will move to a holistic admissions process for the 2025 application cycle.

While there has been some improvement in technology, students still mention challenges when connecting to wifi in the classroom for quizzes. Written exams are now scheduled in the computer labs upstairs to ensure better internet connection.

With upcoming budget cuts to Strong Work Force funding, there is still a significant budget concern for a faculty to run the Health and Wellness Community Clinic. While reassigned time has been provided through Strong Work Force and has been much appreciated, the continuous need for an additional position within the program to assist in running the clinic and using it for a teaching tool for students is needed. Due to state laws related to the provision of physical therapy services as well as external accreditation requirements that students must be taught by faculty holding a valid PT or PTA license to practice in California, the person working in the clinic with the students must be a licensed PT or PTA. Assistance with grant funding is needed as faculty do not have the time in their workload to search for these opportunities nor the training to write a grant.

**Provide any edits or updates to the prompts originally documented in the Data Reflection section for Year 3.** Enrollment Trends – The PTA program continues to receive more applications than available spaces in the cohort (although the number of qualified applicants have decreased).

Course and Program Learning Outcomes – The outcomes remain positively completed however the number of graduates has decreased due to students not completing the program.

Labor Market Analysis – The current LMI shows an increase of approximately 37% for PTA job opportunities. According to our recent COE report for PTA program, 48% of PTA's in CA have a bachelor degree while only 13% of PTA's in San Diego County have a bachelor degree. Currently there is no affordable option for a bachelor degree in PTA in San Diego County.

Current equity gaps include: Male students - 3% (underrepresented in the profession of PTA), Latinx students - 7.5%, Black/African American students - 9.2%

DSPS students and EOPS students (extended opportunities and services - no longer an equity gap).

Action Items - focus on retention and implementation of a holistic admissions process, completion and 1st time licensure exam pass rate at 100%. Include PhysioU, TherapyEd bundle, PEAT exams and professional development that includes industry specific content and teaching/support strategies.

**Review Outcomes Report. Review the unit's outcomes assessment process for 2023 - 2024. Discuss connections to unit goals/action plans/resource requests.**

In review of the Outcomes Report, courses are meeting the stated outcomes and do not require many additional resources. Discussions have focused on student support within the classroom, promptness of feedback on assignments and exams, increased opportunities to practice new skills in an environment that mimics a clinical setting and ways to support students who struggle in first semester courses.

The PTA Program is doing well on course assessments. All PHYR courses have been assessed. There were 4 sections that did not have benchmarks in Nuventive (the benchmarks have now been added). I will follow up to ensure that the data that was entered populates to show the accurate percentage of CLOs with assessments).

## Summary and Reflection

**Provide any edits or updates to the prompts originally documented in the Practice Reflection section for Year 3.**

As previously mentioned, the PTA Program will begin a holistic admissions process in 2025 to improve retention.

We continue to hold the Allied Health Orientation as well as a PTA Program orientation where all new students see the support services available at Mesa and meet an individual at each of the departments to have a contact point for assistance. The PTA program orientation teaches support tactics and program details to assist with a smooth start to their education. Both of these will continue and faculty have discussed additional ideas to improve student preparedness and increase retention.

### **YEAR 4 Updates (2025 - 2026)**

**Provide any edits or updates to the prompts originally documented in the Executive Summary section for Year 4.**

**Provide any edits or updates to the prompts originally documented in the Data Reflection section for Year 4.**

**Review Outcomes Report. Review the unit's outcomes assessment process for 2024 - 2025. Discuss connections to unit goals/action plans/resource requests.**

**Provide any edits or updates to the prompts originally documented in the Practice Reflection section for Year 4.**



## Goal 1: Bachelor Degree Program

**Unit Goal:** Finalize the bachelor degree program in PTA including curriculum development, admission process and hiring of a faculty member with appropriate expertise to instruct bachelor level courses.

**Goal Status:** Active

**Beginning Year:** 2023 - 2024

**Projected Completion Year:** 2026 - 2027

### Mapping

Mesa College Strategic Plan: Roadmap to Mesa2030: (X - Highlight the X to Align)

- **Community - Objective 1:** Use technology to improve communication and accessibility across campus. (X)
- **Community - Objective 2:** Develop activities, spaces, and programs that support a sense of belonging with a focus on antiracism, historically minoritized groups, and inclusion. (X)
- **Community - Objective 3:** Build a culture of communication that is evidence based, race conscious, institutionally focused, systemically aware, and equity advancing (X)
- **Community - Objective 4:** Remove barriers to equitable participation by developing, incentivizing and creating structures for all employees to engage in and design professional learning (X)
- **Community - Objective 5:** Increase opportunities to be an asset and resource to the external community (X)
- **Completion - Objective 1:** Develop pathways that provide students with clarity about degree, certificate, and transfer requirements. (X)
- **Completion - Objective 2:** Develop cross - functional teams that support student success and include integrated career and transfer counseling. (X)
- **Completion - Objective 3:** Design and promote programs and services that intentionally target a reduction in equity gaps in completion outcomes (X)
- **Completion - Objective 4:** Support students' access to resources to mitigate the impact caused by technological and basic needs insecurity (X)
- **Pathways and Partnerships - Objective 1:** Develop and implement frameworks to create communities that can provide more targeted delivery of educational resources and support services. (X)
- **Pathways and Partnerships - Objective 3:** Increase community engagement, experiential learning, integrated career planning, and workforce training to prepare students for future careers (X)
- **Pathways and Partnerships - Objective 4:** Expand intersegmental pathways to create a seamless transition between Mesa and k-12, non-credit, Universities, and careers (X)
- **Pathways and Partnerships - Objective 5:** Develop and implement technologies, including website redesign, that will make pathways information available to students so that they can effectively utilize this information in their educational and career planning (X)
- **Scholarship - Objective 1:** Expand and prioritize professional learning experiences for all employees that create parity in outcomes across racial/ethnic groups and all disproportionately impacted groups (X)
- **Scholarship - Objective 2:** Evaluate and improve Diversity, Equity, and Inclusion practice in classroom environments, campus activities, departments,

schools, and administrative units (X)

- **Scholarship - Objective 3:** Assess impact of prerequisites and corequisites on student success and revise curriculum, as needed (X)
- **Scholarship - Objective 4:** Expand the use of innovative and high-quality teaching, learning, and support practices that achieve equitable outcomes and increase student success (X)
- **Scholarship - Objective 5:** Reduce costs associated with instructional materials to support the elimination of equity gaps (X)
- **Stewardship - Objective 2:** Support processes and initiatives that prioritize environmental sustainability and reduce Mesa College's impact on climate change (X)
- **Stewardship - Objective 3:** Increase student access and schedule efficiency by coordinating schedules among departments/disciplines (X)
- **Stewardship - Objective 6:** Develop a proactive hiring plan that includes a review of advertising, screening, and interviewing with a goal of establishing a diverse and competent workforce that is reflective of the student population and the local community (X)

Action Plans	Action Plan Update
<b>Action Plan Status:</b> Active <b>Action Plan:</b> 1. Hire a faculty member who is qualified to teach at the bachelor degree level. 2. Continue with the approval requirements to offer the bachelor degree program in PTA. 3. Complete the curriculum development process for the bachelor degree courses. <b>Action Plan Cycle:</b> 2023 - 2024, 2024 - 2025	<b>Submission Date:</b> 12/02/2024 <b>Action Plan Update:</b> The position of an additional PTA Faculty member was approved. CSU San Bernadino has objected and the PTA program is going through the process to proceed with offering the degree. Once additional information is provided, this goal will be updated. <b>Update Year:</b> 2024 - 2025 <b>Action Plan Progress:</b> Barriers Encountered

## Goal 2: Research a Holistic Application Process

**Unit Goal:** Goal 2: Research a holistic application process that meets state legislative requirements while improving demographics and overall retention within the program.

**Goal Status:** Active

**Beginning Year:** 2022 - 2023

**Projected Completion Year:** 2024 - 2025

### Mapping

Mesa College Strategic Plan: Roadmap to Mesa2030: (X - Highlight the X to Align)

- **Community - Objective 1:** Use technology to improve communication and accessibility across campus. (X)
- **Community - Objective 2:** Develop activities, spaces, and programs that support a sense of belonging with a focus on antiracism, historically minoritized groups, and inclusion. (X)
- **Community - Objective 3:** Build a culture of communication that is evidence based, race conscious, institutionally focused, systemically aware, and equity advancing (X)
- **Community - Objective 5:** Increase opportunities to be an asset and resource to the external community (X)

- **Completion - Objective 1:** Develop pathways that provide students with clarity about degree, certificate, and transfer requirements. (X)
- **Completion - Objective 2:** Develop cross - functional teams that support student success and include integrated career and transfer counseling. (X)
- **Completion - Objective 3:** Design and promote programs and services that intentionally target a reduction in equity gaps in completion outcomes (X)
- **Completion - Objective 4:** Support students' access to resources to mitigate the impact caused by technological and basic needs insecurity (X)
- **Pathways and Partnerships - Objective 1:** Develop and implement frameworks to create communities that can provide more targeted delivery of educational resources and support services. (X)
- **Pathways and Partnerships - Objective 2:** Expand partnerships with K-12 institutions to enhance program offerings and increase access for minoritized students. (X)
- **Pathways and Partnerships - Objective 3:** Increase community engagement, experiential learning, integrated career planning, and workforce training to prepare students for future careers (X)
- **Pathways and Partnerships - Objective 4:** Expand intersegmental pathways to create a seamless transition between Mesa and k-12, non-credit, Universities, and careers (X)
- **Pathways and Partnerships - Objective 5:** Develop and implement technologies, including website redesign, that will make pathways information available to students so that they can effectively utilize this information in their educational and career planning (X)
- **Scholarship - Objective 1:** Expand and prioritize professional learning experiences for all employees that create parity in outcomes across racial/ethnic groups and all disproportionately impacted groups (X)
- **Scholarship - Objective 2:** Evaluate and improve Diversity, Equity, and Inclusion practice in classroom environments, campus activities, departments, schools, and administrative units (X)
- **Scholarship - Objective 3:** Assess impact of prerequisites and corequisites on student success and revise curriculum, as needed (X)
- **Scholarship - Objective 4:** Expand the use of innovative and high-quality teaching, learning, and support practices that achieve equitable outcomes and increase student success (X)
- **Scholarship - Objective 5:** Reduce costs associated with instructional materials to support the elimination of equity gaps (X)
- **Stewardship - Objective 3:** Increase student access and schedule efficiency by coordinating schedules among departments/disciplines (X)

Action Plans	Action Plan Update
<b>Action Plan Status:</b> Active <b>Action Plan:</b> 1. Review state legislature for potential inclusion of holistic admissions process. <b>Action Plan Cycle:</b> 2022 - 2023, 2023 - 2024, 2024 - 2025, 2025 - 2026	<b>Submission Date:</b> 12/02/2024 <b>Action Plan Update:</b> A holistic admissions process has been created for the PTA program and plans to be implemented with the 2025 application. <b>Update Year:</b> 2024 - 2025 <b>Action Plan Progress:</b> On Track

### Goal 3: Improve Retention Strategies

**Unit Goal:** Goal 3: Improve retention strategies to graduate a full cohort of 28-30 students.

**Goal Status:** Active

**Beginning Year:** 2022 - 2023

**Projected Completion Year:** 2025 - 2026

#### Mapping

Mesa College Strategic Plan: Roadmap to Mesa2030: (X - Highlight the X to Align)

- **Community - Objective 2:** Develop activities, spaces, and programs that support a sense of belonging with a focus on antiracism, historically minoritized groups, and inclusion. (X)
- **Community - Objective 3:** Build a culture of communication that is evidence based, race conscious, institutionally focused, systemically aware, and equity advancing (X)
- **Community - Objective 4:** Remove barriers to equitable participation by developing, incentivizing and creating structures for all employees to engage in and design professional learning (X)
- **Community - Objective 5:** Increase opportunities to be an asset and resource to the external community (X)
- **Completion - Objective 1:** Develop pathways that provide students with clarity about degree, certificate, and transfer requirements. (X)
- **Completion - Objective 2:** Develop cross - functional teams that support student success and include integrated career and transfer counseling. (X)
- **Completion - Objective 3:** Design and promote programs and services that intentionally target a reduction in equity gaps in completion outcomes (X)
- **Completion - Objective 4:** Support students' access to resources to mitigate the impact caused by technological and basic needs insecurity (X)
- **Pathways and Partnerships - Objective 1:** Develop and implement frameworks to create communities that can provide more targeted delivery of educational resources and support services. (X)
- **Pathways and Partnerships - Objective 3:** Increase community engagement, experiential learning, integrated career planning, and workforce training to prepare students for future careers (X)
- **Pathways and Partnerships - Objective 4:** Expand intersegmental pathways to create a seamless transition between Mesa and k-12, non-credit, Universities, and careers (X)
- **Scholarship - Objective 1:** Expand and prioritize professional learning experiences for all employees that create parity in outcomes across racial/ethnic groups and all disproportionately impacted groups (X)
- **Scholarship - Objective 2:** Evaluate and improve Diversity, Equity, and Inclusion practice in classroom environments, campus activities, departments, schools, and administrative units (X)
- **Scholarship - Objective 3:** Assess impact of prerequisites and corequisites on student success and revise curriculum, as needed (X)
- **Scholarship - Objective 4:** Expand the use of innovative and high-quality teaching, learning, and support practices that achieve equitable outcomes and increase student success (X)
- **Scholarship - Objective 5:** Reduce costs associated with instructional materials to support the elimination of equity gaps (X)
- **Stewardship - Objective 3:** Increase student access and schedule efficiency by coordinating schedules among departments/disciplines (X)

Action Plans	Action Plan Update
<b>Action Plan Status:</b> Active <b>Action Plan:</b> Purchase detailed analysis from FSBPT (PTA license testing organization) to complete a thorough curriculum analysis. <b>Action Plan Cycle:</b> 2023 - 2024	<b>Submission Date:</b> 12/02/2024 <b>Action Plan Update:</b> Funding is needed to purchase the reports from FSBPT. <b>Update Year:</b> 2024 - 2025 <b>Action Plan Progress:</b> Barriers Encountered
<b>Action Plan Status:</b> Active <b>Action Plan:</b> 1. Use of PEAT Exam, ICE Videos, Complete Anatomy and PhysioU. 2. Maintain embedded tutoring in 1st semester and awareness/reminders of available services to promote student success.  <b>Action Plan Cycle:</b> 2022 - 2023, 2023 - 2024, 2024 - 2025, 2025 - 2026	<b>Submission Date:</b> 12/02/2024 <b>Action Plan Update:</b> PEAT exams have been implemented into the final course in the PTA Program. In Spring 2025, we will mimic the testing environment while students complete a PEAT exam to increase their preparedness. We continue to use ICE Videos and PhysioU however do not have funding for Complete Anatomy.  We do not have an embedded tutor as there has not been a student able to complete the tutor training process. <b>Update Year:</b> 2024 - 2025 <b>Action Plan Progress:</b> On Track

#### Goal 4: Sustainability Plan

**Unit Goal:** Goal 1: Further develop a sustainability plan for the San Diego Community College Health and Wellness Community Clinic that includes a third contact faculty to promote experiential student learning opportunities.

**Goal Status:** Active

**Beginning Year:** 2022 - 2023

**Projected Completion Year:** 2025 - 2026

#### Mapping

Mesa College Strategic Plan: Roadmap to Mesa2030: (X - Highlight the X to Align)

- **Community - Objective 2:** Develop activities, spaces, and programs that support a sense of belonging with a focus on antiracism, historically minoritized groups, and inclusion. (X)
- **Community - Objective 3:** Build a culture of communication that is evidence based, race conscious, institutionally focused, systemically aware, and equity advancing (X)
- **Community - Objective 5:** Increase opportunities to be an asset and resource to the external community (X)
- **Completion - Objective 2:** Develop cross - functional teams that support student success and include integrated career and transfer counseling. (X)
- **Completion - Objective 3:** Design and promote programs and services that intentionally target a reduction in equity gaps in completion outcomes (X)
- **Completion - Objective 4:** Support students' access to resources to mitigate the impact caused by technological and basic needs insecurity (X)
- **Pathways and Partnerships - Objective 1:** Develop and implement frameworks to create communities that can provide more targeted delivery of educational resources and support services. (X)

- **Pathways and Partnerships - Objective 3:** Increase community engagement, experiential learning, integrated career planning, and workforce training to prepare students for future careers (X)
- **Scholarship - Objective 2:** Evaluate and improve Diversity, Equity, and Inclusion practice in classroom environments, campus activities, departments, schools, and administrative units (X)
- **Scholarship - Objective 4:** Expand the use of innovative and high-quality teaching, learning, and support practices that achieve equitable outcomes and increase student success (X)
- **Stewardship - Objective 6:** Develop a proactive hiring plan that includes a review of advertising, screening, and interviewing with a goal of establishing a diverse and competent workforce that is reflective of the student population and the local community (X)

Action Plans	Action Plan Update
<b>Action Plan Status:</b> Active <b>Action Plan:</b> 1. Provide FTE/reassigned time to a faculty member who is a DPT to manage the implementation of the clinic. 2. Implement remediation plans as appropriate that involve the clinic to improve student success.  <b>Action Plan Cycle:</b> 2022 - 2023, 2023 - 2024, 2024 - 2025, 2025 - 2026	<b>Submission Date:</b> 12/02/2024 <b>Action Plan Update:</b> While funding has been provided through Spring 2025, support from a grant is necessary to maintain the clinic.  Implementation of a remediation plan for clinic to improve student success is paused because the volume of clients treated in the clinic is not large enough. <b>Update Year:</b> 2024 - 2025 <b>Action Plan Progress:</b> Barriers Encountered

## Financial Assistance for Students

**Unit Goal:** Research methods to provide financial assistance for PTA students for licensure exam prep fees, licensure exam fees and financial assistance for non-traditional students who do not qualify for other campus support.

**Goal Status:** Active

**Beginning Year:** 2023 - 2024

**Projected Completion Year:** 2026 - 2027

### Mapping

Mesa College Strategic Plan: Roadmap to Mesa2030: (X - Highlight the X to Align)

- **Community - Objective 4:** Remove barriers to equitable participation by developing, incentivizing and creating structures for all employees to engage in and design professional learning (X)
- **Completion - Objective 3:** Design and promote programs and services that intentionally target a reduction in equity gaps in completion outcomes (X)
- **Completion - Objective 4:** Support students' access to resources to mitigate the impact caused by technological and basic needs insecurity (X)
- **Pathways and Partnerships - Objective 1:** Develop and implement frameworks to create communities that can provide more targeted delivery of educational resources and support services. (X)

- **Pathways and Partnerships - Objective 2:** Expand partnerships with K-12 institutions to enhance program offerings and increase access for minoritized students. (X)
- **Scholarship - Objective 2:** Evaluate and improve Diversity, Equity, and Inclusion practice in classroom environments, campus activities, departments, schools, and administrative units (X)
- **Scholarship - Objective 4:** Expand the use of innovative and high-quality teaching, learning, and support practices that achieve equitable outcomes and increase student success (X)
- **Scholarship - Objective 5:** Reduce costs associated with instructional materials to support the elimination of equity gaps (X)

Action Plans	Action Plan Update
<p><b>Action Plan Status:</b> Active</p> <p><b>Action Plan:</b> For the graduates of 2024, licensure exam fees will be paid reimbursed by a grant opportunity.</p> <p>For the graduates of 2024, licensure exam prep fees will be paid for by a grant opportunity.</p> <p>For future years, the action plan is to seek assistance from district support for continued fee reimbursement related to licensure examination for all PTA graduates. Additionally, many PTA students are not eligible for financial support due to circumstances such as having already earned a bachelor degree, previous tax year earning make them exempt, or other reasons. The transition to a program such as the PTA program causes financial stress on students because they can no longer work a full time job.</p> <p><b>Action Plan Cycle:</b> 2024 - 2025</p>	<p><b>Submission Date:</b> 12/02/2024</p> <p><b>Action Plan Update:</b> Financial support was received for graduates of 2024. Additional grants will be required to maintain this support to students and it is unclear if the donor will continue to fund.</p> <p><b>Update Year:</b> 2024 - 2025</p> <p><b>Action Plan Progress:</b> Barriers Encountered</p>



# Program Review

Summary and Reflections with Unit Goals, Action Plans, and Updates

Instructional Program - Physics (PHYS)



## Executive Summary

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### **Describe the successes and challenges your unit has faced since the last comprehensive review.**

The Physics faculty have built one of the most vibrant communities on campus during this past year. The discipline has seen some retirements and is in the process of hiring for a new full-time contract faculty. Current contract and adjunct faculty are highly visible participating in a number of different professional development and campus-wide initiatives to increase student success, reduce equity gaps, clear and define pathways, and ease transfer. The Peer Mentoring program has grown into something truly inspiring providing a space for physics students to work, exchange ideas and support each other. One needs only to walk by MS 118 at any time during the week to see (and hear!) the excitement surrounding our physics community.

Courses in the PHYS discipline are primarily on pathways for different programs (Engineering, Biology, Chemistry, Radiologic Technology, Architecture, etc.), but there are several students who complete the PHYS AA, AS, ADT, and certificates. Recently, the PHYS department updated its certificate and AS degree requirements. Faculty reviewed degree requirements with different transfer partners to create a certificate and AS degree with enough rigor and flexibility to prepare students for a number of different options moving forward. Physics Program Outcomes were recently updated to clarify learning outcomes and to include new language regarding technological proficiency. A proposal was submitted to add a Hybrid option for PHYS 100. None of the courses in the PHYS discipline have DE status based on concerns related to student success and transferability. However, the PHYS 100 student population and curriculum was chosen as an experiment to allow for a partially online delivery of physics content. Faculty also completed a proposal for a new course, PHYS 19. PHYS 19 will be a supplemental course to prepare students for PHYS 195, PHYS 180A, and PHYS 125. The course has strong support both within the department and with our colleagues at City and Miramar Colleges.

The Physics discipline has had two retirements between Spring 2021 and Spring 2022. This has caused the department to rely more heavily on its adjunct instructors. The department has hired three new additional adjunct instructors in the last year to handle the load. Our adjunct instructors are an integral part of department life, and their presence has had many benefits. However, reliance on part-time instructors has raised concerns about student success and equity. The lack of a contract instructor has left the department without leadership for the PHYS 100 course in particular. A search for a new PHYS instructor in the Fall 2022 semester resulted in a failed search that was reopened in Spring 2023. We hope for success to move our department forward and continue to close equity gaps. The PHYS department has also hired a part-time Instructional Lab Technician to support evening physical science labs. This NANCE hire joins our two full-time ILT's to support the increased diversity of lab courses available to students.

This is an exciting time to be on campus with many new initiatives coming from the HSI-STEM grant and PHYS faculty have been active in all aspects of it. The Curriculum Workgroup has been tasked with clarifying STEM pathways. As a result of being service courses for many different disciplines, physics faculty have been integral to plans for Biology and Engineering pathways in particular. This work has involved aligning content with other STEM disciplines, especially Biology and Engineering. Physics faculty have been working to verify that Physics courses are relevant, necessary and have the appropriate prerequisites. Also, in coordination with the Math faculty, Physics faculty have been reviewing math prerequisites and verifying physics courses are assuming the appropriate coursework from the math courses.

The Physics department was one of the first disciplines to get a new "Studio" Classroom space. Desktop computers and desks were removed from the department computer lab and replaced with laptops and moveable tables (See Photo Right). Students now face each other in groups of four to work together during class on worksheets and computer simulations. This has had positive effects on community building, attendance, and student success.

Peer Mentoring is one of the most exciting programs in the Physics department. Peer Mentors hold sessions in a designated classroom near the Physical Science Office Suite and in the STEM Center. Students from PHYS 195, 196, 197, 180A and 180B meet with Peer Mentors and each other to work on homework, reinforce ideas through

## Summary and Reflection

supplemental worksheets, prepare for exams and have some fun interaction. In the Spring 2023 we had six mentors out of which three were female mentors, one being Latina. Significant fraction of all physics enrolled students participates in physics peer mentoring. This program has transformed the way we interact with students and has helped us build a vibrant community of physics learners that are supported by their peers and faculty outside of the classroom.

Physics faculty have also participated in Professional Development. Physics faculty have led and participated in Faculty Inquiry Groups (FIGs) on bringing culturally responsive practices to first-semester physics classes and on implementing mastery-based grading. Faculty have presented at national and local meetings associated with the American Association of Physics Teachers. A Physics Faculty member is working with other 2YC physics faculty through AAPT to produce a handbook for colleges to use to build, assess, and improve 2YC physics programs. Finally, a faculty member is working in collaboration with other professional science societies to increase participation of 2YC students and faculty in STEM programs.

**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.**

N/A

**If applicable, describe the impact of any new resources (human, fiscal, etc) on the unit and/or action plan implementation.**

N/A

**If you assess OUTCOMES, please confirm that the outcomes have been reviewed for accuracy. If you do not assess Outcomes, skip this question.**

Reviewed & Accurate

## Related Documents for Charts and Graphs

### Executive Summary Complete

Yes

## Data Reflection

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### Trends observed in program/service area's data.

Courses in the PHYS department are primarily pathway courses for other programs, the largest being Biology and Engineering. The PHYS 100 course is populated by students interested in technical programs such as Radiologic Technology. The PHYS 125/126 and PHYS 180A/B sequences serve Biology programs and many pre-professional health science majors. Finally, PHYS 195/196/197 include Engineering and other Physical Science majors. Enrollment in PHYS courses as a whole decreased post-pandemic as can be seen in the Figure but is on its way back up to Spring 2020 Levels. One reason for this decrease could be a slight ebb in the pipeline feeding into our courses. All PHYS courses currently have math prerequisites that sometimes have prerequisites of their own. Students feeding into our courses may have been disrupted by preparation during the Pandemic. Another big reason for the variation in PHYS enrollment as a whole is due to the fluctuations of PHYS 100. As can be seen in the graph below, PHYS 100 enrollment has large fluctuations that do not seem to have been affected by the pandemic. This could be because PHYS 100 has a much lower-level math course prerequisite. Also, PHYS 100 enrollment is tied more closely to the Radiologic Technology program whose current cohort started in Spring 2022 which means that Fall 2022 was the last semester for students to complete the required PHYS 100 course (Spring 2020 was the beginning of the last cohort). What is concerning here is that enrollment did not pick up in Fall 2022 or Spring 2023. This may indicate a smaller potential cohort for the Rad Tech program or that students are taking their prerequisite courses elsewhere. See Chart 1

To see enrollment trends slightly more clearly, the following bar graph shows the total enrollment in PHYS courses for the past semesters. PHYS 180A/180B is not shown in the analysis because it is a fairly new offering whose trends are not apparent at this point in time. Enrollment for Spring 2023 is reaching Spring 2020 levels. Most of the blocks representing individual course enrollment do not change significantly from semester to semester. The only other courses we take note of are PHYS 196 (blue) and 197 (green). These are the second and third semester

## Summary and Reflection

courses in the PHYS 195 sequence. These have also seen some fluctuations post-pandemic that appear to be returning to their previous levels. Still, we will track these courses going forward. See Chart 2

In terms of Student Success, we focus on the introductory courses PHYS 125, PHYS 195 and PHYS 196 since they have lower success rates and are considered “gateway” courses (See graph below). Success rates for PHYS 100 hover around 80% which make them less of a concern. Although PHYS 196 is not the first course in a sequence it is traditionally one of the hardest courses in the Engineering curriculum. Each of these courses are prerequisites for other courses in the sequence and for courses in the Engineering Program. As such, having to repeat PHYS 195 or 196 can delay graduation and transfer for students and affect retention. Success rates for both PHYS 125 and PHYS 195 are rising since the disastrous Spring 2020 semester. We regret that the Data Dashboards are behind the Enrollment dashboards and do not include Fall 2022 because we are eager to see if this trend continues. Although success rates are on the rise, Success in PHYS 195 still hovers near 60%. This is also true for PHYS 196, which is deeply upsetting for a number of reasons. See Chart 3

**Describe any equity gaps in the data. Are there differences and/or patterns observed by demographics (e.g.race/ethnicity, gender, age, etc.)**

Within these low success rates, significant equity gaps for Black/African American and Latinx students also exist (See Tables below). Tracking of the equity gaps over time did not reveal any significant changes that would indicate trends resulting from interventions. However, we did notice that equity gaps for Black/African American students disappeared for some courses, but the reason for that was due to not having a B/AA population in the courses during that semester, which is disturbing for different reasons. Finally, no significant equity gaps due to gender differences were seen in the PHYS courses. However, we noted that although they weren’t significant, Female students mostly had lower success rates than Male students in the PHYS 195/196/197 sequence. This is interesting only because the reverse is true for Mesa College as a whole. Lastly, when gender differences were significant, it was due to lower success for Male students. See Chart 4, 5

### Related Documents for Charts and Graphs

[Chart 1.png](#);  
[Chart 2.png](#);  
[Chart 3.png](#);  
[Chart 4.png](#);  
[Chart 5.png](#)

**Describe the discussion(s) that took place about the unit's learning outcomes assessment data.**

Discussions of SLO’s focused primarily on the skills that students bring into the classroom. Physics is not typically the first course that a student will take on their pathway. All physics courses currently have Math prerequisites and/or corequisites. Those math courses often have prerequisites of their own. Students do not usually come to us without some success in STEM courses. Still, learning physics is a challenge. In any discussion of PHYS courses in any High School, College or University, faculty will talk about students’ math skills. This discussion is not particularly new, but faculty have reported a decrease in math skills in terms of basic algebra and calculus. It is not clear if this is due to courses taken during the pandemic or impacts from AB1705 (more on this later). Something new is that faculty are reporting seeing problems with students’ reading skills. Often students need to read and identify information from problems descriptions with multiple sentences. It appears that students are having trouble focusing and extracting the information that they need. It appears to go beyond the expected problem of students having difficulty translating written language into mathematical formulas. These are big concerns for both our lecture and laboratory courses.

### Data Reflection Complete

Yes

## Practice Reflection

**Describe current practices your program/service area has engaged in that you believe impact the above data trends and equity gaps.**

PHYS faculty have been working hard to increase enrollment, increase success rates and decrease equity gaps.

## Summary and Reflection

Enrollment in PHYS 100 has been troubling. Since enrollment is tied to the Rad Tech program, we are making connections with faculty in that program to see where we can improve in terms of preparation for their students. We have already changed the DE status of the course to allow for a hybrid offering. We hope that this will be popular as we offer it in the Summer and Fall semesters. In addition, we recognize that the Rad Tech program does not require the lab for PHYS 100. We are in the process of separating the lecture from the lab and creating two separate courses. This would also make the course more attractive to students who are looking for a General Education course in Physical Science. This has support from our peers at City College as well. Separating the lecture from the lab is not a decision that we take lightly. We recognize that having separate lectures and labs makes it easier for scheduling, but we feel strongly that it weakens the course in a pedagogical sense since our labs are often used to support the lecture topics. We discussed the advantages with faculty in Counseling and were advised to stick with separating PHYS 100 at this time.

Our PHYS 180 and PHYS 125 series are still struggling with their identity on different pathways. It can be very challenging for students and counselors to put students into the correct physics sequence. We know from our experience that several students get misplaced each semester which results in students dropping or repeating courses. We have reached out to Counseling, and we reach out to students at the beginning of every semester in order to clarify, but it remains a problem because the correct course sequence varies widely with our transfer partners. This is especially true in Pre-Professional Medical areas such as Pre-Med, Pre-Dental, and Veterinary programs. We are considering creating a master list of all programs that have PHYS prerequisites with the appropriate course number for students to refer. Currently, we have made up a new flier that we have available at the Advising workshops and other venues where students seek this type of information. We have also designed and implemented an entirely new laboratory curriculum for PHYS 181A that focuses on experimental techniques and topics that are relevant for life scientists and health professionals.

PHYS faculty have also been working at different outreach events such as Jump Start and STEM Success days to encourage students to continue their physics studies at Mesa College. Our faculty are working to make themselves approachable to students both before the course begins and during the semester. We have a culture in our department of encouraging students and being a partner in their success in the course. Students acknowledge that we care deeply for them and their learning, but we have gotten a bit of a reputation for running challenging courses. That may or may not be true, but we feel that being warm demanders shows respect to our students and their abilities. We continue to seek opportunities to connect with students both in and out of the classroom. Physics faculty are also mentoring a new Physics Club to help physics students get involved in outreach, and to help connect with them transfer institutions and industries. The club has conducted Tesla coil demonstrations in multiple classrooms and at the "Madison at the Mesa Day" event for Madison High School students.

Success rates are beginning to rise in PHYS 125, PHYS 195 and PHYS 196 courses. Over the last year, PHYS 125 courses have benefitted from the move back to on campus learning. Community-building and cooperative learning, some of the hallmarks of culturally responsive teaching, was difficult to enact online. Since being back on campus, students have returned to group work in the classroom and in the laboratory. First semesters back on campus were rocky since students were not used to interacting and were wearing masks and told to "socially distance" themselves. As pandemic restrictions began to lift, the students have been more able and willing to work together. Our classroom has been outfitted with new tables, chairs, equipment, whiteboards, and projection equipment to make interaction easier for students. It is very early days for the PHYS 125 course, but comparisons between mean scores on the first exam for Spring 2022 and Spring 2023 show gains between a mean score of 71% in Spring 2022 and 76% in Spring 2023. The same is true in comparisons between scores in Spring 2022 and Fall 2022 students for Exam 2. Exam 2 had a mean score of 67% in Spring 2022 (Exam 2 is consistently harder than Exam 1) and a mean score of 72% in Fall 2022. It is too soon to attribute increased success to this physical space, but it is something that we will continue to study. Lab assignments have been rewritten to allow for more group work and focus on science skills.

Peer Mentoring is the most impactful intervention in the PHYS department in terms of student success, community building and student support. There aren't enough positive things to say about this program. The Peer Mentoring room is open M-F most of the day. Students congregate there to work on physics and support each other. During Spring of 2022, Peer Mentors saw 812 students (See Table below) which surpasses or equals the number of students in any other discipline and in the tutoring center. Also, students in Peer Mentoring are more successful in Physics courses than students who do not use Peer Mentoring (see Chart 6).

## Summary and Reflection

Based on the FIG that physics faculty participated in in fall of 2022, one Spring 2023 PHYS 195 section has implemented mastery-based grading. This is an alternative assessment scheme in which students are required to demonstrate mastery of each learning objective in the course, with their grade determined by how many objectives they master. This contrasts with traditional grading where students can acquire points through partial credit without ever demonstrating mastery of any single objective. Students are given multiple opportunities to demonstrate mastery of each objective and receive full credit regardless of how many tries they take. We look forward to seeing how this affects success rates and equity gaps in this section, and we plan to refine our implementation of mastery grading and expand it to more courses and sections.

### **What other factors (internal or external) might also impact the above data trends and equity gaps?**

We expect that there will be strong implications on physics courses from AB1705. As discussed previously, physics courses rely heavily on math prerequisites. Any change in math curriculum will directly affect physics success. This is why physics faculty are working closely with math faculty. To clarify, this alliance is to ensure that math faculty understand what physics faculty expect students to know and for physics faculty to know whether those expectations are reasonable. Neither party expects to dictate curriculum to the other. Instead, the aim is to open communication for each to see the effect on student success. AB1705 adds ambiguity to this already difficult situation by altering the types of math prerequisites for some courses and the way that they are fulfilled. Our PHYS 195 sequence has calculus as a prerequisite, which is a pathway course for all the students who will enroll in the course. We don't expect AB 1705 to affect this prerequisite. However, PHYS 100 has a prerequisite of MATH 096 which must be removed. Both PHYS 125 and PHYS 180A have a prerequisite of MATH 116 (College Algebra). PHYS 180A also has co-requisite of MATH 121 (Applied Calculus). We are waiting for advice for what the math prerequisite for PHYS 100 should be. The course itself is conceptual and needs limited math. However, UCSD will not transfer the course without a MATH prerequisite. We are also waiting for clarification on the strength of having the MATH 116 prerequisite for PHYS 125 and PHYS 180A. It is not clear whether students can "opt out" of MATH 116 since Calculus is the pathway course. This would be disastrous for PHYS 125 but would be catastrophic for PHYS 180A. One can imagine a situation in which a student opts out of MATH 116 and jumps right into both MATH 121 (Applied Calculus) and PHYS 180A at the same time to find themselves unprepared to take either. When we consider student success in our courses, the biggest impact on that is the preparation of our students. Historically, students in our Physics courses were not very different from students in Physics courses at other colleges because all students would have had to complete some level of college math. This ensures that they understand math and have had some success at being college students. AB 1705 has the potential to remove this, making it not necessarily more difficult to teach the courses, but more difficult for students to succeed.

We will continue to work with our excellent colleagues in the math department to serve students better in our courses. We also intend to communicate more directly with colleagues at our sister campuses. It is expected that we will need to put in curriculum changes for our math prerequisites for most of our PHYS courses. We need to agree on what those should be. We need to do this as soon as possible to keep the level of the courses where they should be. We are hearing from faculty in other disciplines about how they can't teach all the curriculum because they need to slow down for underprepared students. Most of the physics faculty have done curriculum projects as a part of ESCALA, CEER or other culturally responsive teaching workshops. As part of this, we have all taken hard looks at what we teach and focused on what we need students to know to make it to the next level. None of us are in a position where we can cut any remaining topics. Before AB1705, we had begun to plan for a PHYS 19 course that students could take as a refresher for some basic algebra, graphing, trigonometry, and calculus concepts as they appear in the physics classroom. The PHYS 19 course is making its way through the curriculum process, and we hope to be able to offer it in Intercession 2024. As we offer this course, we will make a very clear assessment plan to make sure that it is working for students.

As discussed previously, faculty are also reporting issues with students' ability to read and write. This problem appears widespread among the courses, but undefined. As with the difficulties with MATH, it is unclear where these problems are coming from and what their nature is. We plan to investigate this more fully in the coming year. Again, in relation to AB 1705, integration of basic skills into all coursework is more important than it was before. We intend to offer more opportunities for students to practice reading and writing skills.

We are currently interviewing for a new PHYS position. The PHYS hire is intended to take leadership of the PHYS 100 sequence. As discussed previously, this course has been having enrollment issues that need to be



## Summary and Reflection

investigated. It is also in the process of being split into separate lecture and lab courses. The new hire will provide vision on how this change will affect curriculum. We also hope that the new PHYS hire will bring perspective that will increase discussion with faculty of all PHYS, PHYN, GEOL, ENGE, OCEA, and ASTR courses.

## Related Documents for Charts and Graphs

[Chart 6.png](#)

## Practice Reflection Complete

Yes

## Mid-Cycle Updates

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### YEAR 2 Updates (2023 - 2024)

#### **Provide any edits or updates to the prompts originally documented in the Executive Summary section for Year 2.**

A new faculty member has been hired since the last Executive Summary. Joseph Martinez was teaching for us as an Adjunct Instructor as is now teaching as contract faculty. Joseph adds expertise to our PHYS 180 sequence and our PHYS 100 course.

Our faculty have become more involved in activities outside the department. Irena Stojimirovic and James Hinton have been strong participants in the HSI-STEM Curriculum Workgroup. This group is currently working on issues related to AB1705. Over the last few months, it has become clearer the strong effect that this legislation will have on Physics courses.

As of Fall 2023, PHYS 100 has lost its prerequisite math courses. We expect PHYS 125 and PHYS 180A to follow suit with the elimination of Pre-Calculus courses. We have submitted a proposal to have the current corequisite Calculus course to be the prerequisite for PHYS 180A. The proposal is currently waiting to be approved at CIC. The majority of students taking PHYS 180A have taken Calculus prior to taking the course and data has shown that students who take the course as a corequisite are less successful than students who take the course as a prerequisite. Physics is a very difficult course for many students and we feel that not allowing students to prepare properly is doing them a great disservice. We are seeing increasing stress levels which is not great for classroom environment. Finally, we are gravely concerned about the the impacts that the prerequisite changes will have on transfer. Unfortunately, all we can do at this time is wait and see.

#### **Provide any edits or updates to the prompts originally documented in the Data Reflection section for Year 2.**

No

#### **Review Outcomes Report. Review the unit's outcomes assessment process for 2022 - 2023. Discuss connections to unit goals/action plans/resource requests.**

Currently, faculty are reviewing the outcomes and working to rewrite/revise them in order to capture student learning better. A task force has been organized to work together on the most difficult courses first.

#### **Provide any edits or updates to the prompts originally documented in the Practice Reflection section for Year 2.**

No

### YEAR 3 Updates (2024 - 2025)

#### **Provide any edits or updates to the prompts originally documented in the Executive Summary section for Year 3.**

The physics program appears to be moving along. Our new Faculty member, Joseph Martinez, is acclimating well and also motivating change in the department. Professor Martinez has been a part of a two-years-long program with the Organization for Physics at Two-Year Colleges (OPTYCs) with the goal of creating a capacity-building learning community among two-year college physics-related teaching instructors to support efforts to improve student success by creating welcoming learning environments. This program began in January 2024 with a two-day workshop on diversity, equity, inclusion, and accessibility. During this program Joseph worked on implementing Universal Design for Learning practices in the assessment of lab skills. This was implemented during the Summer and Fall semesters of Physics 181B courses. In addition to this, Joseph also attended a full-day workshop through OPTYCs on sensor-based activities in physics labs to help develop a more updated approach to their teaching practices. As a part of this workshop, Joseph is committed to holding a seminar on sensor-based activities this Fall at the southern California section of the American Association of Physics Teachers alongside faculty from other colleges.

Irena Stojimirovic was on Sabbatical in Spring 2024. Professor Stojimirovic was working on designing worksheets for a PHYS 197 course. She plans on eventually having a schedule where students can take courses with her for

## Summary and Reflection

three semesters starting with PHYS 195 and ending with PHYS 197. We have not had much luck in retaining students from Spring PHYS 196 to Fall PHYS 197. They may be going to other campuses or waiting until Spring to take their final course. We are hoping that students will want to stay with Irena for all of their physics courses.

We are currently working on revising CLO's to better reflect student outcomes, but to also bring faculty together to talk about how they approach learning in the different courses. Claude Mona has lead this charge with the PHYS 195/196/197 courses. Claude, Joseph Martinez and Jamie Hinton worked together in Spring 2024 to revise the CLO's to include skills that all students are expected to master. Now that Irena is back from sabbatical, they can continue that conversation and extend it to the other courses. Physics courses can be very difficult to differentiate from each other. We now have four sequences that have very similar content, but differ in their mathematical underpinnings. We intend to enter into discussions to further define and clarify how content and expectations look at various levels.

Irena has stepped down as the coordinator of the Peer Mentoring program and James Hinton has stepped up. Jamie Hinton is entering his 3rd semester as faculty coordinator for the STEM Peer mentoring program, a 0.3 FTE reassignment. During this time, Jamie has overhauled and expanded the training program for mentors. After shrinking from 24 to 20 mentors in Fall of 2024, the program has grown again in Spring of 2025 to 24 mentors serving 13 different courses in math, physics, chemistry, and biology. These 24 mentors work closely with 11 faculty liaisons to tailor their academic support to the specific needs of Mesa STEM students and faculty. Despite the decrease in the number of mentors in the Fall 2024, the program served more students than ever before, with 3400 session visits by 480 unique students. Further growth in attendance is expected in the Spring with the addition of a new supported course, CHEM 152.

Peer Mentoring continues to be important to the program in terms of community building and student success. Jamie is working in his capacity of the Peer Mentoring coordinator to find ways to institutionalize the program. We have strong concerns about the success of Peer Mentoring. We know from previous experience that Mesa Tutoring does not provide the same outcomes as Peer Mentoring does and we wish to continue the program. The new Mesa Center is housed next to our Peer Mentoring room and has been a welcome addition. Faculty regularly hold office hours in that space and students have felt comfortable working with faculty and with each other in the Mesa Center.

We are currently down to one ILT which has been impacting our scheduling, but we hope to have a second ILT hired soon.

Our faculty - Martinez and Aiken are developing computation based physics assignments using Python. Some examples include modeling rocket propulsion and simple harmonic motion. These activities aim on developing competencies and skills for entering or advancing in the workforce or internship programs. WBL is going on in our classrooms.

Our faculty continue to be active in the curriculum workgroup and in advocacy against AB 1705.

### **Provide any edits or updates to the prompts originally documented in the Data Reflection section for Year 3.**

AB 705/1705 continues to impact us. PHYS 100 success has rebounded after the pandemic slip and the loss of prerequisite math. Although we are constantly concerned, we have not had any trouble with our transfer partners over this change. PHYS 125 is set to lose its math prerequisites soon due to AB1705. Data shows that success in this course has risen dramatically since the pandemic. However, faculty report a dire need for tutoring in that course to keep this rise in success. PHYS 125 is not eligible for Peer Mentoring and Embedded tutoring has not been as responsive to the needs of the courses as we would hope. PHYS 195 success has been improving, but is still at a 60% success rate that we aim to improve. PHYS 196 has seen dramatic improvement in success and is at the highest it has ever been. PHYS 196 is a very challenging course, but success has risen from 60% to 70% in the last two years. This is amazing and we hope is due to the hard work that goes into community building and study skills in PHYS 195. PHYS 180A and 180B are still too new to post any trends.

The Peer mentoring (PM) data dashboard shows that in the Fall 2023 n=432 students attended peer mentoring and 91% were retained in the classes while 80% successfully passed the class. The control sample showed n=1,170 students attended peer mentoring and 86% were retained in the classes while 69% successfully passed the class. In the Spring 2024 n=471 students attended peer mentoring and 96% were retained in the classes while 88%

## Summary and Reflection

successfully passed the class. The control sample showed  $n=1,191$  students attended peer mentoring and 88% were retained in the classes while 75% successfully passed the class. The data dashboard shows that the greatest gain in retention and success is by Latinx and African American (AA) groups of students, where Latinx students attending PM had 77% success in the class compared to 58% in the control sample in Fall 2023 and 86% vs 64% in success in Spring 2024. Similarly AA students had success of 73%/77% if attending PM vs 50%/63% if not in Fall 2023/Spring 2024. Therefore the program seems to dramatically reduce equity gaps in advanced STEM classes.

Equity gaps in our courses for Latinx and Black/African American students remain for all of our first semester courses except for PHYS 180A and PHYS 180B. There are no equity gaps for Fall 2023 and Spring 2024 semesters in these courses. However, there are also no posted successes for any Black/African American students. Additionally, we find that there were no successes for Black/African American students in PHYS 196 for these semesters even though there were successes for PHYS 195. This is puzzling and requires further investigation. Please see "Practice Reflection" for more information.

### **Review Outcomes Report. Review the unit's outcomes assessment process for 2023 - 2024. Discuss connections to unit goals/action plans/resource requests.**

The goal of this year has been to revise the CLO's for all Physics courses. There have been two important reasons for this need. The first is that we have faculty who are interested in alternative forms of assessing students in class. As part of this journey, faculty have been discussing standards for all of the Engineering physics courses (PHYS 195/PHYS 196/PHYS 197). These discussions have resulted in the need for clearer versions of the CLO's for courses. This also ties into our resource request for classroom accessories to increase student engagement.

Secondly, as a result of previous outcome's assessment, there has been an increased interest in the need for more science skills based physics labs. Physics labs have always held the dual purpose of showing students how concepts in the course apply to real world situations and developing scientific inquiry skills. As physics lab equipment becomes simpler, more demonstrations can be done in class and the lab can be left to more open experimentation. Several faculty have been involved in increasing student's ability to create experimental questions, form hypotheses, analyze data, and draw conclusions. New CLO's reflect these science process skills. This also ties into our resource request for simpler lab equipment that is easier for students to set up and use.

### **Provide any edits or updates to the prompts originally documented in the Practice Reflection section for Year 3.**

Although there isn't much data yet for PHYS 180A and 180B, the finding that there are no equity gaps for Latinx students is amazing. Since it is a small course, the faculty are more aligned in terms of their approaches to teaching. Professor Martinez has led the faculty in the use of equity-based practices and Professor Hinton has been a strong co-conspirator in this. Professors Martinez and Hinton and other physics faculty have been working on increasing engagement in the classroom. Most faculty spend at least part of their class time allowing students to work on problems in groups. Moveable whiteboards spend time in transit from one classroom to the next where they are in heavy use. Faculty have also been using small scale classroom equipment and laptop computers to allow students to interact with physical phenomena or animations of mathematical models. We are proud to report that many faculty have moved to OER for their class materials and many are using worksheets in their classes to give students time to practice while under the guidance of instructors and with the company of their fellow classmates.

In response to our low success rates in PHYS 195, faculty designed a new PHYS 19 course to help students who need a bridge into the PHYS 195 course. Irena Stojimirovic create the course outline and moved it through the curriculum process. Jamie Hinton and Jen Snyder worked with faculty to create the course content and modules. The course is OER and uses interactive lessons where students are able to explore basic physics concepts and the application of mathematical concepts to physical systems. The course was offered in Summer 2024 with high enrollment. Faculty from across the district advertised the course to their students. Early evaluation of the course shows high student satisfaction, but these results need further reflection.

### **YEAR 4 Updates (2025 - 2026)**

**Provide any edits or updates to the prompts originally documented in the Executive Summary section for Year 4.**

**Provide any edits or updates to the prompts originally documented in the Data Reflection section for Year 4.**



## Summary and Reflection

**Review Outcomes Report.** Review the unit's outcomes assessment process for 2024 - 2025. Discuss connections to unit goals/action plans/resource requests.

**Provide any edits or updates to the prompts originally documented in the Practice Reflection section for Year 4.**

## Goal 1: Increase Enrollment in PHYS 100

**Unit Goal:** Goal 1: Increase enrollment in PHYS 100 and second semester courses such as PHYS 196 and PHYS 197.

**Goal Status:** Active

**Beginning Year:** 2022 - 2023

**Projected Completion Year:** 2025 - 2026

### Mapping

Mesa College Strategic Plan: Roadmap to Mesa2030: (X - Highlight the X to Align)

- **Completion - Objective 3:** Design and promote programs and services that intentionally target a reduction in equity gaps in completion outcomes (X)
- **Pathways and Partnerships - Objective 3:** Increase community engagement, experiential learning, integrated career planning, and workforce training to prepare students for future careers (X)
- **Scholarship - Objective 2:** Evaluate and improve Diversity, Equity, and Inclusion practice in classroom environments, campus activities, departments, schools, and administrative units (X)
- **Scholarship - Objective 3:** Assess impact of prerequisites and corequisites on student success and revise curriculum, as needed (X)
- **Scholarship - Objective 4:** Expand the use of innovative and high-quality teaching, learning, and support practices that achieve equitable outcomes and increase student success (X)

Action Plans	Action Plan Update
<b>Action Plan Status:</b> Active <b>Action Plan:</b> 1. Complete proposal for separate PHYS 100 lecture and lab 2. Continue to monitor success in PHYS 100 hybrid course 3. Participate in outreach events such as JumpStart and STEM Student Success and prepare written materials for advising events  <b>Action Plan Cycle:</b> 2022 - 2023, 2023 - 2024, 2024 - 2025, 2025 - 2026	<b>Submission Date:</b> 11/27/2024 <b>Action Plan Update:</b> The proposal for PHYS 100 is complete, but is waiting on action from City College which has programs that rely on the course. The PHYS 100 hybrid course continues to be successful and has high enrollment. New materials for Jump Start were created in Spring 2024. We will use them in Spring 2024. <b>Update Year:</b> 2024 - 2025 <b>Action Plan Progress:</b> On Track
	<b>Submission Date:</b> 01/12/2024 <b>Action Plan Update:</b> This goal is in progress. The proposal to separate PHYS 100 into separate lecture and lab is in the curriculum review process waiting for program changes from City College. The PHYS 100 hybrid course has been offered for three semesters and has been an enrollment success. Faculty have been involved in outreach events, but need more visibility. <b>Update Year:</b> 2023 - 2024 <b>Action Plan Progress:</b> On Track

## Goal 2: Increase Student Success in PHYS 125, PHYS 195, and PHYS 196.

**Unit Goal:** Goal 2: Increase Student success in PHYS 125, PHYS 195, and PHYS 196.

**Goal Status:** Active

**Beginning Year:** 2022 - 2023

**Projected Completion Year:** 2025 - 2026

### Mapping

Mesa College Strategic Plan: Roadmap to Mesa2030: (X - Highlight the X to Align)

- **Scholarship - Objective 2:** Evaluate and improve Diversity, Equity, and Inclusion practice in classroom environments, campus activities, departments, schools, and administrative units (X)
- **Scholarship - Objective 3:** Assess impact of prerequisites and corequisites on student success and revise curriculum, as needed (X)
- **Scholarship - Objective 4:** Expand the use of innovative and high-quality teaching, learning, and support practices that achieve equitable outcomes and increase student success (X)
- **Stewardship - Objective 3:** Increase student access and schedule efficiency by coordinating schedules among departments/disciplines (X)

Action Plans	Action Plan Update
<b>Action Plan Status:</b> Active <b>Action Plan:</b> 1. Renovate classrooms to increase student collaboration. 2. Expand Peer Mentoring Program. 3. Continue work with the STEM Curriculum workgroup to explore Math prerequisites and connections to other disciplines and clear pathways for students. 4. Prepare curriculum proposals to change math prerequisites to PHYS 100, PHYS 125, PHYS 180A courses. 5. Prepare, present, and evaluate PHYS 19 course in Intersession 2024. <b>Action Plan Cycle:</b> 2022 - 2023, 2023 - 2024, 2024 - 2025, 2025 - 2026	<b>Submission Date:</b> 11/27/2024 <b>Action Plan Update:</b> We continue to request funds for classroom redesign, but have not been successful. Peer Mentoring continues to be a very successful program, but we have not been able to expand it to other areas due to funding and other constraints. We are on track with the STEM Curriculum workgroup. Math prerequisites have been created for PHYS 180A. PHYS 100 and PHYS 125 will not be changed at this time, but changes may occur due to AB1111. PHYS 19 has been successfully created and offered during Summer 2024. <b>Update Year:</b> 2024 - 2025 <b>Action Plan Progress:</b> Barriers Encountered
	<b>Submission Date:</b> 01/12/2024 <b>Action Plan Update:</b> This goal is in progress. One classroom has been renovated. We still hope for a second. Peer Mentoring continues to be popular and has expanded into the PHYS 180 series. Faculty have continued their work with the HSI STEM curriculum workgroup. Math prerequisites are problematic at this time due to AB 1705. Curriculum has been held up at district and outcomes of the legislation have left the fate of physics course prerequisites and transfer unclear. PHYS 19 has made it through the curriculum process. The course was not ready for Intersession 2024. We hope for it to be complete for Summer 2024. <b>Update Year:</b> 2023 - 2024 <b>Action Plan Progress:</b> Barriers Encountered

### Goal 3: Decrease Equity Gaps in PHYS 125, PHYS 195, and PHYS 196.

**Unit Goal:** Goal 3: Decrease equity gaps in PHYS 125, PHYS 195, and PHYS 196.

**Goal Status:** Active

**Beginning Year:** 2022 - 2023

**Projected Completion Year:** 2025 - 2026

#### Mapping

Mesa College Strategic Plan: Roadmap to Mesa2030: (X - Highlight the X to Align)

- **Completion - Objective 3:** Design and promote programs and services that intentionally target a reduction in equity gaps in completion outcomes (X)
- **Scholarship - Objective 2:** Evaluate and improve Diversity, Equity, and Inclusion practice in classroom environments, campus activities, departments, schools, and administrative units (X)
- **Scholarship - Objective 3:** Assess impact of prerequisites and corequisites on student success and revise curriculum, as needed (X)
- **Scholarship - Objective 4:** Expand the use of innovative and high-quality teaching, learning, and support practices that achieve equitable outcomes and increase student success (X)

Action Plans	Action Plan Update
<b>Action Plan Status:</b> Active <b>Action Plan:</b> 1. Identify more clearly reading and writing problems for students in PHYS courses. 2. Expand work on potentially impactful practices such as community building and mastery grading.  <b>Action Plan Cycle:</b> 2022 - 2023, 2023 - 2024, 2024 - 2025, 2025 - 2026	<b>Submission Date:</b> 11/27/2024 <b>Action Plan Update:</b> These action plans are still in progress, but on track. <b>Update Year:</b> 2024 - 2025 <b>Action Plan Progress:</b> On Track
	<b>Submission Date:</b> 01/12/2024 <b>Action Plan Update:</b> Plans are in progress. Practices in community building and mastery grading have been expanded and refined in PHYS 125, PHYS 195, and PHYS 196. Identification of reading and writing problems have taken a lower priority to problems that students are having with mathematics preparation due to AB 1705. <b>Update Year:</b> 2023 - 2024 <b>Action Plan Progress:</b> On Track

#### Lab Redesign

**Unit Goal:** Increase attainment of Communication CLO through innovative lab design

**Goal Status:** Active

**Beginning Year:** 2024 - 2025

**Projected Completion Year:** 2026 - 2027

#### Mapping

Mesa College Strategic Plan: Roadmap to Mesa2030: (X - Highlight the X to Align)

- **Scholarship - Objective 2:** Evaluate and improve Diversity, Equity, and Inclusion practice in classroom environments, campus activities, departments,

schools, and administrative units (X)

- **Scholarship - Objective 4:** Expand the use of innovative and high-quality teaching, learning, and support practices that achieve equitable outcomes and increase student success (X)

Action Plans	Action Plan Update
<b>Action Plan Status:</b> Active <b>Action Plan:</b> Attain new lab equipment that allows for greater student experimentation. <b>Action Plan Cycle:</b> 2024 - 2025	
<b>Action Plan Status:</b> Active <b>Action Plan:</b> Rewrite Lab activities to focus on science inquiry skills. <b>Action Plan Cycle:</b> 2024 - 2025	



# **Program Review**

Summary and Reflections with Unit Goals, Action Plans,  
and Updates

Instructional Program - Political Science (POLI)

### Executive Summary

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**Describe the successes and challenges your unit has faced since the last comprehensive review.**

Since the last comprehensive review, our program hired a new contract faculty member. We have continued to try to rebuild enrollment.

**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.**

N/A

**If applicable, describe the impact of any new resources (human, fiscal, etc) on the unit and/or action plan implementation.**

N/A

**If you assess OUTCOMES, please confirm that the outcomes have been reviewed for accuracy. If you do not assess Outcomes, skip this question.**

Reviewed & Accurate

**Related Documents for Charts and Graphs**

**Executive Summary Complete**

Yes

### Data Reflection

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**Trends observed in program/service area's data.**

Our retention and success rates are very similar the college average and have improved slightly during the past few years. As far as enrollment, after dropping since 2019, our enrollment and fill rates improved in Fall 2022. The number of students claiming an AA in political science dropped from 48 to 28 last year, so that is troubling, as is the drop we saw in political science transfers to UCs.

**Describe any equity gaps in the data. Are there differences and/or patterns observed by demographics (e.g.race/ethnicity, gender, age, etc.)**

While we had an equity gap for Latinx in Fall 2021, we did not have a gap in Fall 22.

**Related Documents for Charts and Graphs**

**Describe the discussion(s) that took place about the unit's learning outcomes assessment data.**

This lead writer was not present for our department discussion this year.

**Data Reflection Complete**

Yes

## Summary and Reflection

### Practice Reflection

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**Describe current practices your program/service area has engaged in that you believe impact the above data trends and equity gaps.**

Some of the faculty in political science have begun to use equity-minded grading and also to tailor assignments to student interest.

**What other factors (internal or external) might also impact the above data trends and equity gaps?**

Our program has tried to adjust to the new reality of online classes. We have tried to encourage our political science majors to take their classes in a FTF modality. We think political science majors in particular may suffer from less engagement and understanding in an online mode, so we wonder if we have lost some majors that way.

### Related Documents for Charts and Graphs

**Practice Reflection Complete**

Yes

### Mid-Cycle Updates

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#### **YEAR 2 Updates (2023 - 2024)**

**Provide any edits or updates to the prompts originally documented in the Executive Summary section for Year 2.**

**Provide any edits or updates to the prompts originally documented in the Data Reflection section for Year 2.**

**Review Outcomes Report. Review the unit's outcomes assessment process for 2022 - 2023. Discuss connections to unit goals/action plans/resource requests.**

**Provide any edits or updates to the prompts originally documented in the Practice Reflection section for Year 2.**

#### **YEAR 3 Updates (2024 - 2025)**

**Provide any edits or updates to the prompts originally documented in the Executive Summary section for Year 3.**

1. Describe the successes and challenges your unit has faced since the last comprehensive review

As far as successes, our discipline has continued to rebuild enrollment, expand offerings, develop new modes of mentoring and extracurricular activities, and increase cohesion among our students. We organized several campus-wide events, including Constitution Day, career panels, and invited speakers. We earned a LEAF designation for our core POLI 102 course. And we continue to take the lead in building the Pathway to Law program and the student Law Club, both of which serve students across the campus. Our \$99,000 grant is closing out this semester, so we have established a Foundation Account to support student travel to the annual summit at one of the participating law schools.

As far as challenges, demand for courses in our discipline exceeds FTE, especially for POLI 102. All sections of that class were full for the Fall 2024 semester and we received add code requests amounting to at least one more class.

2. 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

During the Fall 2024 semester, we offered 2 courses for the first time: POLI 201 Elementary Statistics for Political Science and POLI 123 Gender and Politics. It is too early to assess impacts fully, but enrollment was good for first-time offerings.



## Summary and Reflection

3. If applicable, describe the impact of any new resources (human, fiscal, etc) on the unit and/ or action plan implementation.

With our new full time faculty member, Austin Barraza, we have been able to expand the breadth of our course offerings as described above. But we have also been able to offer more mentoring support for our students, participate in a national program to increase civic participation by our students, undertake a comprehensive review and update of articulation program for our courses, and accept grant support to begin to convert our Political Science degree to be fully ZTC.

4. If you assess outcomes, please confirm that they have been reviewed for accuracy.

Reviewed and accurate.

### **Provide any edits or updates to the prompts originally documented in the Data Reflection section for Year 3.**

Our discipline is committed to analyzing retention and success data, considering the sources of disproportionate impacts, and addressing equity gaps as best we can.

1. Trends observed in program/service area's data

Because we have doubled our tenure-track faculty within the last year (going from one to two faculty), trends reaching backward are not as relevant. Instead, we will begin to monitor trends moving forward.

2. Describe any equity gaps in the data. Are there differences and/or patterns observed by demographics (race/ethnicity/gender/age)

Sorting by ethnicity during the F22 and F23 semesters, our courses saw retention rates no lower than 89%, but success rates as low as 65% for black students and 71% for Latinx students, which amounted to a disproportionate impact for the Latinx community of -6.9%. Presumably, black students did not show a disproportionate impact only because their low numbers do not reach statistical significance. Selecting for modality, we find that the gap rises to 8.6% for FTF classes. The only course that showed a disproportionate impact for these semesters is POLI 102.

Sorting by age showed a very large disproportionate impact of -34.8% for those in the 40-49 age group. Selecting by modality shows that this gap disappears for FTF classes and rises to -36.1% for online classes.

Sorting by service categories (DSPS, EOPS) shows that those students are performing disproportionately better than those without the services. Veterans also outperform non-veteran students.

Sorting by First Generation status shows a retention rate of 85% and a success rate of 69.4%, which amounted to an equity gap of -8.4%. As with the older age cohort, this equity gap disappears for FTF classes and rises to -9.2% for online classes.

Newer students (in the first 1-2 semesters) also show an equity gap of -7.5% though their retention and success rates are 91% and 72% respectively.

Sorting by Student Journey shows a similar pattern as the older age cohort - a very high disproportionate impact for Adult Ed/ESL (26%) and the Short-term Career Ed (-34.5%) groups that disappears for the FTF classes.

Students taking less than 6 units also show a low success rate of 67.8% and a corresponding equity gap of -9.1%.

Students that "did not pass english before" and "did not pass quant before" also show a low success rate of 64.7% and 68.6% and an equity gap of -18.4% and -17.5% respectively.

3. A document with graphs has been uploaded.

4. Describe the discussions that took place about the unit's learning outcomes assessment data

Based on the findings described below, we plan to focus on 1) increasing support for Latinx students in our FTF

## Summary and Reflection

classes, particularly POLI 102, and on 2) further humanizing our online courses, and intensifying our outreach to students who fall behind in these asynchronous courses. Groups of particular concern include: Black and Latinx students, students in their first year, part-time students, and students who did not pass the language and/or quantitative benchmarks before starting. In addition, in online classes, older students, First Generation students, and students on Adult Ed/ESL and the Short-term Career Ed tracks merit concern if they are enrolled in online classes.

### **Review Outcomes Report. Review the unit's outcomes assessment process for 2023 - 2024. Discuss connections to unit goals/action plans/resource requests.**

For POLI and PADM, we have CLOs in 4 areas that are tailored for each of our courses::

1. Critical Thinking
2. Communication
3. Personal Action and Civic Responsibility
4. Global Awareness

This semester, we assessed 2 of our courses (POLI 102 and POLI 123) for all four CLO's and plan to assess the other courses during the Spring 2025 semester (PADM 110, POLI 101, POLI 103) and to complete our assessments during the Fall 2025 semester (POLI 124, POLI 201, POLI 140). We don't plan to offer PADM 200 during this timeframe. It is a new course and we are waiting for the completion of our ADT in Law, Public Policy, and Society degree before we offer it.

We have currently set the benchmark of competency for 70%.

In Fall 2024, two sections of POLI 102 and one section of POLI 123 were assessed.

For POLI 102:

69 students were assessed for CLO#1 using a written assignment with an 84% competency rate.

66 students were assessed for CLO#2 using an exam with a 77% competency rate.

58 students were assessed for CLO#3 using a discussion with an 81% competency rate.

66 students were assessed for CLO#4 using an active learning assignment with a 92% competency rate.

For POLI 123:

31 students were assessed for all 4 CLO's using an in-class test with a 96% competency rate.

While we are happy that the benchmark was met for each of our CLO's we will continue to monitor and discuss these outcomes because they are important for our long term goal of Ensuring High Quality Teaching.

### **Provide any edits or updates to the prompts originally documented in the Practice Reflection section for Year 3.**

1. Describe current practices your program/service area has engaged in you believe impact the above data trends and equity gaps

Several practices that have been adopted by our faculty include: humanizing our online classes, shifting to equity-minded grading, and adopting flexible due dates. All of these enable us to respect the different challenges of our students while increasing the quality of our teaching.

2. What other factors might also impact above data trends and equity gaps?

An important factor that has affected our trends and equity gaps is the doubling of our tenure-track faculty from one to two people.

### **YEAR 4 Updates (2025 - 2026)**

**Provide any edits or updates to the prompts originally documented in the Executive Summary section for Year 4.**

**Provide any edits or updates to the prompts originally documented in the Data Reflection section for Year 4.**

## Summary and Reflection

**Review Outcomes Report.** Review the unit's outcomes assessment process for 2024 - 2025. Discuss connections to unit goals/action plans/resource requests.

**Provide any edits or updates to the prompts originally documented in the Practice Reflection section for Year 4.**

## Goal 1: Ensure high quality teaching.

**Unit Goal:** Goal 1: Ensure high quality teaching.

**Goal Status:** Active

**Beginning Year:** 2022 - 2023

**Projected Completion Year:** 2025 - 2026

### Mapping

Mesa College Strategic Plan: Roadmap to Mesa2030: (X - Highlight the X to Align)

- **Completion - Objective 1:** Develop pathways that provide students with clarity about degree, certificate, and transfer requirements. (X)
- **Completion - Objective 2:** Develop cross - functional teams that support student success and include integrated career and transfer counseling. (X)
- **Completion - Objective 3:** Design and promote programs and services that intentionally target a reduction in equity gaps in completion outcomes (X)
- **Completion - Objective 4:** Support students' access to resources to mitigate the impact caused by technological and basic needs insecurity (X)
- **Scholarship - Objective 1:** Expand and prioritize professional learning experiences for all employees that create parity in outcomes across racial/ethnic groups and all disproportionately impacted groups (X)
- **Scholarship - Objective 2:** Evaluate and improve Diversity, Equity, and Inclusion practice in classroom environments, campus activities, departments, schools, and administrative units (X)
- **Scholarship - Objective 3:** Assess impact of prerequisites and corequisites on student success and revise curriculum, as needed (X)
- **Scholarship - Objective 4:** Expand the use of innovative and high-quality teaching, learning, and support practices that achieve equitable outcomes and increase student success (X)
- **Scholarship - Objective 5:** Reduce costs associated with instructional materials to support the elimination of equity gaps (X)

Action Plans	Action Plan Update
<b>Action Plan Status:</b> Active <b>Action Plan:</b> 1. plan course assignments with new faculty member 2. evaluate political science teaching  <b>Action Plan Cycle:</b> 2022 - 2023, 2023 - 2024, 2024 - 2025, 2025 - 2026	<b>Submission Date:</b> 12/02/2024 <b>Action Plan Update:</b> Course assignments are being tailored to our faculty and evaluations completed. <b>Update Year:</b> 2024 - 2025 <b>Action Plan Progress:</b> On Track
	<b>Submission Date:</b> 12/04/2023 <b>Action Plan Update:</b> This semester, we welcomed our new full-time faculty member and continue to work together to plan course assignments and collaborate on political science teaching. <b>Update Year:</b> 2023 - 2024 <b>Action Plan Progress:</b> On Track

## Goal 2: Build Law Pathway Program

**Unit Goal:** Goal 2: Build Law Pathway Program

**Goal Status:** Active

**Beginning Year:** 2022 - 2023

**Projected Completion Year:** 2025 - 2026

### Mapping

Mesa College Strategic Plan: Roadmap to Mesa2030: (X - Highlight the X to Align)

- **Completion - Objective 1:** Develop pathways that provide students with clarity about degree, certificate, and transfer requirements. (X)
- **Completion - Objective 2:** Develop cross - functional teams that support student success and include integrated career and transfer counseling. (X)
- **Completion - Objective 3:** Design and promote programs and services that intentionally target a reduction in equity gaps in completion outcomes (X)
- **Completion - Objective 4:** Support students' access to resources to mitigate the impact caused by technological and basic needs insecurity (X)
- **Pathways and Partnerships - Objective 1:** Develop and implement frameworks to create communities that can provide more targeted delivery of educational resources and support services. (X)
- **Pathways and Partnerships - Objective 2:** Expand partnerships with K-12 institutions to enhance program offerings and increase access for minoritized students. (X)
- **Pathways and Partnerships - Objective 3:** Increase community engagement, experiential learning, integrated career planning, and workforce training to prepare students for future careers (X)
- **Pathways and Partnerships - Objective 4:** Expand intersegmental pathways to create a seamless transition between Mesa and k-12, non-credit, Universities, and careers (X)
- **Pathways and Partnerships - Objective 5:** Develop and implement technologies, including website redesign, that will make pathways information available to students so that they can effectively utilize this information in their educational and career planning (X)

Action Plans	Action Plan Update
<b>Action Plan Status:</b> Active <b>Action Plan:</b> 1. request BARC funding 2. complete CA Law Pathway Grant request  <b>Action Plan Cycle:</b> 2022 - 2023, 2023 - 2024, 2024 - 2025, 2025 - 2026	<b>Submission Date:</b> 12/02/2024 <b>Action Plan Update:</b> The Pathway to Law Grant is completing this semester. Funds were used to develop a mentoring program and program materials, and to support student travel to the annual summit, and student campus activities. We are exploring sustainable funding for the Annual Fee and for student travel and activities. <b>Update Year:</b> 2024 - 2025 <b>Action Plan Progress:</b> On Track
	<b>Submission Date:</b> 12/04/2023 <b>Action Plan Update:</b> We did submit a BARC request for Law Pathway Program funding, but we were unsuccessful. However, we were successful in winning a statewide grant for this program.

Action Plans	Action Plan Update
	<b>Update Year:</b> 2023 - 2024 <b>Action Plan Progress:</b> Completed

### Goal 3: Add content for LEAF designation

**Unit Goal:** Goal 3: Add content for LEAF designation

**Goal Status:** Active

**Beginning Year:** 2022 - 2023

**Projected Completion Year:** 2025 - 2026

#### Mapping

Mesa College Strategic Plan: Roadmap to Mesa2030: (X - Highlight the X to Align)

- **Community - Objective 1:** Use technology to improve communication and accessibility across campus. (X)
- **Community - Objective 2:** Develop activities, spaces, and programs that support a sense of belonging with a focus on antiracism, historically minoritized groups, and inclusion. (X)
- **Community - Objective 3:** Build a culture of communication that is evidence based, race conscious, institutionally focused, systemically aware, and equity advancing (X)
- **Community - Objective 4:** Remove barriers to equitable participation by developing, incentivizing and creating structures for all employees to engage in and design professional learning (X)
- **Community - Objective 5:** Increase opportunities to be an asset and resource to the external community (X)
- **Stewardship - Objective 1:** In collaboration with students, develop a climate action plan aligned with state and city goals that includes a timeline to reduce Mesa College's carbon footprint, focuses on climate literacy and student action, and mitigates Mesa's impact on climate change (X)
- **Stewardship - Objective 2:** Support processes and initiatives that prioritize environmental sustainability and reduce Mesa College's impact on climate change (X)
- **Stewardship - Objective 3:** Increase student access and schedule efficiency by coordinating schedules among departments/disciplines (X)
- **Stewardship - Objective 4:** Establish a college-wide practice and schedule that addresses routine maintenance and renewal of equipment, facilities and technology to ensure access to adequate resources and better serve students (X)
- **Stewardship - Objective 5:** Increase campus understanding, communication of and transparency in budget and resource allocation (X)
- **Stewardship - Objective 6:** Develop a proactive hiring plan that includes a review of advertising, screening, and interviewing with a goal of establishing a diverse and competent workforce that is reflective of the student population and the local community (X)

Action Plans	Action Plan Update
<b>Action Plan Status:</b> Active	<b>Submission Date:</b> 12/02/2024 <b>Action Plan Update:</b> The next course we plan to update has still not been chosen. <b>Update Year:</b> 2024 - 2025

Action Plans	Action Plan Update
<b>Action Plan:</b> 1. identify courses to modify 2. modify CORs  <b>Action Plan Cycle:</b> 2022 - 2023, 2023 - 2024, 2024 - 2025, 2025 - 2026	<b>Action Plan Progress:</b> On Track  <b>Submission Date:</b> 12/04/2023 <b>Action Plan Update:</b> We submitted a COR revision to receive a LEAF for POLI 102. We will select and modify another course next year. <b>Update Year:</b> 2023 - 2024 <b>Action Plan Progress:</b> On Track

### Develop ADT for Law, Society, and Public Policy

**Unit Goal:** Develop ADT for Law, Society, and Public Policy

**Goal Status:** Active

**Beginning Year:** 2023 - 2024

**Projected Completion Year:** 2023 - 2024

#### Mapping

Mesa College Strategic Plan: Roadmap to Mesa2030: (X - Highlight the X to Align)

- **Completion - Objective 1:** Develop pathways that provide students with clarity about degree, certificate, and transfer requirements. (X)
- **Completion - Objective 2:** Develop cross - functional teams that support student success and include integrated career and transfer counseling. (X)
- **Completion - Objective 3:** Design and promote programs and services that intentionally target a reduction in equity gaps in completion outcomes (X)
- **Completion - Objective 4:** Support students' access to resources to mitigate the impact caused by technological and basic needs insecurity (X)
- **Pathways and Partnerships - Objective 1:** Develop and implement frameworks to create communities that can provide more targeted delivery of educational resources and support services. (X)
- **Pathways and Partnerships - Objective 2:** Expand partnerships with K-12 institutions to enhance program offerings and increase access for minoritized students. (X)
- **Pathways and Partnerships - Objective 3:** Increase community engagement, experiential learning, integrated career planning, and workforce training to prepare students for future careers (X)
- **Pathways and Partnerships - Objective 4:** Expand intersegmental pathways to create a seamless transition between Mesa and k-12, non-credit, Universities, and careers (X)
- **Pathways and Partnerships - Objective 5:** Develop and implement technologies, including website redesign, that will make pathways information available to students so that they can effectively utilize this information in their educational and career planning (X)
- **Scholarship - Objective 2:** Evaluate and improve Diversity, Equity, and Inclusion practice in classroom environments, campus activities, departments, schools, and administrative units (X)
- **Scholarship - Objective 3:** Assess impact of prerequisites and corequisites on student success and revise curriculum, as needed (X)

Action Plans	Action Plan Update
<b>Action Plan Status:</b> Active <b>Action Plan:</b> Identify template courses and submit ADT to CRC. <b>Action Plan Cycle:</b> 2023 - 2024	<b>Submission Date:</b> 12/02/2024 <b>Action Plan Update:</b> The ADT has been drafted but we are stalled as we wait for approval of the C-ID designation for 3 required courses. <b>Update Year:</b> 2024 - 2025 <b>Action Plan Progress:</b> Barriers Encountered

## POLI 200 software

**Unit Goal:** Identify software and lab needs for POLI 201 - Elementary Statistics for Political Science

**Goal Status:** Active

**Beginning Year:** 2023 - 2024

**Projected Completion Year:** 2023 - 2024

### Mapping

Mesa College Strategic Plan: Roadmap to Mesa2030: (X - Highlight the X to Align)

- **Completion - Objective 4:** Support students' access to resources to mitigate the impact caused by technological and basic needs insecurity (X)
- **Scholarship - Objective 2:** Evaluate and improve Diversity, Equity, and Inclusion practice in classroom environments, campus activities, departments, schools, and administrative units (X)
- **Scholarship - Objective 3:** Assess impact of prerequisites and corequisites on student success and revise curriculum, as needed (X)
- **Scholarship - Objective 4:** Expand the use of innovative and high-quality teaching, learning, and support practices that achieve equitable outcomes and increase student success (X)
- **Scholarship - Objective 5:** Reduce costs associated with instructional materials to support the elimination of equity gaps (X)

Action Plans	Action Plan Update
<b>Action Plan Status:</b> Active <b>Action Plan:</b> Identify which software will be needed for POLI 201 which will be offered for the first time in Fall 2024. We may be able to share the software and lab used by the Psychology program. <b>Action Plan Cycle:</b> 2023 - 2024	<b>Submission Date:</b> 12/02/2024 <b>Action Plan Update:</b> Software issue was resolved. <b>Update Year:</b> 2024 - 2025 <b>Action Plan Progress:</b> Completed





# **Program Review**

Summary and Reflections with Unit Goals, Action Plans,  
and Updates

Instructional Program - Psychology (PSYC)

## Executive Summary

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**Describe the successes and challenges your unit has faced since the last comprehensive review.**

### SUCSESSES AND STRENGTHS

#### 1. Breadth and depth of course offerings

All courses in our program are transferable to CSU and/or other colleges and universities and all (including our elective course offerings) serve a purpose and path for our students. In addition to transfer preparation for students pursuing degrees in psychology, many of our courses are required for students with other educational or professional goals. For example, our Abnormal Psychology (PSYC 245) course is a prerequisite for graduate level physical therapy and occupational therapy programs. Students pursuing undergraduate degrees in nursing need both our Introduction to Lifespan Development (PSYC 230) and Introduction to Psychological Research (PSYC 255) courses before they can apply to programs. PSYC 255 is also a required course for other majors (such as Sociology or Political Science) at some transfer institutions (such as UCLA). Other courses assist students pursuing more immediate career pathways, such as behavioral technicians working with children on the autism spectrum. These students must have some background as provided by our Introduction to Behavior Modification (PSYC 125) course. In this way, our courses serve multiple purposes and the breadth and depth of course offerings meet the educational, professional and/or lifelong learning goals of the diverse population of San Diego Mesa College students.

#### 2. Strong focus on empirical research

Research is the foundation of our discipline. Students pursuing careers related to psychology are expected to not only have an understanding of, but also some direct experience with research. Because training in empirical research teaches the vital skill of critical thinking, research is a crucial component of our program. While all of our courses touch on the scientific method or topic-specific research, some courses provide opportunities for students to conduct semi-independent projects. For example, many students in our Introduction to Psychological Research (PSYC 255) course design and conduct research projects, with some of them going on to present their work (and win awards) at professional conferences. One of our full-time faculty continues to nurture a connection with the San Diego Zoo, thus providing students with the opportunity to conduct observational research. Another of our adjunct faculty members has provided internship opportunities for our students doing research and data analysis related to forensic psychology. Our active and award-winning chapter of Psi Beta, the Community College National Honor Society in Psychology, continues to be instrumental in arranging for researchers from the community to present their work to students on campus. In addition, our Psi Beta students annually participate in the Psi Beta National Research Project. Collaboration on this annual project regularly results in our students presenting their results at our local Mesa College Research Conference (MCRC) and also at other professional conferences. In addition to this involvement through Psi Beta, several of our faculty have been instrumental in organizing and participating in MCRC since its inception and many students from our courses have been selected to participate in this conference. Finally, our faculty continue to conduct their own independent research, many enlisting the help of students who benefit from this training and collaboration, with this research often culminating in conference presentations and/or publication opportunities.

#### 3. Active engagement with the community

We offer courses that are dependent on building and maintaining relationships with community partners. For example, a central component of Careers in Psychology (PSYC 201) is presentations by professionals from the community who are working in fields related to psychology. This allows students to learn about, and network with, individuals working in the community. Our Field Work in Psychological Services (PSYC 276) course requires students to choose a community volunteer placement, thus enhancing connections with the community. Another example of our link to the community is through our relationships with the high schools. Each semester high school students enroll in our classes, and our faculty teach Psychology courses at the Kearny High School, Clairemont High School and High Tech High School. In addition to courses that provide opportunities for our program and/or our students to engage with the community, our chapter of Psi Beta actively pursues engagement with the community through outreach and service and is a regular exhibitor at the San Diego Science and Engineering Festival (i.e., EXPO Day).

## Summary and Reflection

### 4. Faculty engagement and professional development

Our faculty continue to strengthen our program by conducting research, publishing, attending and presenting at conferences/seminars, engaging in college workshops/governance/committees, and participating in other professional growth activities. As specialists in our respective fields, our faculty stay active because maintaining currency in our discipline is advantageous in the classroom so that we are knowledgeable of the most current research and information to share with our students. Because our faculty members have expertise in distinct subject areas in psychology, our program is well-equipped and ready to offer a variety of courses that uniquely align with their areas of expertise. Below is a summary of recent contributions by our full-time faculty. In addition, our adjunct faculty also contribute immensely to our program with their knowledge and expertise in the field.

Professor Jaye Van Kirk recently co-authored an academic paper featured in the journal, *Scholarship in Teaching and Learning in Psychology*. She also secured funding from the Annual Biomedical Research Conference for Minoritized Students (ABRCMS) that provided funding for eleven Mesa students to attend the conference during the 22-23 academic year. In addition, Professor Van Kirk presented a symposium at the 2023 Western Psychological Association (WPA) conference held in Riverside, CA. There she discussed "Internships and Research" opportunities for undergraduate students. This past summer, she gave another symposium at the American Psychological Association (APA) conference held in Washington, D.C. Professor Van Kirk also serves as a Co-Chair of the MCRC committee, a member of the District IRB, a member of the APIA Committee, and is one of the advisors of Psi-Beta.

Dr. Inna Kanevsky attended the National Institute on the 2023 Teaching of Psychology (NITOP) conference held in St. Pete Beach, FL. At NITOP, Dr. Kanevsky was a guest speaker and gave a symposium on social media and its implications on misinformation. Dr. Kanevsky also attended the 2023 WPA conference where she gave another symposium on "Best Teaching Practices in Psychology" as an invited guest speaker. She is currently finishing up a book chapter focused on the work of early pioneers in psychology and the historical contribution of underrepresented groups to the field. She has been featured on multiple mainstream news outlets such as MSN, Yahoo, and CBS, covering her work in debunking mental health misinformation online. Dr. Kanevsky continues to mentor many Mesa psychology students each semester and many have gone on to present their work at the local Mesa College Research Conference (MCRC) and other professional conferences.

Dr. Helen Greenbergs was an invited panelist and gave a presentation on work-based learning for undergraduate students at the American Psychological Association (APA) conference held last year in Minneapolis, MN. Thus far in 2023, she attended the NITOP conference held in St. Pete Beach, FL., and the WPA conference where she coordinated the undergraduate poster session and the chapter exchange social between psychology Psi Beta and Psi Chi honor societies. To promote Mesa student conference attendance at WPA, she also secured travel funding from our local student retention and enrollment funds. Dr. Greenbergs is the current Western Regional Vice President of the Psi Beta Honor Society and one of the advisors of our Psi Beta chapter. Her work here includes coordinating guest speaker events for our local Psi Beta student chapter by hosting distinguished professors from multiple academic institutions. Dr. Greenbergs is also one of our department's academic senators and was an assistant chair of our department through Spring 2023. She was promoted to Professor in Spring 2022.

Dr. Oscar V. Torres attended the annual Society for Neuroscience conference where he learned about the latest advancements in biopsychology. He is engaged in multiple research projects resulting in the publication of an academic paper featured in the journal, *Genes*, focused on epigenetic differences in addiction across genders. In addition, Dr. Torres collaborated with Professor Estep and faculty from Miramar College, with a second academic paper published in 2023. During the Spring 2023 semester, Dr. Torres was an invited guest speaker at the University of San Diego, Department of Psychology, where he gave a research talk featuring his academic work on addiction. He presented his work at the 2023 WPA conference poster session and has mentored several of our Mesa undergraduate students, resulting in their first place award at the 2023 MCRC. He also completed the Humanizing Online STEM Academy in the Spring 2023 semester, a 1-month long web-based professional development course for the expansion of science online curriculum. Dr. Torres was one of our department's assistant chairs through Spring 2023 and earned tenure in Spring 2020.

Dr. Christina Crosby is the co-chair of Mesa's Online Success Team (MOST). This committee shares ideas with Mesa colleagues about online teaching and provides support for web-based curriculum. She is also a member of the Curriculum Equity and Excellence Review (CEER) workgroup and the Conference and Travel committee, which oversees budgetary funding for faculty conference attendance. Dr. Crosby regularly engages in professional

## Summary and Reflection

development activities that include attending a virtual online seminar covering the latest statistical approaches for innovative teaching and learning methods, and a conference called "OTC: Online Teaching Conference", held in Long Beach, CA, where she learned about the newest pedagogical approaches and skills for online-based teaching. Dr. Crosby earned tenure in Spring 2022.

Professor Justin Estep is the chair of our Curriculum Review Committee (CRC), where he oversees curriculum development and proposals, and ensures course offerings follow policies and guidelines. He is a member of the local Academic Senate Executive Committee, a member of the MCRC Committee, and one of the Psi Beta advisors. In addition, Professor Estep attended this year's WPA Conference where he presented a symposium focused on creating research opportunities for undergraduate students. He also collaborated on research with Dr. Torres, resulting in a poster presentation at WPA and co-authorship of an academic paper. Professor Estep completed the institute for statistics and data science called "In Stats", a 3-day online web-based professional development workshop. He has mentored several Mesa psychology students who have received national best research awards by the Psi Beta honor society, along with awards at MCRC (including a second place award at this year's conference). Professor Estep was promoted to Professor in Spring 2022.

Dr. Dina Miyoshi is a member of the Academic Senate Executive Committee and Co-Chair of the Program Review Steering Committee. She is our program review lead writer and our program outcomes coordinator. She is also a member of the District IRB Committee and is the Faculty Evaluation Coordinator for our campus. She has mentored our students enrolled in Mesa's honor's program and was a New Faculty Institute (NFI) faculty mentor to one of the new faculty in Allied Heath in 2022. She attended the 2023 WPA conference where she supported our departments' academic activities. Dr. Miyoshi collaborated with Dr. Kanevsky on her book chapter focused on early pioneers in psychology. She also supported the faculty at City College by participating in two faculty screening committees, thus helping to maintain the connections between our programs and faculty. Dr. Miyoshi is the Chair of the Behavioral Sciences Department.

## CHALLENGES

### 1. Lack of funding support

Increased funding is necessary to provide high-quality education, including offering up-to-date technology, facilities and purchasing equipment as well as supplies. With expanding lab course offerings, there are ongoing costs for supplies, such as laboratory fluids, disposable gloves, electrode replacements, lab waste removal, detergent, etc. Another important challenge we have faced is the lack of waste disposal amenities. Resources for a waste disposal contract are required in order for our program to adhere to occupational safety regulations. Indeed, these services are needed as our program is expanding to include a dedicated Physiological Psychology laboratory course (PSYC 260L) and also an Introduction to Psychological Research Laboratory course (PSYC 255L). Taken together, our program requires an expansion of the baseline budget to accommodate our new lab course offerings in order to meet basic student needs.

Our program aims to serve the community by providing outreach programs, public lectures, and multiple educational opportunities for students. Increased funding is necessary to support these activities that can positively impact our students and our community.

Our program requires funding to sustain our academic professional development efforts, including support for our scholarly activities, travel expenses to attend conferences and presentations, journal subscriptions, publication fees, and support for our invited speakers. There are also costs directly related to student research, such as poster printing and conference travel. All of these scholarly endeavors promote student participation so that they have opportunities to develop a deeper understanding of a subject area most relevant to their interests and aspirations. By working closely with faculty on research, our students are engaged in activities that result in more personalized and meaningful learning experiences.

### 2. Need for increased administrative and institutional support

Our program has engaged in numerous marketing strategies to promote our courses to potential students. This includes a strong online presence on social media platforms. In addition, our program is actively seeking ways to offer a variety of modalities, including hybrid courses, particularly for our PSYC 101 (General Psychology) and

## Summary and Reflection

PSYC 258 (Behavioral Science Statistics) sections. This practice can increase access to psychology classes for students who need more flexibility in their schedules to balance their academic and personal obligations but still wish to have some face-to-face interaction. However, greater institutional support is needed for these efforts, especially in the current environment of enrollment decline.

Our faculty continue to advocate for a breadth of course offerings each semester to attract and serve a wider range of students interested in a variety of subjects. This can also help students who have not yet declared their majors and explore additional interests within our psychology program. We must not assume that what students need to take is automatically synonymous with what they want to take. In this way, we must continue to work to ensure that our students are not so constrained by predetermined pathways that this hinders their learning and quest for new knowledge. Thus, we must work to ensure that these pathways include opportunities for students to satisfy their curiosity for learning, along with opportunities for growth, exploration, and expansion of their knowledge and understanding as members of our society.

In general, as we continue to bring our courses back to campus, our faculty engage in frequent discussions focused on maintaining balance between enrollment demands, academic rigor, and modes of delivery (face-to-face, online-synchronous, online-asynchronous, and hybrid). Our primary goal is to ensure that we continue to offer the highest quality courses to our students so that they are not only successful during their time with us at San Diego Mesa College, but that they are prepared for whatever lies ahead in their journey after they complete their time at our institution. Unfortunately, there have been limitations and difficulties throughout the last couple years pertaining to administrative-faculty relations. It is hoped that this issue will be remedied, as we believe a primary role of a dean is to know, understand, and advocate for their school and its programs, along with listening and collaborating with faculty in order to provide our students with the best opportunities for their success. In general, without institutional support and commitment to maintain a full, diverse schedule of class offerings each semester, our program will not be equipped to provide the best education possible for our students.

### 3. Not enough full-time, tenure-track faculty

While we truly value our adjunct instructors and the knowledge and expertise they bring to our program, it would be more advantageous to students, our program, and the college to expand the number of full-time faculty. Full-time faculty provide stability to the department, contribute to the development of curricular and extracurricular offerings, and are crucial for the completion of departmental efforts including curricular updates, program review, outcomes assessment and analysis, and faculty evaluations. Our full-time faculty also have more opportunity to serve the college and district on a variety of committees including (but not limited to) Academic Affairs, Academic Senate, Asian Pacific Islanders American Advisory, Conference and Travel, Curriculum, District Institutional Review Board, MCRC, MOST, and Program Review.

### 4. Limited lab spaces

Our program has limited access to lab spaces planned and built to facilitate our research-oriented efforts. As we onboard our new laboratory courses, our laboratory equipment will be used even more frequently and need to be positioned in the labs where there is sufficient space and supervision, particularly with equipment that is fragile and cannot be moved easily. Sturdy and fixed lab tables are also needed to accommodate our lab courses for increased stability and safety for our students. Access to the classroom spaces, furniture, technology and materials are crucial for our lab classes so our students' needs can be met as they complete their lab assignments, research projects, and other educational goals. In this way, faculty can offer a comprehensive teaching platform in laboratory instruction and training on modernized technology, two fundamental objectives of our course curriculum.

### 5. Lack of discipline-specific advising

Our students need consistent, accurate, easily-accessible, discipline-specific advising. The range and variability of programs our students are pursuing make it challenging, and differences in requirements from our local transfer institutions (UCSD, SDSU, CSU San Marcos) often confuse and frustrate students. While our local campus counselors work diligently to stay updated, and we have met several times with our counseling liaison to share information, it is quite difficult for students to get the specific and individualized support they need. After long discussions amongst our faculty, it is clear that the best solution would be the provision of some release time for



## Summary and Reflection

full-time faculty to serve as discipline-specific advisors. These faculty could meet with individuals or groups of students, and create online materials which could be regularly updated to help our psychology students navigate decisions that will support efficient progress, persistence, and success through our program and beyond to transfer and employment.

### 6. "Initiative" fatigue

Our program has been centrally involved in the plethora of campus initiatives aimed at streamlining higher education. These efforts include our active participation in the various grants and guided pathways inquiry groups over the past many years. Our faculty have been awarded multiple pathways grants and appreciate these opportunities to help our students achieve success in our program because we believe that providing clear information pertaining to our courses and majors, along with information pertaining to career opportunities, are important components supporting our students' academic success.

However, it is also vitally important, as our college pursues current and future initiatives and grants, to listen to faculty because we engage with students on a daily basis in the context of an instructional environment. Though the goals of early major and streamlined career paths are laudable, it must not be at the expense of choice, and it is prudent to be mindful of the career options we place before students to be sure they are not too limited. Particularly in our department, our students may not find our programs (or even be fully aware they exist), until after their first semester of college. For this reason, we will continue to engage in extensive discussions within our program and our department about ways to address this, so that we can provide our students with clearer information about our different majors and degrees while at the same time, retain sensitivity to the importance of general exploration. We want to remain mindful of the fact that college presents opportunities for students to discover areas they may not have previously encountered. For many, this is their only opportunity to engage in this kind of exploration and it is this exposure that can serve as a catalyst for deeper thought and understanding of our society and our world.

### **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.**

The Psychology program continues to adjust our curriculum to meet the needs of our students, transfer institutions, and the discipline itself. Our program also continues to carefully weigh our options in determining which courses are appropriate (or inappropriate) to offer in a distance education format. A few changes (summarized below) are underway at the course and degree levels. It should also be noted that our faculty discuss issues pertaining to curriculum regularly with the Psychology faculty at Miramar College and City College and we get together (most often via zoom) at least twice a year. Such contact has been immensely valuable to discuss the goals and challenges we face at each of our campuses, along with coming to a consensus about issues in which our curriculum must align.

The Psychology Program is in the process of updating our AA and ADT degrees, and deactivating our Liberal Arts and Sciences: Science Studies-Psychology Degree as it no longer serves its intended purpose and has not been awarded frequently. We are also still working to find options for the PSYC 211 (Learning) course that, although SDSU no longer requires it, the Psychology Program at Mesa thinks it is a very important course. There are employers that would like students with this background, so a certificate option is being explored.

Our program has three new lab courses coming on board in Fall 2024 (due to the phenomenal work and leadership of Professor Estep): Introduction to Psychological Research Laboratory (PSYC 255L), Introduction to Physiological Psychology Laboratory (PSYC 260L), and Statistics Laboratory using R (PSYC 259R). These three courses enhance our curriculum, better prepare our students, and meet articulation with other institutions (in particular, CSU San Marcos). These standalone lab courses complement our lecture courses, with PSYC 255L complementing PSYC 255 (Introduction to Psychological Research), PSYC 260L complementing PSYC 260 (Introduction to Physiological Psychology), and PSYC 259R complementing PSYC 258 (Behavioral Science Statistics).

### **If applicable, describe the impact of any new resources (human, fiscal, etc) on the unit and/or action plan implementation.**

The Psychology program continues to advocate for updates to our equipment and add to our resources in order to provide our students with the best learning experiences and hands-on research training. These resources align directly with the institutional goals of offering transferable skills and instruction in vocational technologies. These resources provide more opportunities for our students to understand the otherwise complex theories of science

## Summary and Reflection

with hands-on experiences and better prepare our students for a modernized workforce.

Through HEERF funding, we have renewed access to the SPSS statistical software and though it is not yet available on most of our faculty office computers or in the STEM center for our students, it is now updated and available in both our SB216 computer lab and also in our SB215 enhanced classroom.

**If you assess OUTCOMES, please confirm that the outcomes have been reviewed for accuracy. If you do not assess Outcomes, skip this question.**

Reviewed & Accurate

## Related Documents for Charts and Graphs

### Executive Summary Complete

Yes

## Data Reflection

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### Trends observed in program/service area's data.

Based on data contained in the San Diego Mesa College Office of Institutional Effectiveness Data Dashboards, prior to the pandemic (i.e., Fall 2016 through Fall 2019 semesters), overall success rates averaged 69% whereas during the pandemic (i.e., Spring 2020 through Spring 2021 semesters), overall success rates averaged 70%. In comparison, the Fall 2021 through the Fall 2022 semesters had overall success rates that averaged 69%, with success rates higher in our Face-to-Face sections (74%) than other modalities (68%). It should be noted that only PSYC 101, PSYC 137, and PSYC 245 are offered in an online-asynchronous format in our program. All other sections have at least some synchronous meeting pattern (either online-synchronous or face-to-face).

Our program has experienced some enrollment decline over the past few semesters, a trend that the college, state and country is also experiencing in higher education. In Fall 2021, our program's overall enrollment was 2059, with an FTEF of 12.53. In Fall 2022, our program's overall enrollment was 1871, with an FTEF of 11.95. Although our program has experienced some overall enrollment decline, some of our courses continue to have stronger enrollment than their prepandemic levels. For example, enrollment in PSYC 112 (Interpersonal Communication) increased throughout the pandemic and we are still able to offer this course each semester rather than once an academic year. In this way, we are working hard to retain our breadth and depth of course offerings and bring our classes back to campus, despite numerous challenges (related to the pandemic and other administrative issues).

### Describe any equity gaps in the data. Are there differences and/or patterns observed by demographics (e.g. race/ethnicity, gender, age, etc.)

Although the retention rates for our Black/African American and Latinx students are fairly consistent with our overall averages, success rates continue to be lower (61% and 65%, respectively). It is encouraging to note, though, that the success rates for both these groups are consistently higher in our 200 level courses (67% and 72%, respectively). It should also be noted that success rates are higher (83%) for these groups in those courses (PSYC 255, 259, 276) with cap sizes lower than 45, though the sample sizes are quite small. Data pertaining to our online-asynchronous classes indicate that we continue to experience challenges with this mode of delivery in that success rates are consistently lower in these classes (65%), with even lower numbers for our Latino and African American students (58% and 59%, respectively). In this way, we are continuing our discussions and implementation of strategies to best ensure the online courses we offer are of the highest quality and replicate a face-to-face environment as much as possible. We also are working to ensure that these classes hold to their class caps so that more individual interactions can be incorporated into these courses. Indeed, it would benefit these classes if an even lower cap could be put in place because of the inherent challenge of these courses to replicate the face-to-face environment.

## Related Documents for Charts and Graphs

### Describe the discussion(s) that took place about the unit's learning outcomes assessment data.

In general, our assessments have yielded positive results, and we continue to discuss ways in which we can improve the learning experiences for our students. No major issues or problems were identified, though one of the challenges we continue to work on is how to effectively assess our courses with multiple sections and multiple instructors. Budget, facilities, and equipment needs were identified and it would be advantageous to increase the

## Summary and Reflection

budget allocation for our program to accommodate our students' research posters and presentations. We have multiple students each semester conducting research of high enough caliber to be accepted to present at various conferences, including MCRC and WPA. Both travel and conference funds would be extremely helpful for our students, along with funding for supplies related to these presentations (i.e., poster printing and lamination). It would also be advantageous for our students to have access to SB216 outside of class time to work on assignments and research analyses. This need is highlighted by the fact that the computer program SPSS is installed onto each computer in this particular classroom. Thus, it would be immensely helpful for our students to have a computer lab interval (in addition to class time) so that they have additional time to use the lab for their class assignments and research analyses.

### Data Reflection Complete

Yes

## Practice Reflection

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### **Describe current practices your program/service area has engaged in that you believe impact the above data trends and equity gaps.**

Our program has focused on various on-campus initiatives aimed at providing our students with the highest quality education. These efforts include actively participation in guided pathways inquiry groups because our faculty believe that providing clear information pertaining to our courses and majors, along with information pertaining to career opportunities, are important components supporting our students' academic success. Similarly, our program recognizes that the various grants obtained by the college have potential for providing opportunities for student success. We have devoted numerous hours to these endeavors over the past few years with the hope that our students would benefit from these resources. In addition, the Psychology program has focused on updating its course offerings in order to be aligned with the various transfer requirements that have come to pass.

In general, our program seeks to apply emerging best practices in the field to empower our students to develop a strong knowledge base and awareness of the sociocultural impact of our discipline, thus fostering our students to become psychologically literate members of society with a respect for diversity and ethical behavior. Since this focus is inherently intertwined into our discipline, it lies at the heart of our program and our courses. This also is a major focus of the other disciplines in our department (Anthropology and Sociology), and we continue to engage in discussions with each other about how to most effectively engage students and colleagues in informed discussions about equity, cultural competence and diversity. These continued discussions pertaining to how we incorporate the decades of knowledge and experience we have amassed in our department pertaining to diversity, cultural competence and learning theory will hopefully translate into more individualized opportunities for our students to engage in the subject matter through innovative class activities, projects, and presentations at professional conferences. Particularly in our underrepresented populations, this more hands-on and individualized environment allows for the mentoring that is most beneficial for our students and will hopefully translate into greater success.

We are continuously working to improve the learning environment for our students and our faculty continue to be engaged both at the local and national levels in discussions and/or committee work pertaining to assessment and we are pleased to be able to apply some of these insights in the cross-campus strong workforce and pathways discussions. In general, we are trying to maintain a balance between enrollment demands, different modes of delivery (on campus, online, hybrid), and academic rigor. We will continue to engage in frequent discussions of these issues to ensure that we continue to offer the highest quality courses to our students.

### **What other factors (internal or external) might also impact the above data trends and equity gaps?**

Changes in the California community college funding formula, along with other legislative changes impacting our courses and degrees (such as AB 1705 and AB 928) have presented challenges to our Psychology program. In general, these changes threaten our core commitment to open access and have the potential to weaken efforts related to equity.

The online/remote modalities of the past three years impacted our students who did not have adequate access to technology. In addition, the counseling department repeatedly requests that we schedule more face-to-face classes sections because some of our students are only able/eligible to enroll in face-to-face class offerings. For these reasons, we are working to bring many of our class sections back to campus so our students have access to the technology and physical space they deserve for optimal learning and exploration, while still maintaining a



## Summary and Reflection

variety of modalities, particularly in our PSYC 101 (General Psychology) course, to accommodate the various needs of the diverse population of students. Although maintaining our face-to-face offerings continue to be a challenge due to lower enrollments (with a greater risk of class cancellations), we believe that our students deserve and need access to this face-to-face modality.

### Related Documents for Charts and Graphs

#### Practice Reflection Complete

Yes

## Mid-Cycle Updates

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### YEAR 2 Updates (2023 - 2024)

**Provide any edits or updates to the prompts originally documented in the Executive Summary section for Year 2.**

December 2023: A note about resources: we are in the process of obtaining the resources we requested last year and will provide updates once these requests have been processed/completed.

**Provide any edits or updates to the prompts originally documented in the Data Reflection section for Year 2.**

none

**Review Outcomes Report. Review the unit's outcomes assessment process for 2022 - 2023. Discuss connections to unit goals/action plans/resource requests.**

n/a

**Provide any edits or updates to the prompts originally documented in the Practice Reflection section for Year 2.**

none

### YEAR 3 Updates (2024 - 2025)

**Provide any edits or updates to the prompts originally documented in the Executive Summary section for Year 3.**

The equipment that we obtained last year is still in the process of being obtained and installed so that it can be used in Spring 2025 for our physiological psychology courses (lecture/lab) and our research methods courses.

**Provide any edits or updates to the prompts originally documented in the Data Reflection section for Year 3.**

We have continued to meet our target benchmarks in our assessments. Although our benchmarks continue to be maintained/exceeded, we find that subsequent discussions still lead to ways in which we can improve the learning experiences for our students. One advantage of our assessment reporting is the additional line of direct communication about the needs of a particular course, resulting in the discussion and generation of ideas to meet these needs. In this way, equipment and facilities needs have been identified for our new PSYC 260 (physiological psychology) lab course.

Other needs that have resulted from discussions of our outcomes and program goals pertain to a funding allocation to accommodate our students' research posters and presentations. We have multiple students each semester conducting research of high enough caliber to be accepted to present at various conferences, including MCRC and WPA. Both travel and conference funds would be extremely helpful for our students, along with funding for supplies related to these presentations (i.e., poster printing and lamination). It would also be advantageous for our students to have access to SB216 outside of class time to work on assignments and research analyses. This need is highlighted by the fact that the computer program SPSS is installed onto each computer in this particular classroom. Thus, it would be immensely helpful for our students to have a computer lab interval (in addition to class time) so that they have additional time to use the lab for their class assignments and research analyses.

**Review Outcomes Report. Review the unit's outcomes assessment process for 2023 - 2024. Discuss connections to unit goals/action plans/resource requests.**

Outcomes were assessed for PSYC 259 (Behavioral Science Statistics lab) and PSYC 283 (Cognitive Psychology). Target benchmarks were met for both courses. Outcomes were also assessed for PSYC 260 (Physiological Psychology) and target benchmarks were met. It is important for us to continue to maintain these target benchmarks (and/or exceed them). Thus, these outcomes directly relate to our program review goal 1 (develop research opportunities and experiences for students) because a primary objective for students in these courses is to develop the skills to understand and analyze research.

PSYC 112 (Interpersonal Relations), PSYC 121 (Intro to Child Psychology), PSYC 135 (Marriage and Family

## Summary and Reflection

Relations), PSYC 155 (Intro to Personality), PSYC 276 (Field Work in Psychological Services) , and PSYC 201 (Academic and Career Opportunities in Psychology) course outcomes were also assessed and that assessment data was discussed and entered into Nuventive. These results directly relate to and impact three of our program review goals: goal 2 (develop applied opportunities and experiences for students), goal 4 (maintain and develop community links), and goal 5 (engage students in exploration of the opportunities and careers associated with psychology). We will continue to work on these goals in the upcoming semester(s).

The above outcomes assessment results have also resulted in the discussion and identification of six resource needs, and drafts of these resource requests are contained in this year's program review process.

**Provide any edits or updates to the prompts originally documented in the Practice Reflection section for Year 3.**  
n/a

### **YEAR 4 Updates (2025 - 2026)**

**Provide any edits or updates to the prompts originally documented in the Executive Summary section for Year 4.**

**Provide any edits or updates to the prompts originally documented in the Data Reflection section for Year 4.**

**Review Outcomes Report. Review the unit's outcomes assessment process for 2024 - 2025. Discuss connections to unit goals/action plans/resource requests.**

**Provide any edits or updates to the prompts originally documented in the Practice Reflection section for Year 4.**

## GOAL 1: Develop research opportunities and experiences for students

**Unit Goal:** It is important to ensure that our students' research exposure is as extensive as possible so they gain the skills necessary for success as they continue their education, both at the undergraduate and graduate level. Examples of this exposure include access to research both in the classroom and also in the community, along with opportunities, if this research is of high enough caliber, to present at student conferences (such as MCRC) and/or scientific conferences.

**Goal Status:** Active

**Beginning Year:** 2022 - 2023

**Projected Completion Year:** 2025 - 2026

### Mapping

Mesa College Strategic Plan: Roadmap to Mesa2030: (X - Highlight the X to Align)

- **Pathways and Partnerships - Objective 3:** Increase community engagement, experiential learning, integrated career planning, and workforce training to prepare students for future careers (X)
- **Scholarship - Objective 4:** Expand the use of innovative and high-quality teaching, learning, and support practices that achieve equitable outcomes and increase student success (X)

Action Plans	Action Plan Update
<b>Action Plan Status:</b> Active <b>Action Plan:</b> Update and expand equipment and resources needed for laboratory/course activities and research <b>Action Plan Cycle:</b> 2023 - 2024, 2024 - 2025, 2025 - 2026	<b>Submission Date:</b> 12/02/2024 <b>Action Plan Update:</b> In progress (Note: The PSYC 260L lab course is scheduled for Spring 2025). <b>Update Year:</b> 2024 - 2025 <b>Action Plan Progress:</b> On Track
<b>Action Plan Status:</b> Active <b>Action Plan:</b> Develop speaker series so students gain exposure to research in the field <b>Action Plan Cycle:</b> 2022 - 2023, 2023 - 2024, 2024 - 2025	<b>Submission Date:</b> 12/02/2024 <b>Action Plan Update:</b> not yet started--other goals took priority over this one but this is still one the program hopes to focus on in the next year or so. <b>Update Year:</b> 2024 - 2025 <b>Action Plan Progress:</b> Barriers Encountered
<b>Action Plan Status:</b> Active <b>Action Plan:</b> Increase student conference participation <b>Action Plan Cycle:</b> 2022 - 2023, 2023 - 2024, 2024 - 2025, 2025 - 2026	<b>Submission Date:</b> 12/02/2024 <b>Action Plan Update:</b> in progress <b>Update Year:</b> 2024 - 2025 <b>Action Plan Progress:</b> On Track
<b>Action Plan Status:</b> Active <b>Action Plan:</b> Hire new full-time faculty <b>Action Plan Cycle:</b> 2023 - 2024	<b>Submission Date:</b> 12/02/2024 <b>Action Plan Update:</b> After submission of a FHP request in the last Program review cycle, we are scheduled to begin the hiring process for a new psychology tenure-track hire in Spring 2025 for a Fall 2025 start.

Action Plans	Action Plan Update
	<b>Update Year:</b> 2024 - 2025 <b>Action Plan Progress:</b> On Track

## GOAL 2: Develop applied opportunities and experiences for students

**Unit Goal:** Our program houses multiple courses focused on a combination of research and applied curriculum, including courses pertaining to marriage/family therapy, child psychology, counseling, and psychological disorders/treatments. Our PSYC 276 course also provides our students with the opportunity to volunteer in an applied setting. These types of experiences are valuable in that students gain applied and/or hands-on experience to help them determine if this is a viable path to choose in psychology. Thus, it would be advantageous to maintain these opportunities, along with identifying and building other service learning and career development opportunities for our students.

**Goal Status:** Active

**Beginning Year:** 2022 - 2023

**Projected Completion Year:** 2025 - 2026

### Mapping

Mesa College Strategic Plan: Roadmap to Mesa2030: (X - Highlight the X to Align)

- **Community - Objective 5:** Increase opportunities to be an asset and resource to the external community (X)
- **Pathways and Partnerships - Objective 3:** Increase community engagement, experiential learning, integrated career planning, and workforce training to prepare students for future careers (X)

Action Plans	Action Plan Update
<b>Action Plan Status:</b> Active <b>Action Plan:</b> Explore new agencies and service learning opportunities. <b>Action Plan Cycle:</b> 2023 - 2024, 2024 - 2025, 2025 - 2026	<b>Submission Date:</b> 12/02/2024 <b>Action Plan Update:</b> in progress <b>Update Year:</b> 2024 - 2025 <b>Action Plan Progress:</b> On Track
<b>Action Plan Status:</b> Active <b>Action Plan:</b> Hire new full-time faculty <b>Action Plan Cycle:</b> 2023 - 2024	<b>Submission Date:</b> 12/02/2024 <b>Action Plan Update:</b> After submission of a FHP request in the last Program review cycle, we are scheduled to begin the hiring process for a new psychology tenure-track hire in Spring 2025 for a Fall 2025 start. <b>Update Year:</b> 2024 - 2025 <b>Action Plan Progress:</b> On Track

## GOAL 3: Engage in program-related data collection and analyses

**Unit Goal:** Our program would like to develop a method to track our students' accomplishments after they leave San Diego Mesa College (in terms of their subsequent degrees, awards, publications, etc). This may also encourage maintenance of current relationships with institutions and agencies, and also build new relationships, promoting discussions of the preparation necessary for success in these organizations. This will also allow our current students to gain more knowledge about what happens after transfer.

**Goal Status:** Active  
**Beginning Year:** 2022 - 2023  
**Projected Completion Year:** 2025 - 2026

#### Mapping

Mesa College Strategic Plan: Roadmap to Mesa2030: (X - Highlight the X to Align)

- **Completion - Objective 1:** Develop pathways that provide students with clarity about degree, certificate, and transfer requirements. (X)
- **Pathways and Partnerships - Objective 4:** Expand intersegmental pathways to create a seamless transition between Mesa and k-12, non-credit, Universities, and careers (X)

Action Plans	Action Plan Update
<b>Action Plan Status:</b> Active <b>Action Plan:</b> Develop alumni tracking program <b>Action Plan Cycle:</b> 2023 - 2024, 2024 - 2025, 2025 - 2026	<b>Submission Date:</b> 12/02/2024 <b>Action Plan Update:</b> not started (but still hoping to do this so will keep it as an active goal) <b>Update Year:</b> 2024 - 2025 <b>Action Plan Progress:</b> Barriers Encountered

#### GOAL 4: Maintain and develop community links

**Unit Goal:** The Psychology program has established many links with the community (such as the San Diego Zoo, along with a vast number of social service agencies). We continue to work to maintain and grow our strong connections with local colleges and universities so that we may provide the most effective and accurate guidance as to what is needed for successful transfer. Links have also been established with secondary school institutions (such as Kearny High School, Clairemont High School, and High Tech High School), and we will work to maintain these links.

**Goal Status:** Active  
**Beginning Year:** 2022 - 2023  
**Projected Completion Year:** 2025 - 2026

#### Mapping

Mesa College Strategic Plan: Roadmap to Mesa2030: (X - Highlight the X to Align)

- **Community - Objective 5:** Increase opportunities to be an asset and resource to the external community (X)
- **Completion - Objective 1:** Develop pathways that provide students with clarity about degree, certificate, and transfer requirements. (X)
- **Pathways and Partnerships - Objective 2:** Expand partnerships with K-12 institutions to enhance program offerings and increase access for minoritized students. (X)

Action Plans	Action Plan Update
<b>Action Plan Status:</b> Active <b>Action Plan:</b> Identify and develop opportunities with community agencies and secondary schools.	<b>Submission Date:</b> 12/02/2024 <b>Action Plan Update:</b> in progress <b>Update Year:</b> 2024 - 2025 <b>Action Plan Progress:</b> On Track

Action Plans	Action Plan Update
<b>Action Plan Cycle:</b> 2023 - 2024, 2024 - 2025, 2025 - 2026	
<b>Action Plan Status:</b> Active <b>Action Plan:</b> Hire new full-time faculty <b>Action Plan Cycle:</b> 2023 - 2024	<b>Submission Date:</b> 12/02/2024 <b>Action Plan Update:</b> After submission of a FHP request in the last Program review cycle, we are scheduled to begin the hiring process for a new psychology tenure-track hire in Spring 2025 for a Fall 2025 start. <b>Update Year:</b> 2024 - 2025 <b>Action Plan Progress:</b> On Track

#### GOAL 5: Engage students in exploration of the opportunities and careers associated with Psychology

**Unit Goal:** PSYC 201 serves as a course that provides our students with valuable career exploration experiences early in their academic development. Students acquire knowledge of skill sets obtained in their coursework that are of value to employers. Students gain knowledge and experiences about career options from interactive career exploration activities including: assessment of interests, job searches, informational interviews, guest speakers. The course is designed to enhance awareness of the breadth of career paths open to Psychology majors. Additionally, students sometimes gain employment after completion of PSYC 276 (Field Experience). In these ways, we would like to increase the career focus within our program in these classes and others, by educating students about opportunities and careers associated with Psychology, along with how to translate their skills to fields outside of Psychology.

**Goal Status:** Active

**Beginning Year:** 2022 - 2023

**Projected Completion Year:** 2025 - 2026

#### Mapping

Mesa College Strategic Plan: Roadmap to Mesa2030: (X - Highlight the X to Align)

- **Pathways and Partnerships - Objective 3:** Increase community engagement, experiential learning, integrated career planning, and workforce training to prepare students for future careers (X)
- **Scholarship - Objective 4:** Expand the use of innovative and high-quality teaching, learning, and support practices that achieve equitable outcomes and increase student success (X)

Action Plans	Action Plan Update
<b>Action Plan Status:</b> Active <b>Action Plan:</b> Develop a list of career exploration assignments. <b>Action Plan Cycle:</b> 2023 - 2024, 2024 - 2025, 2025 - 2026	<b>Submission Date:</b> 12/02/2024 <b>Action Plan Update:</b> in progress <b>Update Year:</b> 2024 - 2025 <b>Action Plan Progress:</b> On Track



# **Program Review**

Summary and Reflections with Unit Goals, Action Plans,  
and Updates

Instructional Program - Radiologic Technology  
(RADT)

### Executive Summary

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**Describe the successes and challenges your unit has faced since the last comprehensive review.**

Successes: We are very fortunate with high student retention rates and 100% job placement.

Challenges: Typically, we lose students due to financial reasons. Nearly 70% of our students fall into the low-income status according to the Mesa Data Dashboard. I would like to see more support for students with economically challenged backgrounds. If we could design a funding source to include money for housing that would have a significant impact.

Another challenge is no college budget to upgrade or replace outdated x-ray equipment. Mammography is one of the advanced certifications students can obtain while in the program which leads to greater employment opportunities and higher pay. Currently, we are using old equipment in "demo mode" so the machine is functional for students to practice positioning, but not able to take any x-rays. The program would like to offer screening mammography to the wider campus community as part of the new San Diego Mesa College Health & Wellness Community Clinic, but we need new mammography x-ray equipment. This could provide a cancer screening exam at a significantly reduced cost and our students could gain valuable clinical experience at the same time.

**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.**

The Rad Tech program added a new lab course, RADT 70 Orientation to X-Ray Equipment that begins in the summer before students go to clinical or start the fall positioning lab course. This course teaches students how to use the x-ray equipment in a safe lab environment before they are graded in lab or using the equipment on real patients. This should improve the retention rate and reduce stress and anxiety during the first fall semester. In fall 2022, students seemed better prepared and less stressed in clinical and performed exam competencies sooner when compared to students in years past. It is still a new course, so I will continue collecting data for future program reports.

**If applicable, describe the impact of any new resources (human, fiscal, etc) on the unit and/or action plan implementation.**

I asked my working students if they are utilizing financial aid and many do not qualify because they have too many units. This seems to be a barrier for students trying to change their career pathway and they feel like they are being penalized for all of their previous coursework, especially if they paid for those courses. It seems like the Federal system needs to be updated.

Over the past 20 years, scholarship awards have remained at very low amounts, typically \$500 and it would seem reasonable to raise the amount of money awarded for scholarships. Many students do not feel the time investment to complete the scholarship application is worth the small amount of money awarded. In some cases, the student must return unused scholarship funds not spent on tuition, fees, and textbooks.

**If you assess OUTCOMES, please confirm that the outcomes have been reviewed for accuracy. If you do not assess Outcomes, skip this question.**

Reviewed & Accurate

**Related Documents for Charts and Graphs**

**Executive Summary Complete**

Yes



## Summary and Reflection

### Data Reflection

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#### **Trends observed in program/service area's data.**

Two things I notice in the data: First, we have seen a drop in 1st time ARRT national exam pass rates with students who received Academic Accommodations from the college. Apparently, the college accommodations did not meet the ADA federal standards so students did not receive the same accommodations on the ARRT national exam.

Secondly, I would like to see more graduates attain a bachelor's degree. This would be more likely if Mesa College offered a BS degree in Radiology Administration, etc. Graduates would be more inclined to take advantage of this opportunity through Mesa College as opposed to transferring to a university. Our graduates become employed at local hospitals that typically offer tuition reimbursement as part of their benefit package. This would allow our graduates to obtain a bachelor's degree from San Diego Mesa College at a much lower cost and advance into leadership roles in administration or education (faculty program directors & clinical coordinators).

#### **Describe any equity gaps in the data. Are there differences and/or patterns observed by demographics (e.g. race/ethnicity, gender, age, etc.)**

The greatest equity gap in our program is related to financial instability. Students who struggle financially seem to struggle more academically because they are working too many hours, experience higher rates of anxiety, and have less time to study and complete the coursework. If we can create a program that supports students in need, then we can begin to close the equity gaps. I would love to start a Sponsorship Program that would focus on students in need and provide them with financial support so they can go to school and learn without worrying about money.

#### **Related Documents for Charts and Graphs**

#### **Describe the discussion(s) that took place about the unit's learning outcomes assessment data.**

The program discussed the learning outcomes assessment data at the Advisory Committee meetings. The drop in the ARRT first-time pass rate was discussed at length and the committee asked why the college would provide academic accommodations that were above and beyond the federal guidelines. This information was also shared with students right before graduation, so they were fully aware of the potential issues and why their accommodations may be denied.

The committee was supportive of a bachelor program offering at the community college level and hoped to hear more updates. The committee did not have any suggestions for financial support to students in need, but supported the idea of a Sponsorship Program at the college level.

The committee was also surprised by the \$500 average scholarship award but offered no solutions. The industry partners did confirm that tuition reimbursement is a benefit for graduates within 6 months to one year of employment.

#### **Data Reflection Complete**

Yes

### Practice Reflection

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#### **Describe current practices your program/service area has engaged in that you believe impact the above data trends and equity gaps.**

The program works with students to ensure clinical placements are close to home or work to reduce the cost of gas and time traveling to and from clinical. Second-year courses are mostly online to reduce the time traveling to and from campus.

Creating a Sponsorship Program to focus on students in financial need could have a positive impact in reducing the equity gaps in the Rad Tech program.

## Summary and Reflection

### **What other factors (internal or external) might also impact the above data trends and equity gaps?**

Financial Aid legislative changes could have a major impact in reducing educational costs for students changing careers.

Scholarships need to be much higher than \$500 to have any impact.

Hire more staff in the Financial Aid Office at Mesa College – many students have complained about long wait times and/or no email responses.

## **Related Documents for Charts and Graphs**

### **Practice Reflection Complete**

Yes

## **Mid-Cycle Updates**

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### **YEAR 2 Updates (2023 - 2024)**

**Provide any edits or updates to the prompts originally documented in the Executive Summary section for Year 2.** Program Review was not completed in year 2 due to the completion date of the initial review.

**Provide any edits or updates to the prompts originally documented in the Data Reflection section for Year 2.**

**Review Outcomes Report. Review the unit's outcomes assessment process for 2022 - 2023. Discuss connections to unit goals/action plans/resource requests.**

**Provide any edits or updates to the prompts originally documented in the Practice Reflection section for Year 2.**

### **YEAR 3 Updates (2024 - 2025)**

**Provide any edits or updates to the prompts originally documented in the Executive Summary section for Year 3.** RADT 70 has continued to be a success with our new students. The students are less anxious when entering the clinical setting for the first time in fall semester. They are more familiar with the equipment and exams which has allowed the students to prove competency in exams earlier in the semester. This has reduced stress and anxiety for both our students and our clinical sites.

Students are still encountering problems with financial aid due to having too many units and the financial stress that they encounter throughout the program is still a common reason that we experience attrition in our students.

Our mammography equipment is still out of date and unable to be used outside of a demo mode that will not allow x-rays to be taken. We are still working to try to get the equipment updated which would allow it to be used as a resource for our community clinic. With the purchase of working mammography equipment, it will also allow our students to obtain valuable clinical experience while providing cancer screening and detection to the community at a reduced cost.

**Provide any edits or updates to the prompts originally documented in the Data Reflection section for Year 3.**

In the past two years we have seen a drop in our students pass rate of the national exam that they take through the American Registry of Radiologic Technologists. This has been attributed to the change in delivery of classes and prerequisites due to the covid pandemic. We are continuing to monitor the pass rate for the exam and have started to take steps to better prepare the students for the exam process. One concerning factor is that the American Registry of Radiologic Technologists does not recognize any test accommodations that exceed the requirements of the American with Disabilities Act. This hampers our students because they are provided with accommodations throughout the program that are not provided for them when they sit for the national board exam.

Exploring the possibility of offering a bachelors degree is something that I believe our radiology community would appreciate. Many technologists that are interested in moving into a leadership position need to obtain advanced degrees in order to qualify. By offering this degree at the community college level, it is more affordable and would allow access into leadership positions that can offer higher wages and advancement.

## Summary and Reflection

The greatest equity gap still exists with our students who are struggling financially. Our student demographics match the student population of San Diego Mesa college with 46% Latinx, 17% White, 15% Asian, 11% Filipino, 7% African American, 2% pacific islander and 2% other.

**Review Outcomes Report. Review the unit's outcomes assessment process for 2023 - 2024. Discuss connections to unit goals/action plans/resource requests.**

We had one course that was assessed during the previous period. The first benchmark was regarding knowledge of anatomy and common errors that occurred while positioning patients for exams. This benchmark is set for 100% of our students scoring above 75% on multiple quizzes taken throughout the course. We had three students who did not achieve the benchmark. Two of the students did not take one of the quizzes resulting in a score of zero and one student missed the 75% score by 7%. All of these students worked with the faculty and were able to pass the class and the final. The second benchmark was that all students were able to pass the final for the course with a 75% or higher. This benchmark was achieved and shows the growth that the students experienced throughout the course.

Our program is on track to assess all courses in the program over the next two years. We were able to complete all course assessments scheduled for Fall 2025 with a majority of benchmarks being met. Our Course Learning Outcomes have been assessed to ensure that they are accurate representations of the success in each course. As we continue through the course assessment process, we will be focusing on how to improve learning for the students and provide them with the skills necessary to succeed in their career path.

**Provide any edits or updates to the prompts originally documented in the Practice Reflection section for Year 3.**

We continue to place our students at clinical sites that are as close to home as possible to reduce the time, stress and expense associated with long commutes.

We are the only Radiologic Techonology program offered through the community college district which means that our tuition is accessible to lower income students. We are currently working with multiple clinical sites to see if there is a possibility to open additional student placements with their hospitals which would allow us to increase the amount of students that we accept into the program each year.

### YEAR 4 Updates (2025 - 2026)

**Provide any edits or updates to the prompts originally documented in the Executive Summary section for Year 4.**

**Provide any edits or updates to the prompts originally documented in the Data Reflection section for Year 4.**

**Review Outcomes Report. Review the unit's outcomes assessment process for 2024 - 2025. Discuss connections to unit goals/action plans/resource requests.**

**Provide any edits or updates to the prompts originally documented in the Practice Reflection section for Year 4.**

## FAFSA Application

**Unit Goal:** Goal 1: Ensure every student completes a FAFSA application.

**Goal Status:** Active

**Beginning Year:** 2022 - 2023

**Projected Completion Year:** 2025 - 2026

### Mapping

Mesa College Strategic Plan: Roadmap to Mesa2030: (X - Highlight the X to Align)

- **Completion - Objective 3:** Design and promote programs and services that intentionally target a reduction in equity gaps in completion outcomes (X)

Action Plans	Action Plan Update
<b>Action Plan Status:</b> Active <b>Action Plan:</b> 1. Schedule Financial Aid Workshops during first summer semester orientation course. <b>Action Plan Cycle:</b> 2023 - 2024, 2025 - 2026	<b>Submission Date:</b> 11/22/2024 <b>Action Plan Update:</b> Due to a change in faculty, we were unable to achieve this goal during year three. We will continue to work towards completion in year four. <b>Update Year:</b> 2024 - 2025 <b>Action Plan Progress:</b> Barriers Encountered
<b>Action Plan Status:</b> Active <b>Action Plan:</b> 2. Meet with students individually to discuss financial aid options <b>Action Plan Cycle:</b> 2023 - 2024, 2025 - 2026	<b>Submission Date:</b> 11/22/2024 <b>Action Plan Update:</b> Due to a change in faculty, we were unable to achieve this goal during year three. We will continue to work towards completion in year four. <b>Update Year:</b> 2024 - 2025 <b>Action Plan Progress:</b> Barriers Encountered

## Sponsorship Program (Copied on 12/04/2023, 14:38:58)

**Unit Goal:** Goal 2: Create a Sponsorship Program for CTE students

**Goal Status:** Active

**Beginning Year:** 2023 - 2024

**Projected Completion Year:** 2029 - 2030

### Mapping

Mesa College Strategic Plan: Roadmap to Mesa2030: (X - Highlight the X to Align)

- **Scholarship - Objective 2:** Evaluate and improve Diversity, Equity, and Inclusion practice in classroom environments, campus activities, departments, schools, and administrative units (X)

Action Plans	Action Plan Update
<b>Action Plan Status:</b> Active <b>Action Plan:</b> Create a Sponsorship Program for CTE students <b>Action Plan Cycle:</b> 2024 - 2025	<b>Submission Date:</b> 11/22/2024 <b>Action Plan Update:</b> Due to a change in faculty, we were unable to achieve this goal during year three. The program will be evaluating how to achieve this goal and evaluating if this is still a focus for the program going forward. <b>Update Year:</b> 2024 - 2025 <b>Action Plan Progress:</b> Barriers Encountered

## Replace Equipment

**Unit Goal:** Goal 3: Replace the Demo Mammography Unit with a Digital Unit

**Goal Status:** Active

**Beginning Year:** 2023 - 2024

**Projected Completion Year:** 2024 - 2025

### Mapping

Mesa College Strategic Plan: Roadmap to Mesa2030: (X - Highlight the X to Align)

- **Community - Objective 5:** Increase opportunities to be an asset and resource to the external community (X)
- **Scholarship - Objective 4:** Expand the use of innovative and high-quality teaching, learning, and support practices that achieve equitable outcomes and increase student success (X)

Action Plans	Action Plan Update
<b>Action Plan Status:</b> Active <b>Action Plan:</b> 1. Apply for Perkins to remove old x-ray unit and upgrade space for new digital x-ray mammography unit. <b>Action Plan Cycle:</b> 2023 - 2024	<b>Submission Date:</b> 11/22/2024 <b>Action Plan Update:</b> The application was submitted however the replacement of the equipment was not approved. We will continue to look for other resources in order to upgrade the current equipment to better suit the needs of the students and the community. <b>Update Year:</b> 2024 - 2025 <b>Action Plan Progress:</b> Barriers Encountered

## FAFSA Application (Copied on 12/04/2023, 14:39:58)

**Unit Goal:** Goal 1: Ensure every student completes a FAFSA application.

**Goal Status:** Archived

**Beginning Year:** 2023 - 2024

**Projected Completion Year:** 2029 - 2030





# **Program Review**

Summary and Reflections with Unit Goals, Action Plans,  
and Updates

Instructional Program - Real Estate (REAL)

## Executive Summary

### **Describe the successes and challenges your unit has faced since the last comprehensive review.**

Since the summer of 2020 and due to the most recent pandemic, all Real Estate courses have been offered online. At first, this represented a challenge to our department because not all faculty were used to this modality. However, our department was not affected as much as other departments offered the majority of their classes in a Face-to-Face modality. Before the pandemic, the vast majority of Real Estate courses were been offered online already and only a handful of courses were on campus. Therefore, after the pandemic shut down our campus, most of our faculty were ready to offer all of our Real Estate courses online. Nonetheless, we did suffer a decline in enrollment. On average, we experienced a 10% annual decline in enrollment since fiscal year 17/18. In addition, although the current contract faculty lead for Real Estate is a contract faculty member in the business department, he has limited experience in the residential Real Estate field, which tends to be the concentration among the majority of students. Moreover, he has been trying to grow and lead the entrepreneurship program as well, including developing the newly introduced Small Business Virtual Incubator at Mesa College. We need someone who can dedicate more time and effort into the program and could potentially teach more Real Estate courses as well.

Update for 2023-2024

N/A

### **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.**

Due to recently passed legislation in California, AB1495, two courses (Real Estate Practice and Legal Aspects of Real Estate) had to be modified to comply with the new law. The additions were:

1. REAL 120 (Real Estate Practice) – added the following:
  - a. Student Learning Objective:
    15. Describe the impact of implicit, explicit and system bias on consumers.
    16. Recognize and describe actionable steps to addressing one's own implicit biases.
  - b. Outline of Topics section:
    - XIII. Implicit bias –
      - A. Implicit bias, explicit bias and systemic bias.
      - B. Historical and social impacts of those biases.
      - C. Impact of implicit, explicit, and system bias on consumers.
      - D. Recognition and actionable steps to address one's own implicit biases.
2. REAL 105 - Legal Aspects of Real Estate - added the following:
  - a. Student Learning Objective:
    11. Describe Fair Housing laws and important exceptions to the laws
  - b. Outline of Topics section:
    - V. Federal and State Housing Laws
  - c. Appropriate Outside Assignments:
 

Problem-solving exercises dealing with Fair Housing Laws, including role playing as both consumer and real estate professional.

Update for 2023-2024

In March of 2023, we submitted a letter to the California Department of Real Estate informing them of the changes we made to both courses. A few weeks after, we received an email from California's Department of Real Estate informing us that we only needed to make changes to REAL120, not REAL105, so we modified the original letter



## Summary and Reflection

and sent a revised one in September of 2023. In November, 2023 we received a email/letter from California's Department of Real Estate authorizing the changes and determined that our department was in compliance with the new law.

**If applicable, describe the impact of any new resources (human, fiscal, etc) on the unit and/or action plan implementation.**

N/A

**If you assess OUTCOMES, please confirm that the outcomes have been reviewed for accuracy. If you do not assess Outcomes, skip this question.**

Reviewed & Accurate

## Related Documents for Charts and Graphs

### Executive Summary Complete

Yes

## Data Reflection

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### Trends observed in program/service area's data.

As mentioned before, we had a 10% average decline in enrollment since fiscal year 17/18. According to Mesa College's Course Outcomes website, in fiscal year 17/18, we had a total of 1262 students enrolled in the Real Estate courses and in fiscal year 21/22, we only had 794 students enrolled. From fiscal year 17/18 - 18/19, we experienced an 8% decline, from 18/19 – 19/20 we experienced a 16% decline, from 19/20 – 20/21, we experienced a 13% decline and from 20/21 – 21/22 we experienced a 5% decline. Although the Real Estate industry is highly cyclical and its success highly influences the number of students who want to pursue a real estate license, the pandemic was also an important factor. During the past few years, there has been a lot of uncertainty in the markets and a lack of homes available for sale discourages many students from entering the field.

Nonetheless, according to the Chancellor's Office Management Information System, San Diego Mesa College's Real Estate program served about 75% of all Real Estate students in FY20/21 in the San Diego Community College District and 34% from the entire San Diego/Imperial Counties region. It is an important program in San Diego County serving thousands of potential and current Real Estate professionals in the region.

According to Real Estate program data extracted from San Diego Mesa's College's Course Outcomes Dashboard from FY16/17 to FY21/22, we found the following success and retention ratios results:

Overall Campus Success rate: 73.1%

Business & Technology School Success rate: 71.3%

Real Estate Program Success rate: 66%

Course success rates: Online = 65%; On Campus = 71%; Overall: 66%

Course retention rates: Online = 82%; On Campus = 86%; Overall: 85%

Awards by Program from FY15/16 to FY21/22=80 (AS=79, Certificate=1)

**Describe any equity gaps in the data. Are there differences and/or patterns observed by demographics (e.g.race/ethnicity, gender, age, etc.)**

According to Real Estate program data extracted from San Diego Mesa's College's Course Outcomes Dashboard from FY16/17 to FY21/22, we found the following equity gap results:

## Summary and Reflection

Black/African American population:

Online course success ratio = 48%; On Campus = 50%; Overall: 49%

Retention: Online = 80%; On Campus = 78%; Overall: 80%

Latinx population:

Online course success = 61%; On Campus = 68%; Overall: 62%

Retention: Online = 84%; On Campus = 80%; Overall: 83%

For reference:

Overall Campus Success rate: 73.1%

Business & Technology School Success rate: 71.3%

Real Estate Program Success rate: 66%

Course success rates: Online = 65%; On Campus = 71%; Overall: 66%

Course retention rates: Online = 82%; On Campus = 86%; Overall: 85%

We noticed a significant decrease in success rates in the Black/African American (49%) and Latinx populations (62%) compared to the overall campus success rate at 73.1%.

The Real Estate profession is one of the few careers that can help students accumulate wealth without having to complete a formal degree. It has been a great pathway for populations of color and immigrants to increase their wealth and make a difference for their families.

### Related Documents for Charts and Graphs

**Describe the discussion(s) that took place about the unit's learning outcomes assessment data.**

In collaboration with all the Real Estate faculty, we reviewed and discussed program learning outcomes last year to make sure students are meeting these outcomes.

**Data Reflection Complete**

Yes

## Practice Reflection

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**Describe current practices your program/service area has engaged in that you believe impact the above data trends and equity gaps.**

Due to the pandemic, it has been challenging to do community outreach and promote the program outside the college. However, in 2020 we organized a real estate panel where four professionals in various fields (residential and commercial Real Estate, business sales and property management) discussed trends, careers and success stories in the industry. In addition, we organized a Latinx event in 2020 where we invited a successful Latino Real Estate broker to discuss his career. By doing these types of events, along with other promotional communications around campus, we attract more students into the program.

**What other factors (internal or external) might also impact the above data trends and equity gaps?**

As mentioned before, the Real Estate industry is highly volatile and government actions, such as the most recent increase in interest rates, affordable housing initiatives etc. highly affect our enrollment. When Real Estate sales decline, due to the negative effects of some of these measures, students are less likely to pursue a career in Real Estate.

### Related Documents for Charts and Graphs

**Summary and Reflection**  
**Practice Reflection Complete**  
Yes

## **Mid-Cycle Updates**

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### **YEAR 2 Updates (2023 - 2024)**

**Provide any edits or updates to the prompts originally documented in the Executive Summary section for Year 2.**  
n/a

**Provide any edits or updates to the prompts originally documented in the Data Reflection section for Year 2.**  
n/a

**Review Outcomes Report. Review the unit's outcomes assessment process for 2022 - 2023. Discuss connections to unit goals/action plans/resource requests.**  
n/a

**Provide any edits or updates to the prompts originally documented in the Practice Reflection section for Year 2.**  
n/a

### **YEAR 3 Updates (2024 - 2025)**

**Provide any edits or updates to the prompts originally documented in the Executive Summary section for Year 3.**  
n/a

**Provide any edits or updates to the prompts originally documented in the Data Reflection section for Year 3.**  
n/a

**Review Outcomes Report. Review the unit's outcomes assessment process for 2023 - 2024. Discuss connections to unit goals/action plans/resource requests.**  
n/a

**Provide any edits or updates to the prompts originally documented in the Practice Reflection section for Year 3.**  
n/a

### **YEAR 4 Updates (2025 - 2026)**

**Provide any edits or updates to the prompts originally documented in the Executive Summary section for Year 4.**

**Provide any edits or updates to the prompts originally documented in the Data Reflection section for Year 4.**

**Review Outcomes Report. Review the unit's outcomes assessment process for 2024 - 2025. Discuss connections to unit goals/action plans/resource requests.**

**Provide any edits or updates to the prompts originally documented in the Practice Reflection section for Year 4.**

## Goal 1: New Contract Faculty Lead

**Unit Goal:** Goal 1: Hire a contract faculty to lead the program by FY24-25.

**Goal Status:** Active

**Beginning Year:** 2022 - 2023

**Projected Completion Year:** 2025 - 2026

### Mapping

Mesa College Strategic Plan: Roadmap to Mesa2030: (X - Highlight the X to Align)

- **Scholarship - Objective 2:** Evaluate and improve Diversity, Equity, and Inclusion practice in classroom environments, campus activities, departments, schools, and administrative units (X)
- **Stewardship - Objective 6:** Develop a proactive hiring plan that includes a review of advertising, screening, and interviewing with a goal of establishing a diverse and competent workforce that is reflective of the student population and the local community (X)

Action Plans	Action Plan Update
<b>Action Plan Status:</b> Active <b>Action Plan:</b> 1. Submit a Resource Request to the hiring committee and hire a new contract faculty. 2. If approved, promote the position in the Real Estate community.  <b>Action Plan Cycle:</b> 2022 - 2023, 2023 - 2024	<b>Submission Date:</b> 01/30/2025 <b>Action Plan Update:</b> Updates as of 01/30/2025 We submitted a request to hire a contract real estate faculty member but our request was not approved/selected. However, our business department submitted a separate request to hire a business faculty member and this request was approved/selected. In 2023 and 2024, we promoted the business faculty position and interviewed candidates in two separate rounds but we were unsuccessful in finding the right candidate. We wanted to hire someone with a real estate background so they could also teach real estate courses and potentially manage the program. Our Dean, per the hiring committee's recommendation, requested an exception from our Vice President of Instruction and Mesa College's President to replace the business hiring request with a new real estate faculty member request and this is pending approval. If approved, we plan to promote and accept applications for a real estate faculty contract position in 2025. <b>Update Year:</b> 2024 - 2025 <b>Action Plan Progress:</b> On Track
	<b>Submission Date:</b> 11/21/2023 <b>Action Plan Update:</b> Hiring a Business Professor to take over the Real Estate department was approved by the College and we are currently interviewing potential candidates. <b>Update Year:</b> 2023 - 2024 <b>Action Plan Progress:</b> On Track

## Goal 2: Increase promotional Efforts

**Unit Goal:** Goal 2: Increase promotional efforts starting in the Fall 2023..

**Goal Status:** Active

**Beginning Year:** 2023 - 2024

**Projected Completion Year:** 2025 - 2026

### Mapping

Mesa College Strategic Plan: Roadmap to Mesa2030: (X - Highlight the X to Align)

- **Completion - Objective 1:** Develop pathways that provide students with clarity about degree, certificate, and transfer requirements. (X)
- **Completion - Objective 3:** Design and promote programs and services that intentionally target a reduction in equity gaps in completion outcomes (X)

Action Plans	Action Plan Update
<b>Action Plan Status:</b> Active <b>Action Plan:</b> 1. Coordinate with Mesa College's Communications department to design and implement a new promotional campaign to advertise the program around campus and the community.  <b>Action Plan Cycle:</b> 2023 - 2024, 2024 - 2025, 2025 - 2026	<b>Submission Date:</b> 01/30/2025 <b>Action Plan Update:</b> Prof. Eduardo Landeros currently manages both the real estate and the entrepreneurship programs. Under the entrepreneurship program, a new business incubator was introduced on campus in 2023 and Prof. Landeros has been busy managing and promoting this new program. Now that the program is up and running, he will dedicate more time in the real estate program and coordinate with our communications department to develop and start a new advertising campaign. Also, because of the same reasons, the real estate committee has not met in a long time to discuss the market and obtain industry feedback. However, we recently hired a new adjunct real estate faculty member, Rafael Perez, and Prof. Landeros plans to work with Prof. Perez to coordinate another meeting n 2025. <b>Update Year:</b> 2024 - 2025 <b>Action Plan Progress:</b> On Track
	<b>Submission Date:</b> 02/05/2024 <b>Action Plan Update:</b> Promotional efforts were put on hold as we are currently interviewing and evaluating potential faculty members to take over the Real Estate program. We plan to resume after we have made a selection. <b>Update Year:</b> 2023 - 2024 <b>Action Plan Progress:</b> On Track

## Goal 3: Increase Community Outreach

**Unit Goal:** Goal 3: Increase outreach in the Real Estate community and with K-12 institutions as soon as we hire a new contract faculty for Real Estate

**Goal Status:** Active

**Beginning Year:** 2022 - 2023

**Projected Completion Year:** 2025 - 2026

### Mapping

4/14/2025

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Mesa College Strategic Plan: Roadmap to Mesa2030: (X - Highlight the X to Align)

- **Pathways and Partnerships - Objective 2:** Expand partnerships with K-12 institutions to enhance program offerings and increase access for minoritized students. (X)
- **Pathways and Partnerships - Objective 4:** Expand intersegmental pathways to create a seamless transition between Mesa and k-12, non-credit, Universities, and careers (X)

Action Plans	Action Plan Update
<b>Action Plan Status:</b> Active <b>Action Plan:</b> 1. Coordinate with Mesa College's Outreach and Community Relations department to design a strategy and outreach to local High Schools and Real Estate firms and organizations.  <b>Action Plan Cycle:</b> 2022 - 2023, 2023 - 2024, 2024 - 2025, 2025 - 2026	<b>Submission Date:</b> 01/30/2025 <b>Action Plan Update:</b> Promotional efforts were put on hold as we were hiring a new business faculty member. But since we did not hire anyone and our request to hire a new contract real estate faculty member was submitted and pending approval. If approved, the new faculty member most likely will take over these tasks and the Real Estate program. However, in the meantime Prof. Landeros will coordinate with the communications department to design and begin a new advertising campaign to promote the real estate program. <b>Update Year:</b> 2024 - 2025 <b>Action Plan Progress:</b> On Track
	<b>Submission Date:</b> 02/05/2024 <b>Action Plan Update:</b> Promotional efforts were put on hold as we are currently interviewing and evaluating potential faculty members to take over the Real Estate program. We plan to resume after we have made a selection. <b>Update Year:</b> 2023 - 2024 <b>Action Plan Progress:</b> On Track



# **Program Review**

Summary and Reflections with Unit Goals, Action Plans,  
and Updates

Instructional Program - Sample

## Executive Summary

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**Describe the successes and challenges your unit has faced since the last comprehensive review.**

Successes:

The faculty have worked to ensure all courses in our program serve a purpose and path for our students. The curriculum for HOOP 115, Physics of Circular Motion has been updated. A new Advanced Motion Certificate of Achievement has also been developed and is making its way through the curriculum process.

A highlight of the past year was the addition of a new faculty member, Dr. Twirl A. Way, to the Hula Hoops program.

Challenges:

Since the last comprehensive program review, our program has encountered numerous challenges, including the abrupt transition to online instruction due to COVID. In addition, the construction on our Exercise Science Center is delayed, so we will likely not move in until Fall 2024. Two full-time faculty members retired in the past few years, leaving us with only one full-time faculty member in our program. Thus far, we have only been able to replace one of these positions.

**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.**

The Hula Hoops program continues to adapt our courses and modalities to meet the needs of our students. Our program also continues to carefully weigh the options in determining which courses are appropriate (or inappropriate) to offer in a distance education format.

The curriculum for HOOP 115, Physics of Circular Motion has been updated. A new Advanced Motion Certificate of Achievement has also been developed and is making its way through the curriculum process.

**If applicable, describe the impact of any new resources (human, fiscal, etc) on the unit and/or action plan implementation.**

Last semester, our new tenure-track faculty, Dr. Twirl A. Way, joined our program. She has won national and international championships in hooping, reflecting her tremendous hooping expertise. We are confident that her expertise will help meet our program goals of developing new course offerings to meet industry standards and enhance outreach efforts to promote program growth.

Since we are not yet in our new building, we have not been able to access the FF&E we ordered last year. We are looking forward to our new hoops and maintenance technology that we will hopefully be able to obtain in the near future. If all goes as planned, we will be able to discuss this in more detail in next year's program review update.

**If you assess OUTCOMES, please confirm that the outcomes have been reviewed for accuracy. If you do not assess Outcomes, skip this question.**

Reviewed & Accurate

**Related Documents for Charts and Graphs**

**Executive Summary Complete**

Yes

## Data Reflection

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**Trends observed in program/service area's data.**

Based on data contained in the San Diego Mesa College Office of Institutional Effectiveness Data Dashboards, the Hula Hoops program has experienced enrollment decline since 2019-2020, a trend that the college, state and country are also experiencing in higher education. Between Fall 2020 and Fall 2021 the overall enrollment in our program declined by approximately 20%. However, since Spring 2022, our program has experienced a gradual increase in enrollment of approximately 5% across our course offerings.



## Summary and Reflection

**Describe any equity gaps in the data. Are there differences and/or patterns observed by demographics (e.g. race/ethnicity, gender, age, etc.)**

The Hula Hoops program has experienced a shift in the patterns of students enrolled in our courses. Prior to the pandemic, the majority of students were White (53% in 2019-20). Since that time, our program has seen a gradual decline in enrollment of this demographic, dropping to 36% in 2021-22. Conversely, the percentage of Latinx students has risen from 19% to 34% during this same timeframe. Other ethnicities and demographic groups have remained about the same.

Success rates in our program are currently at 62% for African American/Black students, 67% for Latinx, 73% for White, and 77% for Asian. Although there are equity gaps that must be addressed, our program's success rates are gradually improving for every group and we hope to maintain this upward movement.

### Related Documents for Charts and Graphs

**Describe the discussion(s) that took place about the unit's learning outcomes assessment data.**

All of the Hula Hoop course learning outcomes have been assessed, along with our program learning outcomes. We are pleased with the positive impact the implementation of the lab components have had on students' learning. We have met our benchmarks for each outcome in each course and we continue to discuss ways in which we can improve the learning experiences for our students.

**Data Reflection Complete**

Yes

## Practice Reflection

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**Describe current practices your program/service area has engaged in that you believe impact the above data trends and equity gaps.**

The Hula Hoops program has focused on various outreach efforts within the program, school community and the greater community at large. Examples of outreach efforts include: Orientations, Job Fairs, Peer Leadership, Shows, Tours, visiting local feeder schools. We hope to continue and increase this outreach in future semesters. Our faculty have also worked hard to adapt their course modalities to the numerous challenges over the past few years.

In general, our program seeks to apply emerging best practices in the field to empower our students to develop strong hula hooping skills, along with more individualized opportunities for our students to engage in our program through innovative activities and performances. Particularly in our underrepresented populations, this more hands-on and individualized environment allows for the mentoring that is most beneficial for our students and will hopefully translate into greater success.

**What other factors (internal or external) might also impact the above data trends and equity gaps?**

Changes in the California community college funding formula, along with other legislative changes impacting our courses and degrees have presented challenges to our program. In general, these changes threaten our core commitment to open access and have the potential to weaken efforts related to equity.

The online/remote modalities of the past three years impacted our students who did not have adequate access to technology and/or the special equipment required in many of our courses. For these reasons, we are working to bring the majority of our class sections back to campus so our students have access to the physical space and equipment necessary to achieve success in hooping.

### Related Documents for Charts and Graphs

**Practice Reflection Complete**

Yes

## Mid-Cycle Updates

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### YEAR 2 Updates (2023 - 2024)

**Provide any edits or updates to the prompts originally documented in the Executive Summary section for Year 2.**

Sample Data

## Summary and Reflection

**Provide any edits or updates to the prompts originally documented in the Data Reflection section for Year 2.**

Sample Data

**Review Outcomes Report. Review the unit's outcomes assessment process for 2022 - 2023. Discuss connections to unit goals/action plans/resource requests.**

Sample Data

**Provide any edits or updates to the prompts originally documented in the Practice Reflection section for Year 2.**

Sample Data

### **YEAR 3 Updates (2024 - 2025)**

**Provide any edits or updates to the prompts originally documented in the Executive Summary section for Year 3.**

Sample Data

**Provide any edits or updates to the prompts originally documented in the Data Reflection section for Year 3.**

Sample Data

**Review Outcomes Report. Review the unit's outcomes assessment process for 2023 - 2024. Discuss connections to unit goals/action plans/resource requests.**

Sample Data

**Provide any edits or updates to the prompts originally documented in the Practice Reflection section for Year 3.**

Sample Data

### **YEAR 4 Updates (2025 - 2026)**

**Provide any edits or updates to the prompts originally documented in the Executive Summary section for Year 4.**

Sample Data

**Provide any edits or updates to the prompts originally documented in the Data Reflection section for Year 4.**

Sample Data

**Review Outcomes Report. Review the unit's outcomes assessment process for 2024 - 2025. Discuss connections to unit goals/action plans/resource requests.**

Sample Data

**Provide any edits or updates to the prompts originally documented in the Practice Reflection section for Year 4.**

Sample Data

## GOAL 1: Expand course offerings

**Unit Goal:** Expand the hula hoops course offerings to include industry standard technologies.

**Goal Status:** Active

**Beginning Year:** 2022 - 2023

**Projected Completion Year:** 2025 - 2026

### Mapping

Mesa College Strategic Plan: Roadmap to Mesa2030: (X - Highlight the X to Align)

- **Completion - Objective 1:** Develop pathways that provide students with clarity about degree, certificate, and transfer requirements. (X)
- **Pathways and Partnerships - Objective 3:** Increase community engagement, experiential learning, integrated career planning, and workforce training to prepare students for future careers (X)
- **Pathways and Partnerships - Objective 4:** Expand intersegmental pathways to create a seamless transition between Mesa and k-12, non-credit, Universities, and careers (X)
- **Scholarship - Objective 4:** Expand the use of innovative and high-quality teaching, learning, and support practices that achieve equitable outcomes and increase student success (X)

Action Plans	Action Plan Update
<b>Action Plan Status:</b> Active <b>Action Plan:</b> Research industry standards: Survey employers regarding skills necessary for hula hoop employment over the next ten years. Develop survey and participant list based upon input from advisory board. <b>Action Plan Cycle:</b> 2022 - 2023, 2023 - 2024	<b>Submission Date:</b> 07/14/2023 <b>Action Plan Update:</b> This is the update to my action plan. <b>Update Year:</b> 2023 - 2024 <b>Action Plan Progress:</b> On Track
<b>Action Plan Status:</b> Active <b>Action Plan:</b> Develop new curriculum based on information obtained from the industry surveys and research. <b>Action Plan Cycle:</b> 2024 - 2025, 2025 - 2026	<b>Submission Date:</b> 07/14/2023 <b>Action Plan Update:</b> This is my update on the action plan <b>Update Year:</b> 2023 - 2024 <b>Action Plan Progress:</b> On Track
<b>Action Plan Status:</b> Active <b>Action Plan:</b> Submit request for a full-time faculty member. <b>Action Plan Cycle:</b> 2023 - 2024	<b>Submission Date:</b> 07/14/2023 <b>Action Plan Update:</b> This is my update. <b>Update Year:</b> 2023 - 2024 <b>Action Plan Progress:</b> Barriers Encountered

## GOAL 2: Increase student access to materials and courses

**Unit Goal:** Increase student access to Hula Hoops courses and materials needed for successful completion.

**Goal Status:** Active

**Beginning Year:** 2022 - 2023

**Projected Completion Year:** 2025 - 2026

### Mapping

Mesa College Strategic Plan: Roadmap to Mesa2030: (X - Highlight the X to Align)

- **Completion - Objective 3:** Design and promote programs and services that intentionally target a reduction in equity gaps in completion outcomes (X)
- **Completion - Objective 4:** Support students' access to resources to mitigate the impact caused by technological and basic needs insecurity (X)
- **Scholarship - Objective 5:** Reduce costs associated with instructional materials to support the elimination of equity gaps (X)

Action Plans	Action Plan Update
<b>Action Plan Status:</b> Active <b>Action Plan:</b> Look at trends in the past years' data (research, enrollment management) <b>Action Plan Cycle:</b> 2022 - 2023, 2023 - 2024, 2024 - 2025, 2025 - 2026	<b>Submission Date:</b> 07/14/2023 <b>Action Plan Update:</b> In initial development phase <b>Update Year:</b> 2023 - 2024 <b>Action Plan Progress:</b> On Track
<b>Action Plan Status:</b> Active <b>Action Plan:</b> Update and expand equipment/resources needed for classes and labs. <b>Action Plan Cycle:</b> 2022 - 2023, 2023 - 2024, 2024 - 2025, 2025 - 2026	<b>Submission Date:</b> 07/14/2023 <b>Action Plan Update:</b> Requests submitted for hula hooping equipment. <b>Update Year:</b> 2023 - 2024 <b>Action Plan Progress:</b> On Track

## GOAL 3: Enhance outreach efforts

**Unit Goal:** Enhance outreach efforts to promote program growth and address equity gaps.

**Goal Status:** Active

**Beginning Year:** 2023 - 2024

**Projected Completion Year:** 2025 - 2026

### Mapping

Mesa College Strategic Plan: Roadmap to Mesa2030: (X - Highlight the X to Align)

- **Pathways and Partnerships - Objective 3:** Increase community engagement, experiential learning, integrated career planning, and workforce training to prepare students for future careers (X)
- **Pathways and Partnerships - Objective 4:** Expand intersegmental pathways to create a seamless transition between Mesa and k-12, non-credit, Universities, and careers (X)

Action Plans	Action Plan Update
<p><b>Action Plan Status:</b> Active</p> <p><b>Action Plan:</b> Identify and develop opportunities with community agencies and K-12 schools.</p> <p><b>Action Plan Cycle:</b> 2022 - 2023, 2023 - 2024, 2024 - 2025, 2025 - 2026</p>	<p><b>Submission Date:</b> 07/14/2023</p> <p><b>Action Plan Update:</b> In development phase</p> <p><b>Update Year:</b> 2023 - 2024</p> <p><b>Action Plan Progress:</b> On Track</p>
<p><b>Action Plan Status:</b> Active</p> <p><b>Action Plan:</b> Participate in orientations, job fairs, college outreach activities, and events with local secondary schools.</p> <p><b>Action Plan Cycle:</b> 2022 - 2023, 2023 - 2024, 2024 - 2025, 2025 - 2026</p>	<p><b>Submission Date:</b> 07/14/2023</p> <p><b>Action Plan Update:</b> Participated in three career and job fairs this past semester. Organized and participated in four outreach events with local secondary schools.</p> <p><b>Update Year:</b> 2023 - 2024</p> <p><b>Action Plan Progress:</b> On Track</p>



# Program Review

Summary and Reflections with Unit Goals, Action Plans, and Updates

Instructional Program - Sociology (SOCO)

## Executive Summary

**Describe the successes and challenges your unit has faced since the last comprehensive review.**

### Program Challenges

The last comprehensive program review was held in 2018/19. Understandably, the COVID-19 pandemic will be central to this program review. While we are all eager to move past this event, it inevitably contours both the successes of, and challenges to, the Sociology Program in San Diego Mesa College's Behavioral Sciences Department. Sociology faculty are proud of our successes, and our students' many successes, and they are only amplified by the challenges brought on by pandemic isolation. For that reason, we are starting with these challenges in our program review.

As you will read in the forthcoming Data Reflection section, our student success rates and equity rates, as they are determined by the college, stayed about the same, if only because distance education teaching meant that exams were held online instead of in the classroom, and were usually open-book, and open-note. In terms of equity, the online/remote modalities especially affected students who do not have access to technology or secure internet. As we'll discuss in the Data Reflection sections, African-American, Black, and Latinx students are more likely to experience these problems with technology, despite the best efforts of student services providing on-campus Wifi and free laptops during the COVID-19 pandemic. These students missed parts of class due to slow internet connections, and faculty report some students regularly getting kicked offline or experiencing choppy access due to bad connections. This makes students less likely to participate again. It also impacts the presentation of teaching as faculty internet connections are also not infallible.

As expected, the onset of the COVID-19 pandemic and the ongoing conditions thereof negatively affected student success and equity in each discipline of the social and behavioral sciences, including Sociology, but there has been an uptick in success rates since the slow return to face-to-face classes.

These data being used to determine success and equity rates are descriptive and lack some of the control measures and statistical analyses that are necessary for understanding the nuances of student education. One such control measure is enrollment rates, and another is actual learning outcomes. Relatedly, another challenge to higher education, more broadly, is the incertification of online learning and consequent drop in enrollment in face-to-face classes. Lack of regular in-person communication causes an absence of accompanying forms of nonverbal communication that are necessary for supporting students who are learning to think critically about complex course material. Spontaneous discussions that flow smoothly are crucial for students learning to engage with, and use sociological theory to understand social patterns that are so relevant to their day-to-day lives. This has reinforced the Sociology faculty's commitment to providing in-person courses that are intellectually robust and relevant to the experiences of students from diverse backgrounds. It has also reinforced our commitment to remaining knowledgeable of current sociological research, to contributing to sociological research, and using Sociology to close the gap between theory and praxis in education and in our community.

### Program Successes

Closing the gap between theory and praxis has been central to the many successes in our Sociology Program at San Diego Mesa College. Our faculty contributions to sociological research is couched in studies of social movements and racial/ethnic inequities praxis. The following is a list of both academic and mass media publications authored by Sociology faculty with San Diego Mesa College affiliation:

- ? "‘Spokes in the Wheel’ and How Policy Reform Can Diversify a Social Movement” (2019) *Social Movement Studies* 19(3): 268-286.
- ? “Globally Visible Environmental Protest: A Cross National Analysis, 1970-2010” with Evan Schofer and Ann Hironaka (2020) *Sociological Perspectives*, 63(5): 786-808.
- ? “Institutionalization of Animal Welfare and the Evolution of Corona Virus(es),” special edition of *This View of Life*, The Evolution Institute, published online on August 31st.
- ? “San Diego’s Commission on Police Practices needs these five things to create real change,” San Diego

## Summary and Reflection

Union-Tribune, June 23rd, 2020.

? "Care Movements, Climate Change, and Multi-Species Refugees," (2021) Like an Animal: Critical Animal Studies Approaches to Borders, Displacement, and Othering, eds. Natalie Khazaal and Nuria Almiron, Brill Publishing.

? "A Mediation Model for Why Controversial Organizations Get the Coverage They Want," (2021) with Edwin Amenta and Thomas Alan Elliott, Society & Animals (1) 1-22.

? "The Policy Trap of Personal Responsibility," Times of San Diego, May 20th, 2021.

? "Animal Advocacy and the 'Good Cop-Bad Cop' Radical Flanking of Laboratory Research," (2022) Sociological Inquiry <https://doi.org/10.1111/soin.12521>

? Introduction to Latinx Studies: A Social Science and Cultural Studies Reader (2023) co-edited/written with Lydia Huerta Moreno, Cognella Publishing.

Not only have our faculty contributed to academic discourse, we also engaged in Public Sociology, where we focus on making Sociology publicly relevant, impactful, and accessible. One method for doing so is by engaging with the broader community and organizing departmental and campus events. Our faculty started holding informal and virtual Sociology Club meetings for students and Sociology majors. We created a system for gathering and maintaining sociology major contact information through the club and are writing newsletters to provide students with information such as transfer deadlines, class availability, and internship opportunities. Since students of color and marginalized communities are attracted to sociology, the club provides a forum for learning more about social justice issues and opportunities to apply sociological learning.

Our informal Sociology club meetings have included a film series on care workers, inequities, and social justice movements that was funded by the Humanities Institute and included collaborations with the FAST Center, Voices for Children and San Diego's Court Appointed Special Advocate program, ANIMARTE art collective out of Reno, Nevada, and the San Diego Mesa College student initiative, Propelled by Protests. Faculty also collaborated with the Women Studies Advisory Committee and organized an event on Gendered Professions for Women's History Month. Finally, the Sociology faculty collaborated with the Environmental Sustainability Committee and our student environmentalism club, TerraMesa, on a film screening event for our campus Earth Fair in 2023.

**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.**

We are continuing to build our academic programming and have introduced an honors section for Sociology of Family, and reactivated Sociology of Race and Ethnicity, Research Methods for Sociology, and Sociology of Health and Society. We have also significantly increased enrollment in our Sociology of Latinos/as/x course. These have not only elevated the voices of Mesa College's diverse student body, but they have also provided a variety of avenues through which students can empower themselves to be civically engaged.

All of this was accomplished during the massive curricular and service changes brought on by pandemic and the now ongoing readjustment to on-campus learning. During this entire public health crisis Sociology faculty have remained active in the service and curricular changes related to the Guided Pathways policy initiatives and the Mesa 2030 plan. Our faculty were also active members of the Environmental Sustainability Committee, Faculty Professional Learning Committee, the AFT executive board, and Women's Studies Advisory Committee. As you can see above, and as you'll read in the Data Reflection section, our pedagogical, service, and curricular activities are anchored to equity, diversity, inclusion, and structural competency that acknowledges and addresses the root causes of education disparities related to ethnicity, race, able-ism, and gender.

**If applicable, describe the impact of any new resources (human, fiscal, etc) on the unit and/or action plan implementation.**

With the support of established faculty sociologists, our two new faculty members gained tenure and were able to spearhead many of these successes. More importantly, they were able to maintain the integrity, rigor, and justice-oriented substance of our course programming. This is especially important considering the ongoing pressure to acquiesce to broader neoliberal pressures to compromise our commitment to liberal arts education. As opposed to prioritizing job-training, we continue to prioritize equity and excellence by supporting in-person classes, as opposed to converting our courses to online modalities and to short-term courses.

**If you assess OUTCOMES, please confirm that the outcomes have been reviewed for accuracy. If you do not assess Outcomes, skip this question.**

Reviewed & Accurate



## Summary and Reflection

### Related Documents for Charts and Graphs

[Sociology 2023 Program Review.docx](#);

[Program Review December 2024.pdf](#)

### Executive Summary Complete

Yes

## Data Reflection

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### Trends observed in program/service area's data.

According to the Enrollment Management Dashboard, the total enrollment in Sociology classes from fall 2019 (so excluding summer 2019 for consistency) to present is 6,841. This value differs from total valid enrollment data in the Course Outcomes Measures. We continue to provide classroom instruction that both accommodates and empowers neurodivergent and medically/physically disabled students. According to the Course Outcomes Measures and Equity Gap Analysis, since the last reporting period in 2018/19 Sociology has had 218 students who receive Disabled Students Programs Services accommodations, and 5,722 students who do not receive DSPS accommodations, for a total of 5,940 students. Our Program Success Rate is 3 percentage points below the campus and school success rate of about 73%. Our success is also 3% lower than the campus school for students who receive services through Extended Opportunity Programs and Services (EOPS.) What should be noted is that the equity gap, according to these measures, is in favor of students who receive EOPS, indicating that increasing financial and other resources for individual students is effective for improving course and program success rates. This is not surprising, and points towards there being broader social structural problems influencing our students' educational success.

### Describe any equity gaps in the data. Are there differences and/or patterns observed by demographics (e.g.race/ethnicity, gender, age, etc.)

The data on course success for students from historically marginalized social groups mirrors that of the other programs in Behavioral Sciences and of other Schools. San Diego Mesa College is designated as an Hispanic Serving Institution, where "Hispanic" is meant to include students who identify as Indigenous and/or other students who reject this neocolonial panethnic label. According to the Course Outcome Measures and Equity Gap Analysis, from fall 2019 2,545 Latinx, 1,553 white students, 489 African American students, 476 Asian students, 497 students identifying as "Other," 254 Filipino, 90 Unreported, and 28 Pacific Islander/Native Hawaiian students have taken Sociology courses. The three groups experiencing an unfavorable equity gap are Latinx, African American, and Unreported students. The success rates in our courses for Latino/a/x students is significantly lower than all other groups, including Black and/or African-American students. This may partly be a problem of descriptive data, as Black and/or African-American students are still under-represented in our college as a whole, and the lack of population level control measures may be skewing the equity measure data. That said, there is no disagreement from our program that an equity gap absolutely exists, as we teach in our Sociology classes using more statistically valid analyses.

In terms of gender equity gaps, 3,624 female-identifying students, 2,282 male-identifying, 19 Non-binary, and 15 Unreported students have been in our Sociology classes since fall 2019, and we have a disproportionate equity gap in favor of women. This may also be a problem with data, as systemic pressures often push women into non-STEM majors and classes, but we are happy to see that there does not appear to be a significant equity gap that is unfavorable to women or non-binary-identifying students.

Finally, and also mirroring other departments, we have an equity gap indicating that first-generation students are experiencing a disadvantage in Sociology classes. While data used may be problematic, these overall patterns in course success rates and equity gaps are important for all faculty to acknowledge and address. This is especially true for Sociology faculty whose research and teaching specializations focus on equity gaps and social movements addressing those gaps.

### Related Documents for Charts and Graphs

### Describe the discussion(s) that took place about the unit's learning outcomes assessment data.

## Summary and Reflection

### Data Reflection Complete

### Practice Reflection

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**Describe current practices your program/service area has engaged in that you believe impact the above data trends and equity gaps.**

For this section, we will focus on distance education practices, including access to technology and the growing reliance on that technology. We are anchoring our discussion of how to address equity gaps and improve education for all to distance education and technology because of the massive shift towards holding more courses online both synchronously and asynchronously. In Fall 2021, a poll was given in four sections for SOCO 101 distance education courses. A question on the poll asked students the primary technology tool they are using for the course. 171 students responded and 30% of the students said a phone or tablet was the primary device. Mobile devices have accessibility drawbacks for viewing course material on Canvas, and completing reading and writing assignments. The primary reliance on mobile devices reflects the digital divide, or the lack of access to the internet and computers outside of campus spaces.

According to the National Science for Education Statistics (NSES), black, indigenous and people of color (BIOPIC) and low-income households are more likely to have either no or unreliable internet access. For example, in 2015, the NSCES reported that 17% of Hispanic households have little to no internet. Also, according to The Pew Research Center, about four-in-ten adults with lower incomes do not have home broadband services (43%) or a desktop or laptop computer (41%). San Diego Mesa College, and the Sociology program serve first-generation college students, and these students are more likely to be BIPOC and/or low-income. According to more recent data from the Pew Research Center, "racial minorities and those with lower levels of education and income are less likely to have broadband service at home." The below table of data is drawn from Pew Research Centers website tracking at-home broadband service by race.

See Table 1

The same Pew Research poll reported complete equity of at-home broadband adoption by gender, with 77% of all men polled reporting at-home broadband access, and 77% women have high speed internet at home. If these data on gender were disaggregated by race, we would surely see the intersectional equity gaps where women of color are even more of a disadvantage in terms of have high speed internet at home. These data, coupled with the tendency for students to use smartphones for their course material, indicate that maintaining fair access to face-to-face classes is the best way to address equity gaps until access to high speed internet becomes a publicly provided good.

According to the Course Outcomes Measures, providing on-campus internet and free laptops had a negligible effect on an aggregated level. While this helped many students get through their courses pandemic, it is not a solution to the structural barriers creating the digital divide. For instance, even after pandemic lockdown, students who want to participate in Zoom classes are often relegated to their cars because it is the only personal and quiet space for them to do so, and students who did not have cars were dissuaded from participating at all. Our faculty routinely report students using public cafes to access the internet for classes and office hours. These conditions may be suitable for completing homework, but they are not suitable substitutes for in-class learning. To illustrate this equity gap that is not related to instructional capabilities, we are including the Equity Gap data on modalities. See Chart 1

**What other factors (internal or external) might also impact the above data trends and equity gaps?**

### Related Documents for Charts and Graphs

[Chart 1.png](#);

[Table 1.png](#)

### Practice Reflection Complete

## Summary and Reflection

### Mid-Cycle Updates

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#### **YEAR 2 Updates (2023 - 2024)**

**Provide any edits or updates to the prompts originally documented in the Executive Summary section for Year 2. See Unit Goals, Action Plans, and Updates for Year 2 Updates.**

**Provide any edits or updates to the prompts originally documented in the Data Reflection section for Year 2.**

**Review Outcomes Report. Review the unit's outcomes assessment process for 2022 - 2023. Discuss connections to unit goals/action plans/resource requests.**

**Provide any edits or updates to the prompts originally documented in the Practice Reflection section for Year 2.**

#### **YEAR 3 Updates (2024 - 2025)**

**Provide any edits or updates to the prompts originally documented in the Executive Summary section for Year 3. See Unit Goals, Action Plans, and Updates for Year 3 Updates.**

**Provide any edits or updates to the prompts originally documented in the Data Reflection section for Year 3.**

**Review Outcomes Report. Review the unit's outcomes assessment process for 2023 - 2024. Discuss connections to unit goals/action plans/resource requests.**

**Provide any edits or updates to the prompts originally documented in the Practice Reflection section for Year 3.**

#### **YEAR 4 Updates (2025 - 2026)**

**Provide any edits or updates to the prompts originally documented in the Executive Summary section for Year 4.**

**Provide any edits or updates to the prompts originally documented in the Data Reflection section for Year 4.**

**Review Outcomes Report. Review the unit's outcomes assessment process for 2024 - 2025. Discuss connections to unit goals/action plans/resource requests.**

**Provide any edits or updates to the prompts originally documented in the Practice Reflection section for Year 4.**

## Goal #1: Expanding Face-to-Face Course List

**Unit Goal:** Goal #1: Continue expanding our face-to-face course list with curricula related to the structural roots of inequities.

**Goal Status:** Active

**Beginning Year:** 2022 - 2023

**Projected Completion Year:** 2025 - 2026

### Mapping

Mesa College Strategic Plan: Roadmap to Mesa2030: (X - Highlight the X to Align)

- **Community - Objective 2:** Develop activities, spaces, and programs that support a sense of belonging with a focus on antiracism, historically minoritized groups, and inclusion. (X)
- **Community - Objective 3:** Build a culture of communication that is evidence based, race conscious, institutionally focused, systemically aware, and equity advancing (X)
- **Completion - Objective 3:** Design and promote programs and services that intentionally target a reduction in equity gaps in completion outcomes (X)
- **Completion - Objective 4:** Support students' access to resources to mitigate the impact caused by technological and basic needs insecurity (X)
- **Pathways and Partnerships - Objective 1:** Develop and implement frameworks to create communities that can provide more targeted delivery of educational resources and support services. (X)
- **Scholarship - Objective 4:** Expand the use of innovative and high-quality teaching, learning, and support practices that achieve equitable outcomes and increase student success (X)
- **Scholarship - Objective 5:** Reduce costs associated with instructional materials to support the elimination of equity gaps (X)
- **Stewardship - Objective 2:** Support processes and initiatives that prioritize environmental sustainability and reduce Mesa College's impact on climate change (X)

Action Plans	Action Plan Update
<b>Action Plan Status:</b> Active <b>Action Plan:</b> 1. Build enrollment in our newly introduced courses on Sociology of Race and Ethnicity, Research Methods for Sociology, and Sociology of Health and Society. 2. Create courses in Social Statistics and Sociology of Deviance. 3. Create honors sections for higher enrolled courses.	<b>Submission Date:</b> 01/17/2025 <b>Action Plan Update:</b> 1) We offered Sociology of Race and Ethnicity for the second semester with increased enrollment. Awaiting degree changes to offer Research Methods for Sociology and Sociology of Health and Society. 2) We proposed a course on Sociology of Deviance and encountered barriers when Miramar College's Sociology Department blocked the course. The proposed course is pending. 3) We created two honors courses for Sociology of Family (SOCO 125) and Globalization and Social Change (SOCO 223). <b>Update Year:</b> 2024 - 2025 <b>Action Plan Progress:</b> On Track

Action Plans	Action Plan Update
<b>Action Plan Cycle:</b> 2022 - 2023, 2023 - 2024, 2024 - 2025, 2025 - 2026	

## Goal #2: Address the SOCO Curricular Obstacles

**Unit Goal:** Goal #2: Address the curricular obstacles for Sociology majors related to transfer and degree requirements.

**Goal Status:** Active

**Beginning Year:** 2022 - 2023

**Projected Completion Year:** 2025 - 2026

### Mapping

Mesa College Strategic Plan: Roadmap to Mesa2030: (X - Highlight the X to Align)

- **Completion - Objective 1:** Develop pathways that provide students with clarity about degree, certificate, and transfer requirements. (X)
- **Pathways and Partnerships - Objective 4:** Expand intersegmental pathways to create a seamless transition between Mesa and k-12, non-credit, Universities, and careers (X)
- **Scholarship - Objective 3:** Assess impact of prerequisites and corequisites on student success and revise curriculum, as needed (X)

Action Plans	Action Plan Update
<b>Action Plan Status:</b> Active	<b>Submission Date:</b> 01/17/2025 <b>Action Plan Update:</b> 1. We encountered barriers to articulating courses due to state level curricular changes including but not limited to Common Course Numbering. 2. Degree requirements were streamlined and revised to address issues of student completion that we identified during ongoing assessment processes. <b>Update Year:</b> 2024 - 2025 <b>Action Plan Progress:</b> On Track

Action Plans	Action Plan Update
<p><b>Action Plan:</b></p> <ol style="list-style-type: none"> <li>1. Articulate courses in the follow ways: <ol style="list-style-type: none"> <li>a. For UCSD SOCI 10 - American Society: Social Structure and Culture in the United States <ol style="list-style-type: none"> <li>i. Sociology of Latinos (SOCO 150)</li> <li>ii. Race and Ethnicity (SOCO 207)</li> </ol> </li> <li>b. For UCSD SOCI 40- Sociology of Health Care Issues <ol style="list-style-type: none"> <li>i. Health and Society (SOCO 145)</li> </ol> </li> <li>c. For UCSD SOCI 60- Practice of Social Research <ol style="list-style-type: none"> <li>i. Research Methods for Sociology (SOCO 220)</li> </ol> </li> <li>d. For SDSU SOCI 201- Elementary Social Statistics <ol style="list-style-type: none"> <li>i. Research Methods for Sociology (SOCO 220)</li> </ol> </li> </ol> </li> <li>2. Revise degree requirements to include more Sociology courses as elective requirements.</li> </ol> <p><b>Action Plan Cycle:</b> 2022 - 2023, 2023 - 2024, 2024 - 2025, 2025 - 2026</p>	

### Goal #3: Student Support and Resources

**Unit Goal:** Goal #3: Build upon our Sociology library to include a computer with A/V access for students in need of a quiet space for synchronous online classes and/or course assignments.

**Goal Status:** Active

**Beginning Year:** 2022 - 2023

**Projected Completion Year:** 2025 - 2026

#### Mapping

Mesa College Strategic Plan: Roadmap to Mesa2030: (X - Highlight the X to Align)

- **Completion - Objective 3:** Design and promote programs and services that intentionally target a reduction in equity gaps in completion outcomes (X)
- **Completion - Objective 4:** Support students' access to resources to mitigate the impact caused by technological and basic needs insecurity (X)
- **Pathways and Partnerships - Objective 3:** Increase community engagement, experiential learning, integrated career planning, and workforce training to prepare students for future careers (X)

- **Scholarship - Objective 4:** Expand the use of innovative and high-quality teaching, learning, and support practices that achieve equitable outcomes and increase student success (X)

Action Plans	Action Plan Update
<p><b>Action Plan Status:</b> Active</p> <p><b>Action Plan:</b> 1. Identify lines of funding to purchase a computer with A/V access.</p> <p><b>Action Plan Cycle:</b> 2022 - 2023, 2023 - 2024, 2024 - 2025, 2025 - 2026</p>	<p><b>Submission Date:</b> 01/17/2025</p> <p><b>Action Plan Update:</b> We applied for an Innovation Grant through Mesa College and were not granted funding for a computer and AV access for both classwork and research purposes.</p> <p><b>Update Year:</b> 2024 - 2025</p> <p><b>Action Plan Progress:</b> Barriers Encountered</p>



# **Program Review**

Summary and Reflections with Unit Goals, Action Plans,  
and Updates

Instructional Program - Sustainability (SUST)



### Executive Summary

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**Describe the successes and challenges your unit has faced since the last comprehensive review.**

This is the Sustainability Program's first comprehensive review.

Successes include:

- The implementation of the AA degree and certificate of achievement in sustainability,
- Strong enrollment and productivity (FTES/FTEF),
- Continued growth in the program, and
- Equity in course outcomes and retention.

Challenges include:

- Recruitment to the sustainability work experience course,
- The deactivation of environmental economics, and
- The lack of an environmental science course taught at Mesa College.

**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.**

There are two sustainability courses offered at Mesa College: introduction to sustainability (SUST 101) and sustainability work experience (SUST 270). SUST 101 has exceeded predicted enrollment targets by a factor of two but SUST 270 has not reached its predicted enrollment targets. Perhaps this is due to SUST 101 meeting Area 4 (IGETC) and Area D (CSU) general education requirements whereas SUST 270 does not. Additionally, SUST 101 is a prerequisite course for SUST 270.

The economics department decided to deactivate environmental economics, which required an adjustment to the sustainability associate's degree and certificate of achievement.

We believe that our program has been impacted by a lack of the environmental science course (BIOL 101) at Mesa. This is a gap in the preparation for the major requirements for transfer to SDSU. This course is offered at City College.

**If applicable, describe the impact of any new resources (human, fiscal, etc) on the unit and/or action plan implementation.**

n/a

**If you assess OUTCOMES, please confirm that the outcomes have been reviewed for accuracy. If you do not assess Outcomes, skip this question.**

Reviewed & Accurate

**Related Documents for Charts and Graphs**

**Executive Summary Complete**

Yes

### Data Reflection

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**Trends observed in program/service area's data.**

Trends include increasing course sections offered, student enrollment, and awards earned. Mesa currently offers two sections of SUST 101. In the first year (2018-19) that the sustainability AA degree was offered, two students earned this degree. Last year (2021-22), seven students earned AA degrees in sustainability.

**Describe any equity gaps in the data. Are there differences and/or patterns observed by demographics (e.g.race/ethnicity, gender, age, etc.)**

There are no equity gaps in the course success or retention data across the variety of student demographic traits and intersectionalities. For the four years of awards data (2018-19 through 2021-22), equity gaps exist for 18-24

## Summary and Reflection

year olds (9.1%), females (9.1%), and Latinx-identifying students (20.4%) but the total count of 17 may be too low for the equity gap analysis to be valid.

### Related Documents for Charts and Graphs

**Describe the discussion(s) that took place about the unit's learning outcomes assessment data.**

Each semester, sustainability program faculty discuss the course and program learning outcomes assessment data. At the course level, students are meeting the minimum threshold set by the social sciences department.

**Data Reflection Complete**

Yes

## Practice Reflection

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**Describe current practices your program/service area has engaged in that you believe impact the above data trends and equity gaps.**

It is unclear what practices result in no equity gaps in terms of course outcomes and retention. The equity gaps in terms of awards conferred may be due to the low sample size.

**What other factors (internal or external) might also impact the above data trends and equity gaps?**

Student interest in the sustainability program may coincide with increasing public awareness of the climate crisis and environmental degradation.

### Related Documents for Charts and Graphs

**Practice Reflection Complete**

Yes

## Mid-Cycle Updates

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### YEAR 2 Updates (2023 - 2024)

Provide any edits or updates to the prompts originally documented in the Executive Summary section for Year 2.

Provide any edits or updates to the prompts originally documented in the Data Reflection section for Year 2.

**Review Outcomes Report. Review the unit's outcomes assessment process for 2022 - 2023. Discuss connections to unit goals/action plans/resource requests.**

Provide any edits or updates to the prompts originally documented in the Practice Reflection section for Year 2.

### YEAR 3 Updates (2024 - 2025)

Provide any edits or updates to the prompts originally documented in the Executive Summary section for Year 3.

Provide any edits or updates to the prompts originally documented in the Data Reflection section for Year 3.

**Review Outcomes Report. Review the unit's outcomes assessment process for 2023 - 2024. Discuss connections to unit goals/action plans/resource requests.**

The benchmarks for all outcomes for SUST 101 have been met. We assessed two sections and on all the CLO's 83.3% were competent or higher. This involved the assessment of 83 students with 70 being competent or higher on the assessment.

Provide any edits or updates to the prompts originally documented in the Practice Reflection section for Year 3.

## **Summary and Reflection**

### **YEAR 4 Updates (2025 - 2026)**

**Provide any edits or updates to the prompts originally documented in the Executive Summary section for Year 4.**

**Provide any edits or updates to the prompts originally documented in the Data Reflection section for Year 4.**

**Review Outcomes Report. Review the unit's outcomes assessment process for 2024 - 2025. Discuss connections to unit goals/action plans/resource requests.**

**Provide any edits or updates to the prompts originally documented in the Practice Reflection section for Year 4.**

## Goal 1: Build partnerships with potential internship locations to increase enrollment in SUST 270.

**Unit Goal:** Goal 1: Build partnerships with potential internship locations to increase enrollment in SUST 270.

**Goal Status:** Active

**Beginning Year:** 2022 - 2023

**Projected Completion Year:** 2025 - 2026

### Mapping

Mesa College Strategic Plan: Roadmap to Mesa2030: (X - Highlight the X to Align)

- **Completion - Objective 1:** Develop pathways that provide students with clarity about degree, certificate, and transfer requirements. (X)
- **Completion - Objective 2:** Develop cross - functional teams that support student success and include integrated career and transfer counseling. (X)
- **Completion - Objective 3:** Design and promote programs and services that intentionally target a reduction in equity gaps in completion outcomes (X)
- **Completion - Objective 4:** Support students' access to resources to mitigate the impact caused by technological and basic needs insecurity (X)
- **Pathways and Partnerships - Objective 1:** Develop and implement frameworks to create communities that can provide more targeted delivery of educational resources and support services. (X)
- **Pathways and Partnerships - Objective 2:** Expand partnerships with K-12 institutions to enhance program offerings and increase access for minoritized students. (X)
- **Pathways and Partnerships - Objective 3:** Increase community engagement, experiential learning, integrated career planning, and workforce training to prepare students for future careers (X)
- **Pathways and Partnerships - Objective 4:** Expand intersegmental pathways to create a seamless transition between Mesa and k-12, non-credit, Universities, and careers (X)
- **Pathways and Partnerships - Objective 5:** Develop and implement technologies, including website redesign, that will make pathways information available to students so that they can effectively utilize this information in their educational and career planning (X)
- **Scholarship - Objective 1:** Expand and prioritize professional learning experiences for all employees that create parity in outcomes across racial/ethnic groups and all disproportionately impacted groups (X)
- **Scholarship - Objective 2:** Evaluate and improve Diversity, Equity, and Inclusion practice in classroom environments, campus activities, departments, schools, and administrative units (X)
- **Scholarship - Objective 3:** Assess impact of prerequisites and corequisites on student success and revise curriculum, as needed (X)
- **Scholarship - Objective 4:** Expand the use of innovative and high-quality teaching, learning, and support practices that achieve equitable outcomes and increase student success (X)
- **Scholarship - Objective 5:** Reduce costs associated with instructional materials to support the elimination of equity gaps (X)

Action Plans	Action Plan Update
<b>Action Plan Status:</b> Active <b>Action Plan:</b> Create a list of current and previous internship locations. <b>Action Plan Cycle:</b> 2022 - 2023, 2023 - 2024, 2024 - 2025, 2025 - 2026	
<b>Action Plan Status:</b> Active <b>Action Plan:</b> Research additional organizations. <b>Action Plan Cycle:</b> 2022 - 2023, 2023 - 2024, 2024 - 2025, 2025 - 2026	
<b>Action Plan Status:</b> Active <b>Action Plan:</b> Contact potential organizations. <b>Action Plan Cycle:</b> 2022 - 2023, 2023 - 2024, 2024 - 2025, 2025 - 2026	
<b>Action Plan Status:</b> Active <b>Action Plan:</b> Create a SUST 270 guide for students. <b>Action Plan Cycle:</b> 2022 - 2023, 2023 - 2024, 2024 - 2025, 2025 - 2026	



# **Program Review**

Summary and Reflections with Unit Goals, Action Plans,  
and Updates

Instructional Program - Teacher Education (EDUC)

## Executive Summary

**Describe the successes and challenges your unit has faced since the last comprehensive review.**

The Teacher Education Program has experienced many successes since the last comprehensive review. There is now a designated full time faculty member for the Teacher Education Program. The hiring of the new faculty allows for growth of the program and new partnerships to form across campus as well as outside community partnership. The Teacher Education Program is now connected with tutoring. With this partnership, a tutor to teacher pipeline is being created. This pipeline will create a seamless transition for tutors to become teachers. The teacher education program is also connected with the tutor apprenticeship program at Hoover High School. We are hopeful that this connection will lead to a teacher apprenticeship as well. The Teacher Education Program has also partnered with Child Development to create an on-campus club. The Child Development/Education Club meets monthly to discuss a variety of topics that CD and Education students face. Overall, our successes stem from the partnerships created on and off campus. The TE program is also a part of the Education and Guidance Academic and Career Pathway.

The Teacher Education Program was awarded a \$150,000 grant from the San Diego Foundation. We will be using the grant to create a tutor to teacher pipeline during the Summer semester, reaching out and recruiting high school students who are interested in becoming teachers. The pipeline program will partner with San Diego Unified School District to streamline recruitment and program implementation efforts. The pipeline program will span over the course of two years, reaching two distinct cohorts of high schools students who are interested in pursuing a career in education.

The Teacher Education Program faces some challenges along with our successes. Enrollment is one of the biggest challenges. While Education 200 and 203 have consistent enrollment, Education 211 has had minimal enrollment. We are hoping with some outreach and better visibility, this will change. Visibility is also a challenge. We continue to have a teacher shortage but we do not see enrollment increasing with this need. With the program joining the Education and Guidance Academic and Career Pathways we are hoping this will change. Another challenge is tracking the teacher education students. It would be extremely beneficial to be able to track students enrolled in the program in order to assist in their progress as well as assist for transfer. Knowing how many students are in the program will also assist in knowing where the students are in their degree progression which will in turn help with scheduling classes not only for teacher education but also the teacher education specific classes in other disciplines. Additionally, Mesa continues to have no method for tracking the single subject (middle and high school) population since there is no specific coursework required for transfer such as for Liberal Studies majors.

Transitional Kindergarten (TK) is becoming another grade level in the state of California. To become a TK teacher, one needs significantly more Child Development units than one pursuing a multiple subject credential. This is not a direct challenge, but an important factor moving forward because the Teacher Education Program will need to work closely with Child Development to ensure our teacher education students successfully enroll in the courses they need.

**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.**

There has been a restructuring of the courses offered for the Teacher Education Program. The Course Learning Outcomes are in the process of being updated and the material being taught in the Education 200s courses has been updated to reflect the current educational policies, theories, methodologies, and practices. They have also been updated using culturally responsive teaching techniques.

**If applicable, describe the impact of any new resources (human, fiscal, etc) on the unit and/or action plan implementation.****If you assess OUTCOMES, please confirm that the outcomes have been reviewed for accuracy. If you do not assess Outcomes, skip this question.**

Reviewed & Accurate

**Related Documents for Charts and Graphs**

## Summary and Reflection

### Executive Summary Complete

Yes

## Data Reflection

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### Trends observed in program/service area's data.

There is a high demand for teachers. Regionally and statewide there is a teacher shortage. A recent news article states, "California has the third highest teacher shortage in the country, according to data analyzed by Scholaroo. The education research firm compiled a list based on a US teacher-to-state population ratio to determine which states are most affected by shortages. Data from the study shows California has approximately 293,619 teachers with a statewide population reaching 39,237,836 people, which means there are 7.48 teachers per 1000 people." Mesa wants to be a part of the solution to this problem. Because there is such a high demand for teachers, we want to see an enrollment increase. Over the last 4 years there has been a minor decline in enrollment, following the overall college trend of declining enrollment. However with the high demand for teachers, specifically TK teachers, we are expecting to see these numbers increase. We are projecting a need for more courses to be offered in the coming years. We are also anticipating a partnership with child development to fulfill the CD requirement need for the new California PK-3 credential.

An enrollment trend that Teacher Education has experienced is low enrollment in Education 211. This course is specifically designed for students who are interested in pursuing a single subject credential in the STEM field. According to the enrollment dashboard, during Fall 2020, Education 211 had 16 students enrolled. Fall 2021 saw 15 students enrolled and the most recent semester, Spring 2023, had 11 students enrolled. Additionally, there has been a small decrease in enrollment for Education 203. Enrollment for the last four school years is as follows: 2019-2020 had 106 students enrolled; 2020-2021 had 100 students enrolled; 2021-2022 had 92 students enrolled; 2022-2023 had 96 students enrolled. Paralleled to Education 203/211 is Education 200. Education 200 has seen steady enrollment over the course of the last four years. Enrollment for Education 200 over the last four school years, according to the SDCCD enrollment dashboard, is as follows: 2019-2020 had 155 students enrolled; 2020-2021 had 148 students enrolled; 2021-2022 had 154 students enrolled; 2022-2023 had 148 students enrolled. With recruitment efforts, increased visibility, and partnerships with programs, such as the Tutor-to-Teacher program, the Teacher Education program is looking to increase enrollment across all three courses that are offered.

Although enrollment has decreased some, awards given have actually increased over the last four years. In the four years leading up to the 18/19 school year, 54 total awards were given. In the last four years, between 19/20 school year to present, 72 total awards have been given (AA, AA-T). The hope is that awards given will continue to increase as we increase our outreach and recruitment efforts.

### Describe any equity gaps in the data. Are there differences and/or patterns observed by demographics (e.g. race/ethnicity, gender, age, etc.)

Enrollment in Teacher Education is predominately female. In the 20/21 school year, 76.7% of students declared education were female and in 21/22 school year, 75.6% of students declared education were female. 85.6% of the awards (AA, AA-T) given were female and 14.4% of the award given were to male students. This results in a 30.3% equity gap in completion rates between male and female students. However, this does not capture the students who have the intention of pursuing a single subject credential because they would be declared a specific major other than teacher education/liberal studies.

According to the Equity Gap Analysis Dashboard, there is an equity gap for success rates among Black/African American students as well as Latinx students and all other ethnicity groups. Success is measured as course completion. The overall success rate from 2019 until present is 83.4%. Black/African American students make up approximately 4% of the Teacher Education enrollments with a 78.3% success rate. This creates a 5.3% equity gap. Latinx students make up approximately 43% of the Teacher Education enrollments with 80.2% success rate. This creates a 5.6% equity gap.

### Related Documents for Charts and Graphs



## Summary and Reflection

**Describe the discussion(s) that took place about the unit's learning outcomes assessment data.**

The Teacher Education Program faculty collaborated with the Tutoring Program coordinator to update CLOs. The CLOs are updated and waiting to be uploaded to CurricuNet. The new CLOs will be implemented in the Fall '23 semester.

**Data Reflection Complete**

Yes

## Practice Reflection

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**Describe current practices your program/service area has engaged in that you believe impact the above data trends and equity gaps.**

To address the equity gaps that were noted, there have been a few practices that are put into place. A process to be referred to counseling has been put in place for the Education courses. This allows for students to check in with the designated Teacher Education counselor and track their progress. The Teacher Education instructor will contact students who are failing to check in on progress and assist if/when needed. The creation of a teacher community is in progress. Teacher education students in collaboration with teacher education faculty and local teachers make up this community. Meetings are held monthly through the on campus Future Educators club to create a space for the community. The hope is that students connect with the community and in turn feel connected to the department and program which can assist in their success. Additionally, there has been more community outreach for the Teacher Education program. The Teacher Education Program partnered with the tutoring program at Hoover High School and started a pipeline for students to become tutors and then transition into teacher education. This in turn will create a more equitable teacher education program because the Teacher Education program is going into the local community and reaching students from the community that Mesa represents.

**What other factors (internal or external) might also impact the above data trends and equity gaps?**

Other factors that might impact the above trends and equity gaps are the staffing changes. Having a designated full time faculty member allows for specific change to be made to make the program more equitable. For example, focus can be made on the demographics that make up the program and a specific plan can be made as to how to change the demographics so they more closely reflect our student population. Additional recruitment efforts can be made as well. For example, establishing relationships with other departments across campus to discover students who may have an interest in teaching but are unfamiliar with the program. Creating a bridge between the STEM classes and teacher education could increase enrollment in our Education 211 course and in turn produce a better representation of Mesa students in the Teacher Education Program.

**Related Documents for Charts and Graphs**

**Practice Reflection Complete**

Yes

## Mid-Cycle Updates

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**YEAR 2 Updates (2023 - 2024)**

**Provide any edits or updates to the prompts originally documented in the Executive Summary section for Year 2.**

No

**Provide any edits or updates to the prompts originally documented in the Data Reflection section for Year 2.**

No

**Review Outcomes Report. Review the unit's outcomes assessment process for 2022 - 2023. Discuss connections to unit goals/action plans/resource requests.**

**Provide any edits or updates to the prompts originally documented in the Practice Reflection section for Year 2.**

No

## Summary and Reflection

### YEAR 3 Updates (2024 - 2025)

**Provide any edits or updates to the prompts originally documented in the Executive Summary section for Year 3.**  
There continue to be successes along with challenges for the Teacher Education program. One updated success is the partnership with the Child Development department. There has been ongoing collaboration between the two programs which has created a united space for students who are looking to enter the education field. Earning a child development degree is now an onramp for entering the TK-12 workforce. This is because of the new PK-3 credential that went into effect this Fall 2024.

Another success is the growth of the Tutor-to-Teacher pipeline through our partnership with Hoover High School. When the Hoover program first started, there were approximately 20 students enrolled. In Fall 2024, there were 72 students who enrolled and completed the courses. Many of these students have expressed interest in the education field and pursuing a degree in education.

The Teacher Education program still faces enrollment challenges. While online enrollment has stayed steady, in-person classes have not had strong numbers. The goal is to see that change by Spring 2026. The program also continues to face the challenge of knowing who the students are who are pursuing a degree in Teacher Education. This is a challenge that will be prioritized during the next school year.

**Provide any edits or updates to the prompts originally documented in the Data Reflection section for Year 3.**  
There is not much that has changed when reviewing the data reflection. There is still a high need for teacher education students to complete their degree and enter the workforce. Enrollment has stayed steady over the last two years but we are hoping to see an increase. The percentage of students earning their ADT is very low. One large reason behind this is because the ADT needs to be revised and changed to reflect the requirements for students to successfully transfer. In collaboration with the counseling department, the program hopes to create a clear path for students to apply for their AA or ADT before graduation.

**Review Outcomes Report. Review the unit's outcomes assessment process for 2023 - 2024. Discuss connections to unit goals/action plans/resource requests.**

This is still under review and will be updated by the end of 2024.

**Provide any edits or updates to the prompts originally documented in the Practice Reflection section for Year 3.**  
To address the equity gaps that were discussed, increased outreach was a priority and will continue to be a priority. The Teacher Education program coordinator as well as the designated counselor visited classes each semester to connect with the Teacher Education students. This created more visibility for students who may be looking to explore the profession further or to solidify their transfer goals. There have also been more events created where the TE students could attend and meet with various colleges and professors on campus to learn about the education pathway. These efforts have seen a slight increase in transfer rates and declaration of degrees.

### YEAR 4 Updates (2025 - 2026)

**Provide any edits or updates to the prompts originally documented in the Executive Summary section for Year 4.**

**Provide any edits or updates to the prompts originally documented in the Data Reflection section for Year 4.**

**Review Outcomes Report. Review the unit's outcomes assessment process for 2024 - 2025. Discuss connections to unit goals/action plans/resource requests.**

**Provide any edits or updates to the prompts originally documented in the Practice Reflection section for Year 4.**

**Goal 1: Partner with the Institutional Research Office to set up a research agenda for the Teacher Education program to increase success rates and awards given.**

**Unit Goal:** Goal 1: Partner with the Institutional Research Office to set up a research agenda for the Teacher Education program to increase success rates and awards given.

**Goal Status:** Active

**Beginning Year:** 2022 - 2023

**Projected Completion Year:** 2025 - 2026

### Mapping

Mesa College Strategic Plan: Roadmap to Mesa2030: (X - Highlight the X to Align)

- **Completion - Objective 3:** Design and promote programs and services that intentionally target a reduction in equity gaps in completion outcomes (X)
- **Pathways and Partnerships - Objective 1:** Develop and implement frameworks to create communities that can provide more targeted delivery of educational resources and support services. (X)

Action Plans	Action Plan Update
<b>Action Plan Status:</b> Active <b>Action Plan:</b> Connect with IE office at the beginning of the semester and end of the semester to create collaboration. <b>Action Plan Cycle:</b> 2022 - 2023, 2023 - 2024, 2024 - 2025, 2025 - 2026	<b>Submission Date:</b> 12/02/2024 <b>Action Plan Update:</b> This has been a slow process. So far it has been an on the ground effort of visiting classes and learning who the Teacher Education students are. Classes have sent out surveys to collect information and to better connect with the Teacher Education students. However, this has been an informal process and establishing a formal way to know and track the students will be vital for the program. The Teacher Education program coordinator will work with connecting with IE beginning of Fall 2025 to work on creating a formalized plan along with partnering with counseling. <b>Update Year:</b> 2024 - 2025 <b>Action Plan Progress:</b> On Track
<b>Action Plan Status:</b> Active <b>Action Plan:</b> Create a strategic plan for understanding who the Teacher Education students are and how best to track and support them. <b>Action Plan Cycle:</b> 2022 - 2023, 2023 - 2024, 2024 - 2025, 2025 - 2026	<b>Submission Date:</b> 12/02/2024 <b>Action Plan Update:</b> This has been a slow process. So far it has been an on the ground effort of visiting classes and learning who the Teacher Education students are. Classes have sent out surveys to collect information and to better connect with the Teacher Education students. However, this has been an informal process and establishing a formal way to know and track the students will be vital for the program. The Teacher Education program coordinator will work with connecting with IE beginning of Fall 2025 to work on creating a formalized plan along with partnering with counseling. <b>Update Year:</b> 2024 - 2025 <b>Action Plan Progress:</b> On Track

**Goal 2: By Spring 2024, have the Education classes reformatted and restructured to reflect current educational practices, methodologies, and theories along with becoming ZCT courses.**

**Unit Goal:** Goal 2: By Spring 2024, have the Education classes reformatted and restructured to reflect current educational practices, methodologies, and theories along with becoming ZCT courses.

**Goal Status:** Active

**Beginning Year:** 2022 - 2023

**Projected Completion Year:** 2025 - 2026

#### Mapping

Mesa College Strategic Plan: Roadmap to Mesa2030: (X - Highlight the X to Align)

- **Community - Objective 2:** Develop activities, spaces, and programs that support a sense of belonging with a focus on antiracism, historically minoritized groups, and inclusion. (X)
- **Scholarship - Objective 5:** Reduce costs associated with instructional materials to support the elimination of equity gaps (X)

Action Plans	Action Plan Update
<b>Action Plan Status:</b> Active <b>Action Plan:</b> Apply for ZCT grant, work to create ZCT courses. <b>Action Plan Cycle:</b> 2022 - 2023, 2023 - 2024	<b>Submission Date:</b> 12/02/2024 <b>Action Plan Update:</b> In the Spring of 2024, the Teacher Education Program was awarded the ZTC acceleration grant from the state chancellor's office. A plan was made working with the grant team as to how to make the courses on the teacher education pathway ZTC. The program pathway is currently 90% ZTC and is working to become 100%. <b>Update Year:</b> 2024 - 2025 <b>Action Plan Progress:</b> On Track
<b>Action Plan Status:</b> Active <b>Action Plan:</b> Research current practices and trends in education to provided current content for teacher education students. <b>Action Plan Cycle:</b> 2022 - 2023, 2023 - 2024	<b>Submission Date:</b> 12/02/2024 <b>Action Plan Update:</b> Classes have been updated and are revised each semester to ensure that students are receiving accurate and current information about the teaching profession. <b>Update Year:</b> 2024 - 2025 <b>Action Plan Progress:</b> On Track

**Goal 3: Create collaboration across disciplines with faculty members who teach teacher education courses by Spring 2024.**

**Unit Goal:** Goal 3: Create collaboration across disciplines with faculty members who teach teacher education courses by Spring 2024.

**Goal Status:** Active

**Beginning Year:** 2022 - 2023

**Projected Completion Year:** 2025 - 2026

#### Mapping

Mesa College Strategic Plan: Roadmap to Mesa2030: (X - Highlight the X to Align)

- **Completion - Objective 2:** Develop cross - functional teams that support student success and include integrated career and transfer counseling. (X)
- **Scholarship - Objective 4:** Expand the use of innovative and high-quality teaching, learning, and support practices that achieve equitable outcomes

and increase student success (X)

Action Plans	Action Plan Update
<p><b>Action Plan Status:</b> Active</p> <p><b>Action Plan:</b> Connect with professors to brainstorm collaboration.</p> <p><b>Action Plan Cycle:</b> 2022 - 2023, 2023 - 2024</p>	<p><b>Submission Date:</b> 12/02/2024</p> <p><b>Action Plan Update:</b> The Teacher Education Program is unique in that many of the required courses in the pathway are across many disciplines. Since Spring of 2023, there has been an effort to meet with the instructors who teach the courses in the pathway in order to create unity and cohesion across the various classes. As a result of this collaboration, students are given more complete information about the process of completing their AA or ADT along with more information about the events happening on campus for Teacher Education students. This is resulting in a community being created for the Teacher Education students.</p> <p><b>Update Year:</b> 2024 - 2025</p> <p><b>Action Plan Progress:</b> On Track</p>
<p><b>Action Plan Status:</b> Active</p> <p><b>Action Plan:</b> Create an advisory committee that meets once a semester to collaborate on courses, teaching strategies, and plan moving forward for Teacher Education program.</p> <p><b>Action Plan Cycle:</b> 2022 - 2023, 2023 - 2024</p>	<p><b>Submission Date:</b> 12/02/2024</p> <p><b>Action Plan Update:</b> The Teacher Education Program has created a strong collaboration with the Child Development department to create a strategic plan for the program and to ensure that the courses are aligned with current requirements from the state of California. This includes the new PK-3 credential that has been newly developed for teachers.</p> <p><b>Update Year:</b> 2024 - 2025</p> <p><b>Action Plan Progress:</b> On Track</p>



# **Program Review**

Summary and Reflections with Unit Goals, Action Plans,  
and Updates

Instructional Program - Veterinary Technology  
(VTAH)

### Executive Summary

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**Describe the successes and challenges your unit has faced since the last comprehensive review.**

In May 2020, our program became AVMA accredited. AVMA accreditation is considered the highest standard of achievement for veterinary medical education in the United States. The AVMA/CVTEA accreditation committee identified the following program strengths affordable tuition, extraordinary student access to a wide variety of animal species, and students receive a well-rounded curriculum from dedicated program personnel who have a wide variety of clinical experience. The accreditation will help us serve our community's needs and provide our students with more career opportunities. Through Perkin's funding, we've been able to purchase state-of-the-art veterinary equipment giving our students the opportunity to learn how to use the state-of-the-art veterinary equipment prior to employment. This year we purchased two new digital x-ray system.

The AVMA CVTEA committee identified an area that needs improvement is the need for our facility to emulate contemporary veterinary facilities. New cabinetry and flooring was installed during the Summer of 2023. The program's curriculum needs an overhaul. The current curriculum has been in place for over 20 years. There is a need to align with current industry standards in both equipment and software.

**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.**

**If applicable, describe the impact of any new resources (human, fiscal, etc) on the unit and/or action plan implementation.**

**If you assess OUTCOMES, please confirm that the outcomes have been reviewed for accuracy. If you do not assess Outcomes, skip this question.**

Reviewed & Accurate

**Related Documents for Charts and Graphs**

**Executive Summary Complete**

Yes

### Data Reflection

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**Trends observed in program/service area's data.**

Student interest continues to increase. We have 82 new student applications for 32 open spots to start fall of 2023.

**Describe any equity gaps in the data. Are there differences and/or patterns observed by demographics (e.g.race/ethnicity, gender, age, etc.)**

In San Diego County the veterinary technician occupation is considered a priority job. COE examined the equity gaps within these jobs. For veterinary technicians the equity gaps included: underrepresented by males (75% females 25% males), 30% represented by Hispanic/Latinx, 8% represented by Asian, 5% Black/African American, 0.3% American Indian/Alaska Native, and 0.4% Native Hawaiian/Pacific Islander.

The core indicator report for our students showed that overall, our students are successful at the attainment of skills and at attaining employment. The gaps in student performance is evident in the Latinx and Asian/Pacific Islander students with economically disadvantaged families.

**Related Documents for Charts and Graphs**

**Describe the discussion(s) that took place about the unit's learning outcomes assessment data.**

All Course Learning Outcomes are assessed utilizing a comprehensive final exam. All CLOs are assessed every course every semester.

## Summary and Reflection

### Data Reflection Complete

Yes

### Practice Reflection

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**Describe current practices your program/service area has engaged in that you believe impact the above data trends and equity gaps.**

To improve equity gaps, students' employment, non-traditional participation, and completion rates the program will:

a) Upgrade, replace, and purchase state-of-the-art veterinary equipment and software for the Veterinary Technology Program. The veterinary equipment and software will provide Latinx and Asian/Pacific Islander from economically disadvantaged families with an opportunity to learn how to use the equipment and practice prior to entering the work environment. The equipment will improve student success, retention, and completion, as well as potentially draw in more students from nontraditional populations.

b) Collaborate with high school districts to create articulation agreements with high schools to develop career pathways for high school students. Creating these pathways with the high schools provides an opportunity to increase nontraditional participation in the program.

c) Develop a Certificate of Achievement in Veterinary Assistant that would allow students to enter the workforce faster.

d) Faculty will attend professional development conferences to remain current on veterinary skills and to improve teaching practices.

e) Increase outreach to non-traditional students. Our faculty will host, attend career fairs, and attend local outreach events.

**What other factors (internal or external) might also impact the above data trends and equity gaps?**

Other factors that might impact the equity gap in student performance is student access to academic support. For example, providing students with time management and studying skills resources.

### Related Documents for Charts and Graphs

### Practice Reflection Complete

Yes

### Mid-Cycle Updates

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#### YEAR 2 Updates (2023 - 2024)

**Provide any edits or updates to the prompts originally documented in the Executive Summary section for Year 2.**

Edits were made in the executive summary section

**Provide any edits or updates to the prompts originally documented in the Data Reflection section for Year 2.**

Edits were made in the executive summary section

**Review Outcomes Report. Review the unit's outcomes assessment process for 2022 - 2023. Discuss connections to unit goals/action plans/resource requests.**

Edits were made in the executive summary section

**Provide any edits or updates to the prompts originally documented in the Practice Reflection section for Year 2.**

Edits were made in the executive summary section

#### YEAR 3 Updates (2024 - 2025)

**Provide any edits or updates to the prompts originally documented in the Executive Summary section for Year 3.**

Edits were made in the executive summary section.

**Provide any edits or updates to the prompts originally documented in the Data Reflection section for Year 3.**

Student interest continues to increase. There were 86 applications for 32 seats to start the program in the Fall 2024. We expect to graduate 23 students in Spring 2025, an increase from Spring 2024, when we graduated 16 students.

**Review Outcomes Report. Review the unit's outcomes assessment process for 2023 - 2024. Discuss connections to unit goals/action plans/resource requests.**

VTAH 135 and 140 are in need of additional student support services to help improve student success.



## Summary and Reflection

**Provide any edits or updates to the prompts originally documented in the Practice Reflection section for Year 3.**

We continue to improve equity gaps, students' employment, non-traditional participation, and completion rates by purchasing state of the art veterinary equipment, attend and host new student outreach events, and support faculty and staff professional development conference travel.

### **YEAR 4 Updates (2025 - 2026)**

**Provide any edits or updates to the prompts originally documented in the Executive Summary section for Year 4.**

**Provide any edits or updates to the prompts originally documented in the Data Reflection section for Year 4.**

**Review Outcomes Report. Review the unit's outcomes assessment process for 2024 - 2025. Discuss connections to unit goals/action plans/resource requests.**

**Provide any edits or updates to the prompts originally documented in the Practice Reflection section for Year 4.**

## Goal 1: Update Curriculum

**Unit Goal:** Goal 1: Update Curriculum

**Goal Status:** Active

**Beginning Year:** 2022 - 2023

**Projected Completion Year:** 2026 - 2027

### Mapping

Mesa College Strategic Plan: Roadmap to Mesa2030: (X - Highlight the X to Align)

- **Completion - Objective 1:** Develop pathways that provide students with clarity about degree, certificate, and transfer requirements. (X)

Action Plans	Action Plan Update
<b>Action Plan Status:</b> Active <b>Action Plan:</b> 1. Convening a curriculum development committee 2. Identify key issues and trends in specific content areas 3. Assessing needs and issues <b>Action Plan Cycle:</b> 2022 - 2023, 2023 - 2024, 2024 - 2025, 2025 - 2026	<b>Submission Date:</b> 12/02/2024 <b>Action Plan Update:</b> Continue to collaborate with faculty, staff, advisory committee members to identify industry trends in specific content areas. <b>Update Year:</b> 2023 - 2024 <b>Action Plan Progress:</b> On Track
	<b>Submission Date:</b> 11/22/2024 <b>Action Plan Update:</b> We continue to review and evaluate other AVMA accredited RVT programs curriculum to help guide our development process. <b>Update Year:</b> 2023 - 2024 <b>Action Plan Progress:</b> On Track
	<b>Submission Date:</b> 12/03/2023 <b>Action Plan Update:</b> We continue to progress and have received helpful feedback from our industry partners. This year we plan to review and evaluate other AVMA accredited RVT programs curriculum to help guide our development process. <b>Update Year:</b> 2023 - 2024 <b>Action Plan Progress:</b> On Track

## Goal 2: Align with industry standards: equipment and software

**Unit Goal:** Goal 2: Align with industry standards: equipment and software

**Goal Status:** Active

**Beginning Year:** 2022 - 2023

**Projected Completion Year:** 2025 - 2026

### Mapping

4/14/2025

Generated by Nuventive Improvement Platform

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Mesa College Strategic Plan: Roadmap to Mesa2030: (X - Highlight the X to Align)

- **Completion - Objective 4:** Support students' access to resources to mitigate the impact caused by technological and basic needs insecurity (X)
- **Stewardship - Objective 4:** Establish a college-wide practice and schedule that addresses routine maintenance and renewal of equipment, facilities and technology to ensure access to adequate resources and better serve students (X)

Action Plans	Action Plan Update
<b>Action Plan Status:</b> Active <b>Action Plan:</b> Purchase state-of-art veterinary equipment <b>Action Plan Cycle:</b> 2022 - 2023, 2023 - 2024, 2024 - 2025, 2025 - 2026	<b>Submission Date:</b> 12/02/2024 <b>Action Plan Update:</b> September 2024 new X-ray machines were installed and new anesthetic machines were approved for purchase. <b>Update Year:</b> 2023 - 2024 <b>Action Plan Progress:</b> On Track
	<b>Submission Date:</b> 12/03/2023 <b>Action Plan Update:</b> Last year we purchased state-of-art veterinary equipment which included an ultrasound machine and advanced teaching tools. This year we are in process of purchasing state-of-art full digital X-ray machines. <b>Update Year:</b> 2023 - 2024 <b>Action Plan Progress:</b> On Track
<b>Action Plan Status:</b> Active <b>Action Plan:</b> Purchase cloud-based veterinary practice management software <b>Action Plan Cycle:</b> 2022 - 2023, 2023 - 2024, 2024 - 2025, 2025 - 2026	<b>Submission Date:</b> 12/02/2024 <b>Action Plan Update:</b> Currently working with the veterinary practice management software vendor. <b>Update Year:</b> 2023 - 2024 <b>Action Plan Progress:</b> On Track
	<b>Submission Date:</b> 12/03/2023 <b>Action Plan Update:</b> In progress, acquiring final quotes for the cloud-based veterinary practice management software and determining our funding source. <b>Update Year:</b> 2023 - 2024 <b>Action Plan Progress:</b> On Track



# **Program Review**

Summary and Reflections with Unit Goals, Action Plans,  
and Updates

Instructional Program - Web Development (WEBD)

### Executive Summary

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**Describe the successes and challenges your unit has faced since the last comprehensive review.**

Successes: During the pandemic I believe the quality of our program adapted well because our faculty had been teaching online for several years.

Although the portfolio show was canceled in 2021 it resumed in 2022 with moderate success. The foot traffic was light for the event but that may have been because of continued Covid protocols in place at the door. We were able to create connections with a few new employers who later came back to hire a few of our students.

In the Spring of 2023 web development scheduled its first hy-flex courses. Both are courses late in the program. This has been very experimental, but vital to the overall survival of the program. I would consider it a success so far based on the quality of work submitted. I do see the students making an effort to have as much contact as possible. We have a student who is living in Puerto Rico for example who has made every effort to attend as much as possible and interact with his peers. I'm sure the hy-flex model will grow in popularity among similar CTE programs. Hopefully by the next program review we'll have data to analyze.

Challenges: Our enrollment had a slight decline as we had 255 students in the spring of 2020 and it went down to 231 in the spring of 2023. Our fill rate declined from 61% to 53% over that period.

Enrollment challenges have caused us to change our scheduling by canceling courses often late. This causes frustration for both faculty and student. In response created a schedule where the higher level courses are offered only once per year. While this increases our fill rate, it affects our student population adversely. This in turn affects our persistence rates

In the fall of 2023 we ran two hyflex courses with moderate success. The courses, Webd 164 (intro to JavaScript) and Webd 167 (Web Databases) ran on Tuesday and Thursday evenings from 6pm to 9pm respectively. The Web Databases course had a fervent response from students. I was very impressed with both the attendance and participation. The JavaScript course however lacked participation period I believe this is because the students in the web database course are further along in the program they believe in the course direction that they are headed and are anxious to get into the industry period many of the JavaScript students seems to be overwhelmed with the challenging course content. I do not believe that this is due to a lack of preparation from the entry-level classes. It is been my experience that students new to the field will often get overwhelmed the first time they are asked to program the entry level courses are simply markup and involve no programming. There are a few ways to address this dilemma period first having the adjuncts who teach webd 152 which is the preceding class take a moment to explain exactly what JavaScript is and what they'll be taking would ensure that they're excited to take the next course is getting a tutor for what Webd164 who specializes in JavaScript especially because JavaScript is utilized in all the more advanced courses. We also need to be more vigilant in educating students on the advisories for each course. Personally, I need to address that in week one of the class so that no student feels underprepared or out of place.'

#### UPDATE

The portfolio show has run successfully in the last two years (2023 and 2024). Although foot traffic continues to be light we continue the fight. This year our attempts to brand the program to increase enrollment included more efforts. We have had a table at most events including the SOAP college fair in October. I'm proud as we were one of only a couple of academic programs visible at the event. We also had our very first open house catering to students from Continuing Education in June of 2024. While the attendance was light, we were able to get a couple of students to enroll. It's a natural pathway for CE students to continue their academic journeys with us and we need to capitalize on the opportunity.

One group we have not been able to successfully target is the student who has enrolled at Mesa, but has not yet chosen an academic program. There are an estimated 2500 students in this category. In order to get the message out, we have been holding weekly open houses in BT-207 for information sessions in the Fall of 2024. Attendance

## Summary and Reflection

has been sparse, but the few attendees we have had have all joined the program. This might be because student generally enroll at Mesa with the intention of transferring to a four year school. Web Development is more of a CTE program than a jumping point for a four year degree. In our information sessions, we address that as we are able to transfer our credits to the Cal State and UC Systems.

We have run three more hyflex courses in both the Spring and Fall of 2024. In the Spring, Webd 173 and Webd 191 attracted a good amount of students. In the fall, we tried to run Webd 152 as a hyflex but were forced to move it to an online modality due to low enrollment.

Regarding tutoring, we are still unable to get a tutor for our more demanding classes. There is a computer science student that tutors and knows some JavaScript, but not the other programming languages like PHP and MySQL that are taught in Web Development. Although we have had several qualified students show interest, the stopping point was the education course tutors are required to take. That and the fact that student (especially the qualified ones) go through the program too quickly to plant roots. While the pay should be attractive to most students, web development students generally have freelance careers and other jobs that demand their attention.

In 2024 we hired two new faculty members, Doug Saisho and Max Morgan. Both are young, energetic, kind and have had successful careers as developers even though they are still in their 30's. I believe this "new blood" may help inspire students to see the possibilities and benefits of tutoring as both Max and Doug have tutored before.

### **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.**

This past year we have had several changes to our curriculum. A subtle change that will make the most difference is changing the course number of Webd 127 to Webd 154. In the past both students and counselors like believed that Web D127 (Creating User-Centered Content) should be the first course that is taken for our certificate and degree programs. However this course requires a website to be built by students. We made the change so that the course would follow Webd 152 and would have the skills needed to complete the project. This should help our persistence rates in both courses.

Another change was to switch the Multi 121 requirement to Multi 100.

Because the latter provides an adequate overview of the image manipulation skills necessary for web design and development, our students should be less intimidated by the course whereas multi 121 provides a more comprehensive overview of image manipulation.

The students can still take multi 121 if they decide to follow a more design-oriented career path.

### **UPDATE**

In the fall of 2024 we have set in motion a strategic and ambitious change to the program as we are adding a full stack JavaScript course. This was supported by the department's advisory committee in our April meeting. We will be replacing Webd 154 (Creating-User Centered Content) with Webd 172 (Full Stack Web Development). Reasons for this include market need, changing technologies and enrollment trends. The very important accessibility portion of Webd 154 will be absorbed in both Webd 152 (HTML & CSS) and Webd 191 (Professional Practice).

All three awards will be affected by the aforementioned change. For the Certificate of Achievement Webd 171 (Advanced JavaScript) will replace Webd 154. For the Foundations of Web Development Certificate, the new Webd 172 will replace Webd 154. These decisions will immediately add value to all three awards. We expect these changes to take place by the Fall of 2026.

### **If applicable, describe the impact of any new resources (human, fiscal, etc) on the unit and/or action plan implementation.**

For 2024, we did not receive any resources other than some money for catering the portfolio show and the open house.

## Summary and Reflection

If you assess **OUTCOMES**, please confirm that the outcomes have been reviewed for accuracy. If you do not assess Outcomes, skip this question.

Reviewed Not Accurate - Update In Progress

### Related Documents for Charts and Graphs

#### Executive Summary Complete

Yes

## Data Reflection

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### Trends observed in program/service area's data.

Enrollment Trends:

Enrollment is 231 students in 11 sections for spring 2023. We have a capacity of 440 students which leaves us at 53%.

If we consider the fall of 2022 as the first semester without Covid restrictions then our trend is on the upswing. In fall 2022 our enrollment was 205 students spread across 8 sections. Our fill rate was 64% in the fall, but we did lose some students because we cancelled two higher level courses before the semester started.

Update

There were 11 sections that ran in the Spring of 2024. We had an enrollment of 277 out of a capacity of 440, good for a 63% fill rate. This was 10% improvement over the previous Spring.

We ran 9 sections in the Fall of 2024. We enrolled 205 students with a capacity of 355 students for a 58% fill rate which is a slight improvement over the last review.

Course Success: Our course success rates for 2022-2023 overall was .59. Of concern was our success rates for Black students which was only .11. This may have been due to our very low sample size in the program which was 19 students.

Of note is that two of the courses I teach have a success rate of .42. These are Webd 164 (JavaScript) and Webd 173 (eCommerce). These are two of the most challenging courses in the curriculum which may have a correlation, but this will be placed in the goal section of this document. Of note, in the FA21 semester, those same courses scored a .60 and .57 respectively, but this will be watched.

Update

Of priority in this updated review are the success rates of Webd 164 and Webd 173. In the Spring of 2024, Max Morgan, a new adjunct professor was scheduled to teach Webd 164. Again, the success rate was an identical .42. I reviewed Max and his content. It was very similar to my own. This is the last data that has been reported. I taught the summer session and Max taught the Fall 2024 section. It will be interesting to see those numbers when they are released,

Regarding Webd 173, the success rate improved to .67 in the Spring of 2024.

Regarding the success rate of Black student, there were no Black students enrolled in any Web Development classes in either the Fall of 2023 or the Spring of 2024.

Retention: Since our last program review in 2022, our retention is 76.9% and our success rate was 64.9%. Unfortunately, our black students had only a 30.6% success rate and a 47.2% retention rate.

Update: Our retention rate in the last year was 78% a nice improvement on the years prior. This is from Fall of 2023 and Spring of 2024. Because there were no Black students, retention rates could not be detected.

Degree completion: Since our last program review, our award distribution has been the following:

## Summary and Reflection

Foundations Certificate: 1

Certificate of Achievement: 4

Associates Degree: 13

Worth noting is the fact that this program often has students who will select one or two courses to get what they need career wise without intending to complete an award program.

Update:

There were 8 Associates Degrees awarded and no certificates awarded in the 2023-2024 academic year.

Transfer Rates: Generally, being a CTE program, students do not enroll in the Web Development program intending to transfer. They are here as a career choice.

Employment: Although the percentage of students who have enrolled and been able to find employment is not available, we can get a glimpse from my linked in account of students who have kept in touch in the last 6 years since my hiring. If we look at that, there are at least 40 students working in the industry.

Labor Market Analysis:

Overall employment of web developers and digital designers is projected to grow 23 percent from 2025 to 2031, much faster than the average for all occupations according to the US Bureau of Labor statistics.

About 21,800 openings for web developers and digital designers are projected each year, on average, over the decade. Many of those openings are expected to result from the need to replace workers who transfer to different occupations or exit the labor force, such as retiring. Additionally, California has the most Web Development jobs of any state with almost 9000 jobs at a median wage of a 104,000.

([https://www.bls.gov/oes/current/oes\\_ca.htm](https://www.bls.gov/oes/current/oes_ca.htm))

### **Describe any equity gaps in the data. Are there differences and/or patterns observed by demographics (e.g.race/ethnicity, gender, age, etc.)**

The only group that has an equity gap in the Web Development program are Black/African Americans. When looking at the Fall 2021/Spring 2022 data, this group holds a -36.1% equity gap. The success rate was 30% for that period while the average success rate across the program was 66%. There were 19 enrollments for 11 students. The retention rate for this group was a low 47%. Success rates for all other retention rates for all other groups are positive.

## **Related Documents for Charts and Graphs**

### **Describe the discussion(s) that took place about the unit's learning outcomes assessment data.**

Currently meeting with adjuncts Teresa Pelkie, Marianne Gibson and Max Morgan about their statistics. In this program, the assessment assignments for CLO's are often small mid-semester tasks where the statistics and efficacy are only know to the instructor.

### **Data Reflection Complete**

Yes

## **Practice Reflection**

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### **Describe current practices your program/service area has engaged in that you believe impact the above data trends and equity gaps.**

The web development department has taken an active approach to combat socio-economic inequalities in each of its courses. Each class that requires that a web server be used not only allows students to use free servers, but teaches them what is available for free and the differences between the options available. Additionally students are coached on where to find free software in each course. For example, we use sublime which is a free text editor and filezilla which is a free FTP client (For putting files up on a server). We also use Mamp/Xampp which are free local servers. Basically, we do everything possible to make sure that students know what free digital resources are available to them. My eCommerce course has become a free textbook course with no cost to the student.



## Summary and Reflection

### **What other factors (internal or external) might also impact the above data trends and equity gaps?**

The equity gap for African-Americans is disturbing despite the small number of students. Due to the online nature of this program, we cannot tell which of our online students fit that criteria. Our only solution is to take the initiative and reach out to struggling students regardless of what group they belong to. This is becoming increasingly important for the LatinX community as well based on their increasing equity gap.

### **Related Documents for Charts and Graphs**

### **Practice Reflection Complete**

Yes

## Mid-Cycle Updates

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### **YEAR 2 Updates (2023 - 2024)**

**Provide any edits or updates to the prompts originally documented in the Executive Summary section for Year 2.**

In the fall of 2023 we ran two hyflex courses with moderate success. The courses, Webd 164 (intro to JavaScript) and Webd 167 (Web Databases) ran on Tuesday and Thursday evenings from 6pm to 9pm respectively. The Web Databases course had a fervent response from students. I was very impressed with both the attendance and participation. The JavaScript course however lacked participation period I believe this is because the students in the web database course are further along in the program they believe in the course direction that they are headed and are anxious to get into the industry period many of the JavaScript students seems to be overwhelmed with the challenging course content. I do not believe that this is due to a lack of preparation from the entry-level classes. It is been my experience that students new to the field will often get overwhelmed the first time they are asked to program the entry level courses are simply markup and involve no programming. There are a few ways to address this dilemma period first having the adjuncts who teach web d152 which is the preceding class take a moment to explain exactly what JavaScript is and what they'll be taking would ensure that they're excited to take the next course is getting a tutor for what d164 who specializes in JavaScript especially because JavaScript is utilized in all the higher level courses. We also need to be more vigilant in educating students on the advisories for each course. Personally, I need to address that in week one of the class so that no student feels underprepared or out of place.

We have made no new curriculum changes in the past 6 months since the last program review. We have brought on two new part time faculty members. Doug Saisho will be teaching Webd 152 if there is enough enrollment and Max Morgan will be teaching Webd 164. Both are energetic passionate developers with some teaching experience, but more importantly a love of the craft. I believe placing these young professionals in the entry level classes will facilitate our persistence.

**Provide any edits or updates to the prompts originally documented in the Data Reflection section for Year 2.**

Because the data above was 6 months ago, we only have the Fall 22 data to add to our assessment. During the fall 2022, 0 African-Americans were enrolled according to the data warehouse.

**Review Outcomes Report. Review the unit's outcomes assessment process for 2022 - 2023. Discuss connections to unit goals/action plans/resource requests.**

The last action plan discussed the need for a JavaScript tutor. We are still looking. The largest obstacle we face is the requirement for students to take the required education course before becoming a tutor. Because we are a small, very quick program, by the time we have a student who is skilled enough to tutor, they are near graduation. Also most of our students work full time and some are already in field. If the requirement were waived, I am confident that I could fill that position. In the meantime, extra help falls on myself and the other instructors. All of which have taken strides to make themselves available for struggling students.

**Provide any edits or updates to the prompts originally documented in the Practice Reflection section for Year 2.**

### **YEAR 3 Updates (2024 - 2025)**

**Provide any edits or updates to the prompts originally documented in the Executive Summary section for Year 3.**

The portfolio show has run successfully in the last two years (2023 and 2024). Although foot traffic continues to be light we continue the fight. This year our attempts to brand the program to increase enrollment included more

## Summary and Reflection

efforts. We have had a table at most events including the SOAP college fair in October. I'm proud as we were one of only a couple of academic programs visible at the event. We also had our very first open house catering to students from Continuing Education in June of 2024. While the attendance was light, we were able to get a couple of students to enroll. It's a natural pathway for CE students to continue their academic journeys with us and we need to capitalize on the opportunity.

One group we have not been able to successfully target is the student who has enrolled at Mesa, but has not yet chosen an academic program. There are an estimated 2500 students in this category. In order to get the message out, we have been holding weekly open houses in BT-207 for information sessions in the Fall of 2024. Attendance has been sparse, but the few attendees we have had have all joined the program. This might be because student generally enroll at Mesa with the intention of transferring to a four year school. Web Development is more of a CTE program than a jumping point for a four year degree. In our information sessions, we address that as we are able to transfer our credits to the Cal State and UC Systems.

We have run three more hyflex courses in both the Spring and Fall of 2024. In the Spring, Webd 173 and Webd 191 attracted a good amount of students. In the fall, we tried to run Webd 152 as a hyflex but were forced to move it to an online modality due to low enrollment.

Regarding tutoring, we are still unable to get a tutor for our more demanding classes. There is a computer science student that tutors and knows some JavaScript, but not the other programming languages like PHP and MySQL that are taught in Web Development. Although we have had several qualified students show interest, the stopping point was the education course tutors are required to take. That and the fact that student (especially the qualified ones) go through the program too quickly to plant roots. While the pay should be attractive to most students, web development students generally have freelance careers and other jobs that demand their attention.

In 2024 we hired two new faculty members, Doug Saisho and Max Morgan. Both are young, energetic, kind and have had successful careers as developers even though they are still in their 30's. I believe this "new blood" may help inspire students to see the possibilities and benefits of tutoring as both Max and Doug have tutored before.

### **Provide any edits or updates to the prompts originally documented in the Data Reflection section for Year 3.**

#### Enrollment Trends:

There were 11 sections that ran in the Spring of 2024. We had an enrollment of 277 out of a capacity of 440, good for a 63% fill rate. This was 10% improvement over the previous Spring.

We ran 9 sections in the Fall of 2024. We enrolled 205 students with a capacity of 355 students for a 58% fill rate which is a slight improvement over the last review.

#### Course Success:

Of priority in this updated review are the success rates of Webd 164 and Webd 173. In the Spring of 2024, Max Morgan, a new adjunct professor was scheduled to teach Webd 164. Again, the success rate was an identical .42. I reviewed Max and his content. It was very similar to my own. This is the last data that has been reported. I taught the summer session and Max taught the Fall 2024 section. It will be interesting to see those numbers when they are released,

Regarding Webd 173, the success rate improved to .67 in the Spring of 2024.

Regarding the success rate of Black student, there were no Black students enrolled in any Web Development classes in either the Fall of 2023 or the Spring of 2024.

Retention: Our retention rate in the last year was 78% a nice improvement on the years prior. This is from Fall of 2023 and Spring of 2024. Because there were no Black students, retention rates could not be detected.

Degree completion: Since our last program review, our award distribution has been the following: There were 8 Associates Degrees awarded and no certificates awarded in the 2023-2024 academic year.

Transfer Rates: Generally, being a CTE program, students do not enroll in the Web Development program intending

## Summary and Reflection

to transfer. They are here as a career choice.

Employment: Although the percentage of students who have enrolled and been able to find employment is not available, we can get a glimpse from my linked in account of students who have kept in touch in the last 6 years since my hiring. If we look at that, there are at least 40 students working in the industry.

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([https://www.bls.gov/oes/current/oes\\_ca.htm](https://www.bls.gov/oes/current/oes_ca.htm))

Equity Gaps: There have been no Black students enrolled. However, another equity gap emerging and that is with our LatinX students.

There was an equity gap of -21% for Female LatinX students and -12% for Male LatinX students. It is of note that I have been actively targeting this group for enrollment as there are a large number of these students enrolled in classes at Mesa who have yet to choose an academic program.

### **Review Outcomes Report. Review the unit's outcomes assessment process for 2023 - 2024. Discuss connections to unit goals/action plans/resource requests.**

A look at the outcomes of each course tells a story of two different types of students. Each course has its outcomes and those outcomes are easily met if we look at the students who have participated in each assignment that serves as an outcome assessment. This is consistent over the courses examined. However, if we include students who don't submit the assessment, we can see patterns which reduce our persistence and retention rates. So what happens? Let's take a typical capstone course, Webd 173 (eCommerce Site Design). This is a course that requires students to produce an ecommerce project. The CLO for that course is that students need to build a database for an ecommerce project. Students cannot complete their final project without doing this. However, by the end of the course when the project is due, there will be a group of students who have dropped the course or stopped coming after the withdrawal deadline. After checking in with them, their reasons for leaving the course is always either a changing work or family situation. The answer has never been academic. The outcomes assessment success is then a lower percentage.

Does this mean the assessment assignment is a failed effort? No. Does it mean there is no problem? No, there's definitely a problem as there are a large number of students who don't make it through. This goes back to equity and the fact that "life" happens. So what should be our action plan? I've already started it. Give students as much flexibility with assignments as they can increase persistence and retention. My old policy was that a student can have an extension on any assignment up to a week at which point it was no longer acceptable. This will no longer change. Student who request extensions can have longer as long as they communicate with the instructor.

### **Provide any edits or updates to the prompts originally documented in the Practice Reflection section for Year 3.**

I have removed the textbook requirement for Webd 173 (eCommerce). Additionally, my JavaScript course (Webd 164) allows students to use an older version textbook which is provided as a free eBook if they need it.

### **YEAR 4 Updates (2025 - 2026)**

**Provide any edits or updates to the prompts originally documented in the Executive Summary section for Year 4.**

**Provide any edits or updates to the prompts originally documented in the Data Reflection section for Year 4.**

**Review Outcomes Report. Review the unit's outcomes assessment process for 2024 - 2025. Discuss connections to unit goals/action plans/resource requests.**

**Provide any edits or updates to the prompts originally documented in the Practice Reflection section for Year 4.**

## Summary and Reflection

**Goal 1: Improve retention in WEBD 164 and 173 by 10% by the 24-25 academic year by introducing tutoring.**

**Unit Goal:** Goal 1: Improve retention in WEBD 164 and 173 by 10% by the 24-25 academic year by introducing tutoring.

**Goal Status:** Active

**Beginning Year:** 2022 - 2023

**Projected Completion Year:** 2025 - 2026

**Mapping**

Mesa College Strategic Plan: Roadmap to Mesa2030: (X - Highlight the X to Align)

- **Scholarship - Objective 3:** Assess impact of prerequisites and corequisites on student success and revise curriculum, as needed (X)
- **Scholarship - Objective 4:** Expand the use of innovative and high-quality teaching, learning, and support practices that achieve equitable outcomes and increase student success (X)

Action Plans	Action Plan Update
<b>Action Plan Status:</b> Active <b>Action Plan:</b> Work with Tutoring to get a specialized tutor. We do have tutors to handle Web Development. Unfortunately we have yet to get one who knows the more complicated subject matter like JavaScript or eCommerce. <b>Action Plan Cycle:</b> 2022 - 2023, 2023 - 2024, 2024 - 2025, 2025 - 2026	<b>Submission Date:</b> 12/03/2024 <b>Action Plan Update:</b> The course retention rate for the school year 2022-23 in Webd 164 and Webd 173 were .81 and .82 respectively. The rates for 2023-24 were .73 and 1.0. Not enough data to really show any improvement. As stated, the lack of a tutor has not prevented any student from getting the help they need. The only issue is what if the student is afraid to come to the instructor directly for help? What if they feel more comfortable with a peer tutor. We had two students interested who were in the Webd 191 (Professional Practice) course in the Spring of 2024. When they heard about education class requirement for the tutoring position, they lost interest. For now tutoring will continue to be done in my office hours and through screencasts and zoom meetings. I now have 8 office hours per week and have tutored several students myself this fall. I also recorded more than 100 screencasts helping students this fall. Until that education requirement is dropped, this will be a challenge. <b>Update Year:</b> 2024 - 2025 <b>Action Plan Progress:</b> Barriers Encountered
	<b>Submission Date:</b> 12/03/2023 <b>Action Plan Update:</b> Webd 173 was not offered in the fall, 2023 because of low enrollment. We are working on getting a tutor in place for the Spring semester not only for Webd 173, but also Webd 166 and Webd 167 as all three courses utilize the programming language PHP. We had a potential tutor volunteer, but was unwilling to take Education 100. This challenge has been two fold. First, by the time we find a student with the qualification we need to tutor the more challenging courses, they are nearing graduation and usually already working. Second, they are often too busy or fail to see the value in taking Education 100. By the time they've taken it, they've usually already graduated.

Action Plans	Action Plan Update
	<b>Update Year:</b> 2023 - 2024 <b>Action Plan Progress:</b> On Track

**Goal 2: Improve course success for marginalized groups like African Americans who show an equity gap.**

**Unit Goal:** Goal 2: Improve course success for marginalized groups like African Americans who show an equity gap.

**Goal Status:** Active

**Beginning Year:** 2022 - 2023

**Projected Completion Year:** 2025 - 2026

#### Mapping

Mesa College Strategic Plan: Roadmap to Mesa2030: (X - Highlight the X to Align)

- **Completion - Objective 3:** Design and promote programs and services that intentionally target a reduction in equity gaps in completion outcomes (X)
- **Completion - Objective 4:** Support students' access to resources to mitigate the impact caused by technological and basic needs insecurity (X)

Action Plans	Action Plan Update
<b>Action Plan Status:</b> Active <b>Action Plan:</b> We need to maintain a strict policy that if a student hasn't logged on to a course in more than 4 days, we reach out to them directly. I personally am reducing my policy which used to be 7 days, down to 4. <b>Action Plan Cycle:</b> 2022 - 2023, 2023 - 2024, 2024 - 2025, 2025 - 2026	<b>Submission Date:</b> 12/03/2024 <b>Action Plan Update:</b> This has helped get students the things they need. If it help or extensions, this has shown to work. We have an emerging equity gap with LatinX students as shown by the data. Having enforced the four day rule for almost a year now, I can report several students who were appreciative of the attention. It has also helped them to open up to me about the reasons they did not log in to the class. Frequently, the reasons were equity based: either they did not have access to a computer or they had to work. <b>Update Year:</b> 2024 - 2025 <b>Action Plan Progress:</b> On Track



# **Program Review**

Summary and Reflections with Unit Goals, Action Plans,  
and Updates

Instructional Program - Women's Studies (WMNS )

## Executive Summary

**Describe the successes and challenges your unit has faced since the last comprehensive review.**

This is the first time that Program Review has been completed for Women's Studies.

WMNS 101 has been offered since Fall 2019, and enrollment has greatly increased over time.

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 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.

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.

2023-2024 Update: With respect to successes in teaching, since Fall 2019, all Women's Studies (WMNS) 101 offerings have filled. In fact for Fall 2023, we had to hire two new part time faculty members to teach additional courses.

With respect to curriculum and teaching, the greatest achievement is that the material of WMNS 101 gets students to critically examine gender roles and issues, intersectionality of gender and race, and encourages them to use this knowledge within their own communities. However, this also coincides with challenges: 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. Other challenges include ensuring that students know that a WMNS degree is applicable to their future transfer and career goals. Women's Studies is not just for women or women identifying students. Our challenge is to promote it to everyone from all gender identifying groups.

Overall, the most significant challenge the Women's Studies program faces is the lack of a dedicated full time faculty member to develop curriculum, including WMNS 102, teach courses, and oversee all the work necessary (Program Review, promoting the program) to make Women's Studies a strong and vibrant program that will continue to serve the needs of our students in the long term.

**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.**

n/a

**If applicable, describe the impact of any new resources (human, fiscal, etc) on the unit and/or action plan implementation.**

2023-2024 Update:: Due to the popularity of the course and high enrollments, we hired two additional adjunct faculty to teach them in Fall 2023.

**If you assess OUTCOMES, please confirm that the outcomes have been reviewed for accuracy. If you do not assess Outcomes, skip this question.**

Reviewed & Accurate



## Summary and Reflection

### Related Documents for Charts and Graphs

#### Executive Summary Complete

Yes

## Data Reflection

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#### Trends observed in program/service area's data.

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.

#### Describe any equity gaps in the data. Are there differences and/or patterns observed by demographics (e.g. race/ethnicity, gender, age, etc.)

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.

### Related Documents for Charts and Graphs

#### Describe the discussion(s) that took place about the unit's learning outcomes assessment data.

null

#### Data Reflection Complete

Yes

## Practice Reflection

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#### Describe current practices your program/service area has engaged in that you believe impact the above data trends and equity gaps.

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.

#### What other factors (internal or external) might also impact the above data trends and equity gaps?

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.

### Related Documents for Charts and Graphs

#### Practice Reflection Complete

Yes

## Mid-Cycle Updates

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### YEAR 2 Updates (2023 - 2024)

**Provide any edits or updates to the prompts originally documented in the Executive Summary section for Year 2.**  
Yes (see section for 2023-2024 updates)

**Provide any edits or updates to the prompts originally documented in the Data Reflection section for Year 2.**  
Yes (see section for 2023-2024 updates)

**Review Outcomes Report. Review the unit's outcomes assessment process for 2022 - 2023. Discuss connections to unit goals/action plans/resource requests.**

## Summary and Reflection

**Provide any edits or updates to the prompts originally documented in the Practice Reflection section for Year 2.**

Yes (see section for 2023-2024 updates)

### **YEAR 3 Updates (2024 - 2025)**

**Provide any edits or updates to the prompts originally documented in the Executive Summary section for Year 3.**

1. Describe the successes and challenges your unit has faced since the last comprehensive review

In reflecting on success and challenges for Women's Studies, it is important to begin by clarifying the structure and state of our discipline at San Diego Mesa College.

Women's Studies is not a full academic program or department on our campus. All Women's Studies activity is currently being conducted by an interdisciplinary team of dedicated faculty members housed in the following fields: Anthropology, English, Art History, History, Asian American and Pacific Islander Studies, Political Science, Philosophy, Black Studies, Chicano/a Studies, Psychology, and Sociology. Faculty members in the departments and programs listed above are members of the Women's Studies Advisory Committee (hereafter abbreviated WSAC) and/or teach core or elective courses for the Liberal Arts Women's Studies AA degree or Certificate of Achievement.

Successes that WSAC achieved in recent years included the creation of Women's Studies 101 (hereafter abbreviated WMNS 101) which is housed in the Social Sciences Department. WSAC members play a key role in the hiring and evaluation of adjunct instructors to teach the course, and ensuring that CLOs are assessed every academic year in compliance with accreditation requirements. In terms of degrees, there is currently an interdisciplinary Liberal Arts Social/Behavioral Sciences Women's Studies AA degree offered to our students. There is also a certificate of achievement in Women's Studies.

Since WMNS 101 was first offered in Fall 2019 at Mesa College, demand for the course has increased. We quickly expanded from one section to three, and have a rotating list of three adjunct faculty members who teach the course, both face to face and asynchronous online. Conversations about designing a WMNS 102 course are taking place among WSAC members.

Considering we do not have an established program or department, and that all activity is conducted by WSAC faculty members across the campus on a volunteer basis, WSAC is proud of what has been accomplished so far. The passion of our faculty for Women's Studies, and the enthusiasm of our students for the subject is our greatest strength. Yet there are many challenges to this non-traditional approach of trying to sustain an academic program that does not have a permanent base of operations. WSAC faculty perform essential tasks such as program review, 6-year review of WMNS 101, and data collection for CLO assessment, but this is in addition to the demands of our home departments and programs, and we frequently find ourselves stretched thin, and tasks are completed in an ad hoc, "who's available" basis. For example, Program Review has been conducted by a different faculty member every year since we began in 2022-2023. We believe that the best way to ensure stability, permanency, and growth of Women's Studies is to hire a full-time tenure line faculty member. This faculty member would teach WMNS 101, design new courses such as WMNS 102, and WMNS 205, conduct program review, CLO assessments, oversee campus programming related to Women's Studies, and, most importantly, be a fulltime point of connection and mentor for our students.

2. 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

No major curricular changes have been made since the last report. For WMNS 101, a WSAC faculty member has conducted the 6-year review for the course.

3. If applicable, describe the impact of any new resources (human, fiscal, etc) on the unit and/ or action plan implementation.

There haven't been any new adjunct hires for the WMNS 101 course since Fall 2023.

4. If you assess outcomes, please confirm that they have been reviewed for accuracy.

## Summary and Reflection

Done

**Provide any edits or updates to the prompts originally documented in the Data Reflection section for Year 3.**  
Data Reflection

Students interested in our Liberal Arts Women's Studies degree or certificate of achievement are expected to take core courses and electives offered in various departments across our campus. Since these courses are offered in their respective departments, data reflection for those specific courses should be conducted in their respective program or department's program review. For this report, the WSAC will focus on its data review on WMNS 101, which is a core course for the degree. The data focuses on the following academic years: 2022/2023 and 2023/2024.

Since this course was offered beginning in Fall 2019, overall success rate percentages have been holding steady at 81%. The academic year of 2023/2024 proved to be an outlier though, with success rates falling to 74%. This report seeks to explore the reasons for this dip, and whether any resources can be dedicated to ensuring that the percentage does not fall below 70%.

WMNS 101 Student Success Rates per academic year

Fall 2019/ Spr 2020 84%

Fall 2020/ Spr 2021 82%

Fall 2021/ Spr 2022 86%

Fall 2022/ Spr 2023 82%

Fall 2023/ Spr 2024 74%

A close investigation was conducted to compare success rates in the face-to-face course compared to the online course during AY 2023/2024. The success rate for the face-to-face course was 67%; the success rate for the online asynchronous course was 76%.

Further analysis of the face-to-face enrolled students reveals the following data story:

There were 34 students enrolled in the face-to-face section, with a success rate of 67%. Here are some notable statistics:

Female: 87.5%

First time college students: 50%

First-generation college students: 45.8%

Latinx: 66.7%

Majority of students were between the ages of 18-24, were not DSPS, not EOPS, not a parent, not a military veteran.

The success rate of the Latinx student population was 68.2%, which is concerning, yet no equity gap was noted in the San Diego Mesa College data dashboard.

One statistic that attracts attention is the success rates of first-generation college students compared to non-first generation college students. The success rate of first-generation college students was 58.3%, with an equity gap of 14.4%. This is compared to non-first generation college students, with a success rate of 72.7%.

Another metric of concern is the success rate of students who were "transfer English status," particularly students who did not pass English in a previous course. For WMNS 101, there is an advisory for students to take ENGL 101 and pass with a "C" or better. The success rate of this group was 60%, with an equity gap of 20%.

Further analysis of the online asynchronous sections reveals the following data story:

There were 134 students enrolled in multiple sections, with a success rate of 76%.

Female: 82.4%

First time college students: 17.6%

First generation college students: 35.1%

Latinx: 39.2%

White: 32.4%

## Summary and Reflection

Majority of students were not DSPS, not EOPS, not parents, not military veterans.

The online sections revealed the following success rates broken down by race/ethnicity:

Black students (15 enrolled): 66.7% (9.8% equity gap)

Latinx students (58 enrolled): 70.7% (8.3% equity gap)

White students (49 enrolled): 81.6%

Other (12 enrolled): 83%

There is an equity gap noted for Black and Latinx students, yet the gap is not as concerning as compared with students who were "transfer English status," especially students who did not pass an English class prior. Among these 48 "transfer English status" students, the success rate is 60.4%, with an equity gap of 23.1%.

The conclusion that is reached in this report is that modality itself (face-to-face or online asynchronous) is not a factor in the equity gap. Interestingly, students enrolled in the online course passed the course in a slightly larger percentage than students enrolled in the face-to-face course. This is a trend also observed during AY 2022/2023, with the face-to-face success rate being 75% compared to 84%.

Race and ethnicity is a slight area of concern regarding the equity gap, with Black and Latinx students displaying lower pass rates than other enrolled students, particularly compared with white students in both AY 2023/2024 and 2022/2023.

The area of most concern is with the pass rate of students who are part of the "transfer English status" category, which itself is an intersectional category. For example, many students who are "Transfer English status" might also identify as part of a racial or ethnic group such as Latinx, or Asian. WMNS 101 is a reading and writing intensive course, so it is unsurprising that students who struggle with English language and composition might struggle with this course. Yet the equity gap is concerning enough that this warrants conversation about how instructors might reach out to this demographic. The equity gap in AY 2022/2023 with face-to-face enrolled students in the "Transfer English status" category was 5.3% (pass rate of 69.7%). With the equity gap in AY 2023/2024 being 23.1%, it will be telling to see what happens in AY 2024/2025.

### **Review Outcomes Report. Review the unit's outcomes assessment process for 2023 - 2024. Discuss connections to unit goals/action plans/resource requests.**

For WMNS 101, we have 4 CLOs:

1. Critical Thinking: think critically in reading, writing, and/or speaking about topics in gender and women's studies, thereby identifying problems, theses, arguments, evidence, and conclusions.
2. Communication
3. Personal Action and Civic Responsibilities
4. Global Awareness

We are currently in the 3rd year of a 4-year assessment cycle. At this point, the Critical Thinking CLO was assessed in Fall 2023. The Communication and Personal Action & Civic Responsibility CLO is slated to be assessed in Fall 2024, and the Global Awareness CLO will be assessed in Spring 2025.

We have currently set the benchmark of competency for 70%. In Fall 2023, three sections were assessed for the Critical Thinking CLO. 83 students were assessed, and 75 met competency. This is a total of 90% demonstrating critical thinking skills for the semester. Different types of assessments were utilized, including online discussion boards, and general discussion questions designed by the individual instructors.

We are happy with the 90% competency rate for the Critical Thinking CLO. Discussion will take place to ensure that this benchmark continues to be met at a high rate.

Our current unit goals for Women's Studies include:

1. Investigate the viability of creating a WMNS 102 course
2. Update the webpage for the program
3. Advertise the degree
4. New full time hire

The CLOs are specific to the teaching of the WMNS 101 course, while the unit goals identified above are specific to

## Summary and Reflection

the growth of a Women's Studies program as a whole. A full-time faculty member, who would actively address equity gaps in the course, is essential to ensuring student success, improving the current course, as well as creating a potential program in Women's Studies. While our CLO competency rate is currently high, the WSAC wants to ensure that this level is sustained, particularly as the number of WMNS courses increase on campus. A full-time hire will also be able to develop and assess CLOs for new WMNS courses to be created in the future.

### **Provide any edits or updates to the prompts originally documented in the Practice Reflection section for Year 3.**

1. Describe current practices your program/service area has engaged in you believe impact the above data trends and equity gaps

For this question, we want to first take time to focus on the positives and acknowledge the hard work of our adjunct instructors. They are doing a wonderful job breathing life and energy into their courses, encouraging students to think, write, and speak about issues pertinent to women in the 21st century, including societal inequalities and inequities rooted in structural racism, sexism, misogyny, gender discrimination, and class disparities. The WSAC believes the enthusiasm that our current adjunct instructors bring to the classroom is central to our high CLO competency rates. But we also want to reiterate the need for a full time faculty member in Women's Studies who would oversee CLO assessments, assess equity gaps, and lead discussions concerning pedagogical best practices to ensure the best academic experience possible for all of our students.

2. What other factors might also impact above data trends and equity gaps?

For this question, we want to highlight trends that might influence our equity gaps. The concern we have of a program being entirely staffed by adjunct professors, and monitored by a group of faculty members scattered throughout campus with other responsibilities with their primary departments, is the sense of instability, or having to constantly work around fluctuations based on who is available. For example, who is available to teach our sections any given semester? Who is available to evaluate the adjuncts? Who is available to take CLO data and lead conversations? Who is available to write program review? Without a dedicated full time faculty member, important tasks are at risk of falling through the cracks.

Full time faculty members are expected and encouraged to carefully examine data trends and equity gaps, while adjunct professors are largely hired to teach a course. While members of the WSAC can lead such conversations, the fact is that a full-time subject matter expert with minimum qualifications in Women's Studies would have the necessary training and understanding of what is best suited for a Women's Studies classroom, and is more appropriately suited to holding important conversations with adjunct instructors about equitable assessment measures and classroom policies. This reinforces the need for a full time hire in Women's Studies, as they can devote consistent attention to addressing ongoing equity gaps in the course, as well as a campus wide equity gap concerning our LGBTQ+ population, who would benefit from a curriculum that examined historical and contemporary issues surrounding gender, sexuality, and ongoing injustices that continue to impact the lives of our diverse student body.

### **YEAR 4 Updates (2025 - 2026)**

**Provide any edits or updates to the prompts originally documented in the Executive Summary section for Year 4.**

**Provide any edits or updates to the prompts originally documented in the Data Reflection section for Year 4.**

**Review Outcomes Report. Review the unit's outcomes assessment process for 2024 - 2025. Discuss connections to unit goals/action plans/resource requests.**

**Provide any edits or updates to the prompts originally documented in the Practice Reflection section for Year 4.**

### Goal 1: Investigate the viability of creating a WMNS 102 course.

**Unit Goal:** Goal 1: Investigate the viability of creating a WMNS 102 course.

**Goal Status:** Active

**Beginning Year:** 2022 - 2023

**Projected Completion Year:** 2025 - 2026

#### Mapping

Mesa College Strategic Plan: Roadmap to Mesa2030: (X - Highlight the X to Align)

- **Scholarship - Objective 1:** Expand and prioritize professional learning experiences for all employees that create parity in outcomes across racial/ethnic groups and all disproportionately impacted groups (X)
- **Scholarship - Objective 2:** Evaluate and improve Diversity, Equity, and Inclusion practice in classroom environments, campus activities, departments, schools, and administrative units (X)
- **Scholarship - Objective 3:** Assess impact of prerequisites and corequisites on student success and revise curriculum, as needed (X)
- **Scholarship - Objective 4:** Expand the use of innovative and high-quality teaching, learning, and support practices that achieve equitable outcomes and increase student success (X)
- **Scholarship - Objective 5:** Reduce costs associated with instructional materials to support the elimination of equity gaps (X)

Action Plans	Action Plan Update
<b>Action Plan Status:</b> Active <b>Action Plan:</b> Review equivalent course offered at SDSU and assess potential for articulation of a WMNS 102 course at Mesa. <b>Action Plan Cycle:</b> 2022 - 2023, 2023 - 2024, 2024 - 2025, 2025 - 2026	
<b>Action Plan Status:</b> Active <b>Action Plan:</b> Create a course outline of record and begin the approval process via CurricUNET. <b>Action Plan Cycle:</b> 2022 - 2023, 2023 - 2024, 2024 - 2025, 2025 - 2026	

### Goal 2: Update the webpage for the program.

**Unit Goal:** Goal 2: Update the webpage for the program.

**Goal Status:** Active

**Beginning Year:** 2022 - 2023

**Projected Completion Year:** 2025 - 2026



## Mapping

Mesa College Strategic Plan: Roadmap to Mesa2030: (X - Highlight the X to Align)

- **Pathways and Partnerships - Objective 1:** Develop and implement frameworks to create communities that can provide more targeted delivery of educational resources and support services. (X)
- **Pathways and Partnerships - Objective 2:** Expand partnerships with K-12 institutions to enhance program offerings and increase access for minoritized students. (X)
- **Pathways and Partnerships - Objective 3:** Increase community engagement, experiential learning, integrated career planning, and workforce training to prepare students for future careers (X)
- **Pathways and Partnerships - Objective 4:** Expand intersegmental pathways to create a seamless transition between Mesa and k-12, non-credit, Universities, and careers (X)
- **Pathways and Partnerships - Objective 5:** Develop and implement technologies, including website redesign, that will make pathways information available to students so that they can effectively utilize this information in their educational and career planning (X)
- **Scholarship - Objective 1:** Expand and prioritize professional learning experiences for all employees that create parity in outcomes across racial/ethnic groups and all disproportionately impacted groups (X)
- **Scholarship - Objective 2:** Evaluate and improve Diversity, Equity, and Inclusion practice in classroom environments, campus activities, departments, schools, and administrative units (X)
- **Scholarship - Objective 3:** Assess impact of prerequisites and corequisites on student success and revise curriculum, as needed (X)
- **Scholarship - Objective 4:** Expand the use of innovative and high-quality teaching, learning, and support practices that achieve equitable outcomes and increase student success (X)
- **Scholarship - Objective 5:** Reduce costs associated with instructional materials to support the elimination of equity gaps (X)

Action Plans	Action Plan Update
<b>Action Plan Status:</b> Active <b>Action Plan:</b> Contact relevant staff to assist with updating the webpage. <b>Action Plan Cycle:</b> 2022 - 2023, 2023 - 2024, 2024 - 2025, 2025 - 2026	

## Goal 3: Advertise the degree.

**Unit Goal:** Goal 3: Advertise the degree.

**Goal Status:** Active

**Beginning Year:** 2022 - 2023

**Projected Completion Year:** 2025 - 2026

## Mapping

4/14/2025

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Mesa College Strategic Plan: Roadmap to Mesa2030: (X - Highlight the X to Align)

- **Pathways and Partnerships - Objective 1:** Develop and implement frameworks to create communities that can provide more targeted delivery of educational resources and support services. (X)
- **Pathways and Partnerships - Objective 2:** Expand partnerships with K-12 institutions to enhance program offerings and increase access for minoritized students. (X)
- **Pathways and Partnerships - Objective 3:** Increase community engagement, experiential learning, integrated career planning, and workforce training to prepare students for future careers (X)
- **Pathways and Partnerships - Objective 4:** Expand intersegmental pathways to create a seamless transition between Mesa and k-12, non-credit, Universities, and careers (X)
- **Pathways and Partnerships - Objective 5:** Develop and implement technologies, including website redesign, that will make pathways information available to students so that they can effectively utilize this information in their educational and career planning (X)
- **Scholarship - Objective 1:** Expand and prioritize professional learning experiences for all employees that create parity in outcomes across racial/ethnic groups and all disproportionately impacted groups (X)
- **Scholarship - Objective 2:** Evaluate and improve Diversity, Equity, and Inclusion practice in classroom environments, campus activities, departments, schools, and administrative units (X)
- **Scholarship - Objective 3:** Assess impact of prerequisites and corequisites on student success and revise curriculum, as needed (X)
- **Scholarship - Objective 4:** Expand the use of innovative and high-quality teaching, learning, and support practices that achieve equitable outcomes and increase student success (X)
- **Scholarship - Objective 5:** Reduce costs associated with instructional materials to support the elimination of equity gaps (X)

Action Plans	Action Plan Update
<b>Action Plan Status:</b> Active <b>Action Plan:</b> Publicize the degree on appropriate program webpage. <b>Action Plan Cycle:</b> 2022 - 2023, 2023 - 2024, 2024 - 2025, 2025 - 2026	
<b>Action Plan Status:</b> Active <b>Action Plan:</b> Work with the Office of Communication to market the degree beyond the program webpage. <b>Action Plan Cycle:</b> 2022 - 2023, 2023 - 2024, 2024 - 2025, 2025 - 2026	

**Goal 4: New full time hire**

**Unit Goal:** Our goal is to hire new women's and gender studies full time faculty

**Goal Status:** Active



**Beginning Year:** 2024 - 2025  
**Projected Completion Year:** 2025 - 2026

Action Plans	Action Plan Update
<b>Action Plan Status:</b> Active <b>Action Plan:</b> Will apply for a joint WMNS-PHIL hire <b>Action Plan Cycle:</b> 2024 - 2025	



# **Program Review**

Summary and Reflections with Unit Goals, Action Plans,  
and Updates

Instructional Program - Work Experience (WORK)

## Executive Summary

**Describe the successes and challenges your unit has faced since the last comprehensive review.**

Work Experience has seen a steady growth over the past few years with enrollment at 161 for AY 2020-2021, 205 for AY 2021-2022, and projected at 248 for AY 2022-2023. Hands-on training within the field of interest is often reported as a top hiring qualification by employers. While this data is encouraging to see slight increase, enrollment in Work Experience is minimal at 1.3% compared to the overall student population of 19,000 so there is plenty of opportunity for growth to better prepare students for the workforce through industry training. Additionally, students enrolled in Work Experience are primarily from CTE academic programs (56%) compared to non-CTE academic programs (44%).

Work Experience has faced challenges in promoting these courses to the Mesa campus as a whole while maintaining the allocated FTE. Many of the CTE academic programs do not currently track students within their discipline so proactive outreach is difficult to inform students of this class as a potential component of their degree/certificate and provide information on how to enroll. Additionally, most non-CTE students have to opt to enroll in a Work Experience course as elective units as many academic programs do not require and/or encourage industry training as a component of their degrees/certificates. Lastly, while Mesa does currently have an Internship Coordinator to support students in guiding and securing workforce training opportunities, the case management of students and hiring/placement process with employers is time consuming which limits the capacity to support more students with internships and encouragement of enrollment in Work Experience.

While Work Experience struggles with some capacity restraints, there have been several positive partnerships that have developed in the last review cycle. First, is the growth of the partnership with Hoover High School to expand the number of student taking ED 100 and then Work Experience (WORK 270) to learn the fundamentals of tutoring and putting this into practical application as tutors. This program not only increases enrollment in CCAP WE courses, but also creates a pipeline of students who may transition to Mesa College and potentially serve as tutors during their college experience, as well as consider exploring education or teaching as a viable career pathway. Second, the AFT Mentor & Mentee Program has incorporated Work Experience enrolment as a component of their requirements so SDCCD classified professionals receive professional development while also pursuing salary advancement opportunities through academic units. Lastly, the Mesa Impactship Program (MIP) supports students with exploring careers, developing professional skills, and compensating hands-on industry experiences through internships, volunteering, or Directed Clinical Practice (DCP). MIP is designed to promote workforce training & employment opportunities with focus on underserved student populations. Eligible Mesa students may receive a one-time \$1000 payment (also called a stipend) OR hourly compensation for student workplace training & enrollment in a Work Experience (270/272) or Directed Clinical Practice (DCP) course. Funding is intended to support students with reducing or eliminating out-of-pocket expenses such as childcare, equipment, fees, meals, professional attire, & more. MIP encourages participation in industry training through enrollment in Work Experience, but also supports special populations, who often face employment barriers, with career exploration and preparation for the workforce with the goal of landing sustainable jobs in their field of study to promote economic mobility through larger wage gains. Funding for MIP is primarily supported by Perkins and LAEP. However, MIP has also partnered with other faculty and support programs across campus that have secured various grants (Encoding Geography, Sustainable Food Futures, Veteran Internship Program) that have incorporated paid internship experiences for students from special populations.

**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.**

Work Experience faculty collaborated to examine our CLOs across the program and individual disciplines. We came together to agree on updating our CLOs for each Work Experience course to allow for consistency across the WE program while still allowing for discipline/industry customization. The proposed updated WE CLOs were designed to provide consistency across 270 courses to allow for reporting on the WE program as a whole as well as disaggregate by individual discipline. It also allowed us to include assessment questions in the WE student post survey that were tied directly to the CLOs. This update was intended to make reporting easier for each program rather than having to assess individually. Work Experience is now able to view data across the full WE program as

## Summary and Reflection

well as disaggregate by program and individual course which allows for more streamlined and standardized outcomes reporting.

**If applicable, describe the impact of any new resources (human, fiscal, etc) on the unit and/or action plan implementation.**

Work Experience has not utilized new resources.

**If you assess OUTCOMES, please confirm that the outcomes have been reviewed for accuracy. If you do not assess Outcomes, skip this question.**

Reviewed Not Accurate - Update In Progress

## Related Documents for Charts and Graphs

### Executive Summary Complete

Yes

## Data Reflection

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### Trends observed in program/service area's data.

As mentioned previously, Work Experience has seen a steady growth over the past few years with enrollment at 161 for AY 2020-2021, 205 for AY 2021-2022, and projected at 248 for AY 2022-2023. Hands-on training within the field of interest is often reported as a top hiring qualification by employers. While this data is encouraging to see slight increase, enrollment in Work Experience is minimal at 1.3% compared to the overall student population of 19,000 so there is plenty of opportunity for growth to better prepare students for the workforce through industry training. Additionally, students enrolled in Work Experience are primarily from CTE academic programs (56%) compared to non-CTE academic programs (44%).

With updates to our shared CLOs across Work Experience and student post-survey, Work Experience is able to examine student placements and outcomes even further. For the Fall 2022 semester, 49% of Work Experience placements were unpaid compared to 51% placements that were paid which is positive to see compensation being supported. WE is also showing positive learning opportunities for students in terms of their career development and preparation for the workforce with the following data:

? 94% of students strongly agree/agree that as a result of their enrollment in Work Experience... they can develop, demonstrate, & articulate my professional skills, behaviors, & workplace competencies necessary for successful employment through on-the-job industry experiences (CLO 1)

? 94% of students strongly agree/agree that as a result of their enrollment in Work Experience... they can identify, write, and work towards completing SMART workplace or career goals for professional growth (CLO 2)

? 94% of students strongly agree/agree that as a result of their enrollment in Work Experience... they explore and pursue career pathways, industry expectations, professional competencies, and workforce preparation strategies (CLO 3)

? 92% of students strongly agree/agree that as a result of their enrollment in Work Experience... they effectively communicate, meet, and consult with the appropriate contact for all job-related expectations, issues, & workplace paperwork by appropriate deadlines (CLO 4)

? 94% of students strongly agree/agree that as a result of their enrollment in Work Experience... they have an increased knowledge of career opportunities and industry requirements.

? 94% of students strongly agree/agree that as a result of their enrollment in Work Experience... they have an increased confidence in their ability to pursue a career in their field of interest.

? 94% of students strongly agree/agree that as a result of their enrollment in Work Experience... they feel that their enrollment in Work Experience was informative and valuable in preparing for future career opportunities.

? 92% of students strongly agree/agree that as a result of their enrollment in Work Experience... they would recommend enrollment in Work Experience to other students.

### Describe any equity gaps in the data. Are there differences and/or patterns observed by demographics (e.g.race/ethnicity, gender, age, etc.)

Work Experience offers students the opportunity to earn new skills and gain real-world training while participating in a job, internship, or volunteer position. However, special populations nationally are often underrepresented in gaining hands-on training, particularly paid internships, which provide intentional career exposure, workforce preparation, and skill development (Bill & Melinda Gates Foundation & Protagonist, 2018; Hanks et al., 2018; Koc, et

## Summary and Reflection

al., 2019). These special populations are faced with inequities in the workforce and show higher rates of unemployment and underemployment across industries. Specifically, a recent report by the COE for San Diego and Imperial Community Colleges highlights that females were significantly underrepresented in 56 priority jobs and BIPOC workers were significantly underrepresented in 72 priority jobs. Furthermore, the 2022 CTEOS Report revealed that only 46.2% of Mesa CTE students secured a job that is very closely related to their program of study.

While Work Experience provides workforce training opportunities for students to develop value and skills aligned with their field of study and career pathway, equity gaps exist that need to be addressed. When analyzing enrollment and characteristics data, the WE program primarily enrolls female students at 84% for AY 20/21 and at 75% for AY 21/22. Yet students of color, who most often experience employment barriers, are underrepresented in gaining industry training compared to the full campus representation with enrollment of 2.4% Filipino, 4.9% African American/Black, 5.9% multi-ethnicity, and 10.2% Asian in AY 21/22. In addition, this analysis showed that disabled students taking Work Experience courses only added 4.3% of the total population for AY 20/21 and 3.4% for 21/22. Lastly, 42% of students were identified as low-income in AY 20/21 and this data is not yet known for AY 21/22. Given the challenges faced when entering and navigating the workforce for special populations, focused outreach and engagement of students should occur to increase participation in industry training opportunities and offer continued support of professional development through enrollment in a Work Experience course.

### Related Documents for Charts and Graphs

#### **Describe the discussion(s) that took place about the unit's learning outcomes assessment data.**

Work Experience outcomes assessment data was shared with WE faculty to review and provide feedback. Additionally, WE faculty and program leads have been encouraged to engage in more proactive outreach with students to inform them of Work Experience courses and steps to enroll. Students are informed of career/employment resources and Mesa's Internship Coordinator through our SDCCD Handshake Job Board.

#### **Data Reflection Complete**

Yes

## Practice Reflection

#### **Describe current practices your program/service area has engaged in that you believe impact the above data trends and equity gaps.**

Work Experience has become an integral component of the Mesa Impactship Program (MIP) which will hopefully have a positive impact on enrollment as well as reduce equity gaps. MIP supports students with exploring careers, developing professional skills, and compensating hands-on industry experiences through internships, volunteering, or Directed Clinical Practice (DCP). MIP is designed to promote workforce training & employment opportunities with focus on underserved student populations. Eligible Mesa students may receive a one-time \$1000 payment (also called a stipend) OR hourly compensation for student workplace training & enrollment in a Work Experience (270/272) or Directed Clinical Practice (DCP) course. Funding is intended to support students with reducing or eliminating out-of-pocket expenses such as childcare, equipment, fees, meals, professional attire, & more. MIP encourages participation in industry training through enrollment in Work Experience, but also supports special populations, who often face employment barriers, with career exploration and preparation for the workforce with the goal of landing sustainable jobs in their field of study to promote economic mobility through larger wage gains. Funding for MIP is primarily supported by Perkins and LAEP. However, MIP has also partnered with other faculty and support programs across campus that have secured various grants (Encoding Geography, Sustainable Food Futures, Veteran Internship Program) that have incorporated paid internship experiences for students from special populations.

#### **What other factors (internal or external) might also impact the above data trends and equity gaps?**

Upcoming Title 5 changes will make engagement and enrollment in Work Experience more accessible for students, particularly non-CTE majors and non-credit students. Below is an overview of the proposed changes. Once these go into effect, the Work Experience Program will consider opportunities to expand WE courses across academic programs and disciplines to hopefully increase enrollment while also recruiting diverse faculty to teach these industry training courses.

- ? Removes distinction between "Occupational" and "General" Work Experience
- ? Non-credit eligible for work experience
- ? Simplifies credit hour calculation for work experience (54 hours for unpaid/paid per 1 unit)

## Summary and Reflection

- ? Allows WE to be integrated as component of course with lecture, lab, or activity elements
- ? Flexibility with repeatability of WE

Additionally, the partnership with the Mesa Impactship Program (MIP) and onboarding of a second adjunct Internship Coordinator will help increase efforts for student case management and support of securing workforce training experiences for students, ultimately with the goal of increasing enrollment with Work Experience courses, particularly for special populations who often face employment barriers.

## Related Documents for Charts and Graphs

### Practice Reflection Complete

Yes

## Mid-Cycle Updates

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### YEAR 2 Updates (2023 - 2024)

**Provide any edits or updates to the prompts originally documented in the Executive Summary section for Year 2.**

**Provide any edits or updates to the prompts originally documented in the Data Reflection section for Year 2.**

**Review Outcomes Report. Review the unit's outcomes assessment process for 2022 - 2023. Discuss connections to unit goals/action plans/resource requests.**

**Provide any edits or updates to the prompts originally documented in the Practice Reflection section for Year 2.**

### YEAR 3 Updates (2024 - 2025)

**Provide any edits or updates to the prompts originally documented in the Executive Summary section for Year 3.**

#### Growing WE Impact

Over the past few years, work-based learning has seen remarkable growth at Mesa College:

10,926 students enrolled in courses offering work-based learning activities in AY 2023-2024.

4,979 students participated in employment preparation activities, such as internships, clinical experiences, and Work Experience courses.

This represents a 57% increase in Work-Based Learning activities from AY 2021-2022 and a 150% increase from AY 2020-2021.

Enrollment in Work Experience courses has grown steadily:

218 students in AY 2020-2021

264 students in AY 2021-2022

360 students in AY 2022-2023

432 students in AY 2023-2024 (projected to increase further in 2024-2025).

This reflects a 98.16% increase over four years, demonstrating rising student interest and the growing relevance of workforce training programs.

#### Title 5 Changes and Program Expansion

Recent changes to Title 5 regulations make Work Experience courses more accessible, particularly for non-CTE majors and non-credit students. This presents a significant opportunity to expand Work Experience courses across academic disciplines while recruiting diverse faculty to teach these industry-focused courses. By proactively addressing these changes, Mesa College can:

–Increase enrollment in Work Experience courses.

–Broaden access to internships and workforce training for all students, regardless of their major.

Strengthen employer partnerships by offering the necessary infrastructure for businesses to hire, mentor, and train students for high-demand industries.

Despite this growth, enrollment in Work Experience courses remains minimal at 1.3% of the overall student population of 19,000, leaving substantial room for expansion. Hiring a dedicated instructor will help scale these



## Summary and Reflection

opportunities, ensuring more students can benefit from industry training that directly impacts their career trajectories.

### The Mesa Impactship Program (MIP)

Work Experience courses have become integral to the Mesa Impactship Program (MIP), a groundbreaking initiative designed to reduce equity gaps and promote workforce training. MIP supports students in exploring careers, developing professional skills, and participating in compensated industry experiences through internships, volunteer work, or Directed Clinical Practice (DCP). Notably:

- MIP provides eligible students a one-time \$1,000 stipend or hourly compensation to support their participation in unpaid credit-bearing internships. These funds help reduce financial barriers by covering expenses like childcare, equipment, professional attire, and transportation.
- The program focuses on underserved populations, helping students overcome employment barriers and access sustainable career opportunities that promote economic mobility.

### Recruitment of Diverse Work Experience Faculty from Industry:

To keep up with demand, two Work Experience adjunct faculty have been hired to teach Occupational Work Experience (WORK 270) as well as two additional Work Experience adjunct faculty to support internship coordination for MIP students and teach WORK 270 sections as part of the program. The Work Experience (WE) program actively recruits diverse industry professionals as instructors to ensure students benefit from inclusive representation and mentorship. A diverse faculty brings a range of perspectives, experiences, and insights that enrich learning, foster a more inclusive environment, and help students from all backgrounds feel seen and supported. By learning from professionals with varied cultural, industry, and career experiences, students gain a broader understanding of workforce expectations and opportunities, ultimately enhancing their career readiness and confidence in pursuing their goals.

### **Provide any edits or updates to the prompts originally documented in the Data Reflection section for Year 3.**

Structured work experience integrates real-world application with classroom learning, ensuring students develop the professional competencies needed for career success. Research underscores the value of academic internships and work-based learning as key drivers of career readiness, helping students reflect on their skills, bridge theory and practice, and gain hands-on experience in their chosen industries. According to the National Association of Colleges and Employers (NACE), students who engage in structured internships are significantly more likely to develop core competencies, such as teamwork, communication, critical thinking, and professionalism, which employers consistently rate as top hiring priorities.

The Work Experience program has seen increased enrollment, driven in part by the participation of 100% of MIP students from underserved backgrounds. Internships play a crucial role in supporting these students by providing hands-on experience, professional networking opportunities, and access to career pathways that may otherwise be out of reach. For underserved populations, internships help bridge opportunity gaps, enhance workforce readiness, and build confidence in navigating professional environments. By offering real-world industry exposure, internships empower students with the skills, experience, and connections necessary for long-term career success.

The current student population has shared through survey responses that the existing WE and MIP programming contributes to academic excellence. For instance, 100% of students report a reduction in personal expenses due to participation in MIP. Additionally, 94% of students agree that MIP has had a positive impact on their skills, confidence, and career prospects. More generally, Work Experience courses provide valuable career development and workforce preparation opportunities. Among enrolled students, 94% agree that the program helps them build and demonstrate professional skills, explore career pathways, and understand industry expectations. They also report increased knowledge of career opportunities, greater confidence in pursuing their chosen field, and find the experience informative and beneficial. Additionally, 92% would recommend Work Experience to others.

### **Review Outcomes Report. Review the unit's outcomes assessment process for 2023 - 2024. Discuss connections to unit goals/action plans/resource requests.**

Work Experience outcomes assessment data was shared with WE faculty to review and provide feedback. Additionally, WE faculty and program leads have been encouraged to engage in more proactive outreach with students to inform them of Work Experience courses and steps to enroll. Students are informed of career/employment resources and Mesa's Internship Coordinator through our SDCCD Handshake Job Board.

## Summary and Reflection

**Provide any edits or updates to the prompts originally documented in the Practice Reflection section for Year 3.** The launch of the Mesa Impactship Program (MIP) directly addresses equity gaps by focusing on workforce training and employment opportunities for underserved student populations. This initiative not only increases access to internships and career development resources but also ensures students from diverse backgrounds are represented and supported. Additionally, the employer engagement model strengthens connections between industry partners, faculty, and students, creating more opportunities for internships, mentorships, and job placements. Together, these practices positively impact WE data trends by increasing student participation, retention, and success rates while addressing gaps in equity and representation.

### **YEAR 4 Updates (2025 - 2026)**

**Provide any edits or updates to the prompts originally documented in the Executive Summary section for Year 4.**

**Provide any edits or updates to the prompts originally documented in the Data Reflection section for Year 4.**

**Review Outcomes Report. Review the unit's outcomes assessment process for 2024 - 2025. Discuss connections to unit goals/action plans/resource requests.**

**Provide any edits or updates to the prompts originally documented in the Practice Reflection section for Year 4.**



## Goal 1: Partner with the Institutional Research Office to gain access to a list of students in CTE academic programs

**Unit Goal:** Goal 1: Partner with the Institutional Research Office to gain access to a list of students in CTE academic programs to provide proactive outreach to students to inform them about Work Experience and career development resources by Spring 2025.

**Goal Status:** Active

**Beginning Year:** 2023 - 2024

**Projected Completion Year:** 2024 - 2025

### Mapping

Mesa College Strategic Plan: Roadmap to Mesa2030: (X - Highlight the X to Align)

- **Pathways and Partnerships - Objective 3:** Increase community engagement, experiential learning, integrated career planning, and workforce training to prepare students for future careers (X)

Action Plans	Action Plan Update
<b>Action Plan Status:</b> Active <b>Action Plan:</b> Contact the Institutional Research Office to discuss collaboration <b>Action Plan Cycle:</b> 2023 - 2024, 2024 - 2025	<b>Submission Date:</b> 01/31/2025 <b>Action Plan Update:</b> The WE Program has met with the Institutional Research Office; however, discussions have been centered around outreach to students identifying with underserved populations to promote participation in the Mesa Impactship Program (MIP). These students will participate in workforce training opportunities and enroll in a Work Experience course as a requirement of MIP. While additional discussions still need to occur to gain access to a list of students by CTE academic programs, this proactive outreach for MIP is a start and has resulted in increased enrollments for Work Experience. <b>Update Year:</b> 2024 - 2025 <b>Action Plan Progress:</b> On Track
<b>Action Plan Status:</b> Active <b>Action Plan:</b> Develop strategies, plan, and timeline for proactive outreach to students <b>Action Plan Cycle:</b> 2023 - 2024, 2024 - 2025	<b>Submission Date:</b> 01/31/2025 <b>Action Plan Update:</b> The WE Program has met with the Institutional Research Office; however, discussions have been centered around outreach to students identifying with underserved populations to promote participation in the Mesa Impactship Program (MIP). These students will participate in workforce training opportunities and enroll in a Work Experience course as a requirement of MIP. While additional discussions still need to occur to gain access to a list of students by CTE academic programs, this proactive outreach for MIP is a start and has resulted in increased enrollments for Work Experience. <b>Update Year:</b> 2024 - 2025 <b>Action Plan Progress:</b> On Track

**Goal 2: Through partnerships with MIP and support programs, increase industry training and enrollment in Work Experience courses of students identifying with special populations**

**Unit Goal:** Goal 2: Through partnerships with MIP and support programs (ie: Black Leadership Fellows, Umoja, Puente, EOPS, etc.), increase outreach and participation in industry training and enrollment in Work Experience courses of students identifying with special populations by Spring 2025.

**Goal Status:** Active

**Beginning Year:** 2023 - 2024

**Projected Completion Year:** 2024 - 2025

**Mapping**

Mesa College Strategic Plan: Roadmap to Mesa2030: (X - Highlight the X to Align)

- **Completion - Objective 2:** Develop cross - functional teams that support student success and include integrated career and transfer counseling. (X)
- **Pathways and Partnerships - Objective 3:** Increase community engagement, experiential learning, integrated career planning, and workforce training to prepare students for future careers (X)

Action Plans	Action Plan Update
<p><b>Action Plan Status:</b> Active</p> <p><b>Action Plan:</b> Contact MIP and support programs to discuss collaborations</p> <p><b>Action Plan Cycle:</b> 2022 - 2023, 2023 - 2024, 2025 - 2026</p>	<p><b>Submission Date:</b> 01/31/2025</p> <p><b>Action Plan Update:</b> The Work Experience program has seen increased enrollment, driven in part by the participation of 100% of MIP students from underserved backgrounds. Internships play a crucial role in supporting these students by providing hands-on experience, professional networking opportunities, and access to career pathways that may otherwise be out of reach. For underserved populations, internships help bridge opportunity gaps, enhance workforce readiness, and build confidence in navigating professional environments. By offering real-world industry exposure, internships empower students with the skills, experience, and connections necessary for long-term career success. However, structural barriers, such as financial constraints and lack of access to professional networks, disproportionately exclude underserved students.</p> <p>MIP addresses obstacles through targeted recruitment on Mesa's campus. Through collaborations with specialized programs (Disability Services, Dreamers, Puente, Umoja, etc.), the MIP Team educates students about internship possibilities and matches participating students with internships in their fields of interest by establishing relationships with local high-demand industries.</p> <p>MIP outreach targets historically underserved groups, including Black, Latine, veteran, and undocumented students, with 51% of participants identifying as Black or Latine. Initiatives such as the Veterans Internship Program (VIP) and tailored mentorship efforts underscore MIP's dedication to dismantling systemic barriers and fostering pathways to economic mobility for underrepresented communities.</p> <p><b>Update Year:</b> 2024 - 2025</p> <p><b>Action Plan Progress:</b> On Track</p>

Action Plans	Action Plan Update
<p><b>Action Plan Status:</b> Active</p> <p><b>Action Plan:</b> Develop strategies, plan, and timeline for proactive outreach to students</p> <p><b>Action Plan Cycle:</b> 2022 - 2023, 2023 - 2024, 2025 - 2026</p>	<p><b>Submission Date:</b> 01/31/2025</p> <p><b>Action Plan Update:</b> The Work Experience program has seen increased enrollment, driven in part by the participation of 100% of MIP students from underserved backgrounds. Internships play a crucial role in supporting these students by providing hands-on experience, professional networking opportunities, and access to career pathways that may otherwise be out of reach. For underserved populations, internships help bridge opportunity gaps, enhance workforce readiness, and build confidence in navigating professional environments. By offering real-world industry exposure, internships empower students with the skills, experience, and connections necessary for long-term career success. However, structural barriers, such as financial constraints and lack of access to professional networks, disproportionately exclude underserved students.</p> <p>MIP addresses obstacles through targeted recruitment on Mesa's campus. Through collaborations with specialized programs (Disability Services, Dreamers, Puente, Umoja, etc.), the MIP Team educates students about internship possibilities and matches participating students with internships in their fields of interest by establishing relationships with local high-demand industries.</p> <p>MIP outreach targets historically underserved groups, including Black, Latine, veteran, and undocumented students, with 51% of participants identifying as Black or Latine. Initiatives such as the Veterans Internship Program (VIP) and tailored mentorship efforts underscore MIP's dedication to dismantling systemic barriers and fostering pathways to economic mobility for underrepresented communities.</p> <p><b>Update Year:</b> 2024 - 2025</p> <p><b>Action Plan Progress:</b> On Track</p>
<p><b>Action Plan Status:</b> Active</p> <p><b>Action Plan:</b> Identify continued support of students as they engage in workforce training experiences</p> <p><b>Action Plan Cycle:</b> 2022 - 2023, 2023 - 2024, 2025 - 2026</p>	<p><b>Submission Date:</b> 01/31/2025</p>

Action Plans	Action Plan Update
	<p><b>Action Plan Update:</b> The Work Experience program has seen increased enrollment, driven in part by the participation of 100% of MIP students from underserved backgrounds. Internships play a crucial role in supporting these students by providing hands-on experience, professional networking opportunities, and access to career pathways that may otherwise be out of reach. For underserved populations, internships help bridge opportunity gaps, enhance workforce readiness, and build confidence in navigating professional environments. By offering real-world industry exposure, internships empower students with the skills, experience, and connections necessary for long-term career success. However, structural barriers, such as financial constraints and lack of access to professional networks, disproportionately exclude underserved students.</p> <p>MIP addresses obstacles through targeted recruitment on Mesa’s campus. Through collaborations with specialized programs (Disability Services, Dreamers, Puente, Umoja, etc.), the MIP Team educates students about internship possibilities and matches participating students with internships in their fields of interest by establishing relationships with local high-demand industries.</p> <p>MIP outreach targets historically underserved groups, including Black, Latine, veteran, and undocumented students, with 51% of participants identifying as Black or Latine. Initiatives such as the Veterans Internship Program (VIP) and tailored mentorship efforts underscore MIP's dedication to dismantling systemic barriers and fostering pathways to economic mobility for underrepresented communities.</p> <p><b>Update Year:</b> 2024 - 2025  <b>Action Plan Progress:</b> On Track</p>

**Goal 3: Explore expansion of Work Experience for non-CTE disciplines and recruit diverse faculty to teach WE courses.**

**Unit Goal:** Goal 3: Explore expansion of Work Experience for non-CTE disciplines and recruit diverse faculty to teach WE courses by Fall 2024.

**Goal Status:** Active

**Beginning Year:** 2023 - 2024

**Projected Completion Year:** 2024 - 2025

**Mapping**

Mesa College Strategic Plan: Roadmap to Mesa2030: (X - Highlight the X to Align)

- **Pathways and Partnerships - Objective 3:** Increase community engagement, experiential learning, integrated career planning, and workforce training to prepare students for future careers (X)
- **Scholarship - Objective 4:** Expand the use of innovative and high-quality teaching, learning, and support practices that achieve equitable outcomes and increase student success (X)

Action Plans	Action Plan Update
<p><b>Action Plan Status:</b> Active</p> <p><b>Action Plan:</b> Contact non-CTE disciplines and program leads to discuss Title 5 changes and opportunities to collaborate with Work Experience</p> <p><b>Action Plan Cycle:</b> 2023 - 2024, 2024 - 2025</p>	<p><b>Submission Date:</b> 01/31/2025</p> <p><b>Action Plan Update:</b> To keep up with demand, two Work Experience adjunct faculty have been hired to teach Occupational Work Experience (WORK 270) as well as two additional Work Experience adjunct faculty to support internship coordination for MIP students and teach WORK 270 sections as part of the program. The Work Experience (WE) program actively recruits diverse industry professionals as instructors to ensure students benefit from inclusive representation and mentorship. Newly hired faculty are onboarded and trained on WE process, requirements, etc. Additionally, the WE Coordinator has hosted a training at the start of each semester for WE faculty to review the process, Title V changes, and answer questions. The WE Coordinator and MIP Team present and meet regularly with faculty from all disciplines (CTE / non-CTE) to share about and encourage student engagement with the Mesa Impactship Program (MIP) and WE. These collaborations have resulted in increased enrollment from non-CTE majors, more faculty/staff serving as campus mentors for student interns, and greater support for workforce training.</p> <p><b>Update Year:</b> 2024 - 2025</p> <p><b>Action Plan Progress:</b> On Track</p>
<p><b>Action Plan Status:</b> Active</p> <p><b>Action Plan:</b> Develop plan to outreach and recruit diverse faculty to teach WE courses.</p> <p><b>Action Plan Cycle:</b> 2023 - 2024, 2024 - 2025</p>	<p><b>Submission Date:</b> 01/31/2025</p> <p><b>Action Plan Update:</b> To keep up with demand, two Work Experience adjunct faculty have been hired to teach Occupational Work Experience (WORK 270) as well as two additional Work Experience adjunct faculty to support internship coordination for MIP students and teach WORK 270 sections as part of the program. The Work Experience (WE) program actively recruits diverse industry professionals as instructors to ensure students benefit from inclusive representation and mentorship. Newly hired faculty are onboarded and trained on WE process, requirements, etc. Additionally, the WE Coordinator has hosted a training at the start of each semester for WE faculty to review the process, Title V changes, and answer questions. The WE Coordinator and MIP Team present and meet regularly with faculty from all disciplines (CTE / non-CTE) to share about and encourage student engagement with the Mesa Impactship Program (MIP) and WE. These collaborations have resulted in increased enrollment from non-CTE majors, more faculty/staff serving as campus mentors for student interns, and greater support for workforce training.</p> <p><b>Update Year:</b> 2024 - 2025</p> <p><b>Action Plan Progress:</b> On Track</p>
<p><b>Action Plan Status:</b> Active</p> <p><b>Action Plan:</b> Train newly hired faculty on WE/process and provide support</p> <p><b>Action Plan Cycle:</b> 2023 - 2024, 2024 - 2025</p>	<p><b>Submission Date:</b> 01/31/2025</p>

Action Plans	Action Plan Update
	<p><b>Action Plan Update:</b> To keep up with demand, two Work Experience adjunct faculty have been hired to teach Occupational Work Experience (WORK 270) as well as two additional Work Experience adjunct faculty to support internship coordination for MIP students and teach WORK 270 sections as part of the program. The Work Experience (WE) program actively recruits diverse industry professionals as instructors to ensure students benefit from inclusive representation and mentorship. Newly hired faculty are onboarded and trained on WE process, requirements, etc. Additionally, the WE Coordinator has hosted a training at the start of each semester for WE faculty to review the process, Title V changes, and answer questions. The WE Coordinator and MIP Team present and meet regularly with faculty from all disciplines (CTE / non-CTE) to share about and encourage student engagement with the Mesa Impactship Program (MIP) and WE. These collaborations have resulted in increased enrollment from non-CTE majors, more faculty/staff serving as campus mentors for student interns, and greater support for workforce training.</p> <p><b>Update Year:</b> 2024 - 2025  <b>Action Plan Progress:</b> On Track</p>