Program Review

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

Instructional Program - Accelerated College Programs (ACP)

Summary and Reflection

<div style="background:#1a6b5f;color:white;text-align:center">2022 - 2026</div>

Executive Summary

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

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.

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.

Related Documents for Charts and Graphs

Mesa Principals Rountable 2023-102723.pdf

Data Reflection Complete

Yes

Summary and Reflection

Practice Reflection

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.

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

Are there any edits or updates to the Executive Summary above?

Are there any edits or updates to the Data Reflection above?

Are there any edits or updates to the Practice Reflection above?

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: X
- Scholarship - Objective 2: X

Action Plans	Action Plan Update
Action Plan Status: Active **Action Plan:** Discussions with Dean Perman of Career Education and Workforce Development and her team to begin separating out the data to exclusively represent ACP. **Action Plan Cycle:** 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: X
- Scholarship - Objective 2: X

Action Plans	Action Plan Update
Action Plan Status: Active **Action Plan:** 1. Discussions with Unified liaisons on how to approach these gaps. **Action Plan Cycle:** 2023 - 2024, 2024 - 2025, 2025 - 2026	
Action Plan Status: Active	

Action Plans	Action Plan Update
Action Plan: 2. Possible discussions with individual sites where the gaps are significant. **Action Plan Cycle:** 2022 - 2023, 2023 - 2024, 2024 - 2025, 2025 - 2026	

Program Review

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

Instructional Program - Accounting (ACCT)

Summary and Reflection

<div align="center">

2022 - 2026

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Executive Summary

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.

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

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%.

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.

Summary and Reflection

Related Documents for Charts and Graphs

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.

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 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

Are there any edits or updates to the Executive Summary above?

Are there any edits or updates to the Data Reflection above?

Are there any edits or updates to the Practice Reflection above?

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: X
- Scholarship - Objective 2: X
- Scholarship - Objective 4: X

Action Plans	Action Plan Update
Action Plan Status: Active **Action Plan:** Attend and participate in further professional development activities and course redesign workshops. **Action Plan Cycle:** 2022 - 2023, 2023 - 2024, 2024 - 2025, 2025 - 2026	**Submission Date**: 01/29/2024 **Action Plan Update**: 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. **Update Year**: 2023 - 2024 **Action Plan Progress**: 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
Projected Completion Year: 2029 - 2030
Mapping
Mesa College Strategic Plan: Roadmap to Mesa2030: (X - Highlight the X to Align)
- Community - Objective 2: X
- Community - Objective 3: X
- Completion - Objective 3: X
- Completion - Objective 4: X

Action Plans	Action Plan Update
Action Plan Status: Active **Action Plan:** Promote more contact with counseling and student support services.	**Submission Date**: 01/29/2024 **Action Plan Update**: Faculty promotes student support in syllabi and through announcements in classes.

Action Plans	Action Plan Update
Action Plan Cycle: 2025 - 2026	**Update Year**: 2023 - 2024 **Action Plan Progress**: On Track
Action Plan Status: Active **Action Plan:** Cultivation of Embedded Tutor Pipeline. **Action Plan Cycle:** 2025 - 2026	**Submission Date**: 01/29/2024 **Action Plan Update**: Faculty member currently serves as liaison between the tutoring center and accounting/business department. **Update Year**: 2023 - 2024 **Action Plan Progress**: On Track

Program Review

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

Instructional Program - American Sign Language/Interpreting (AMSL)

Summary and Reflection

Executive Summary

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

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

Summary and Reflection

  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

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.

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.

Related Documents for Charts and Graphs

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

Summary and Reflection

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 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

Are there any edits or updates to the Executive Summary above?

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.

Are there any edits or updates to the Data Reflection above?

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.

Summary and Reflection

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%.

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.

Are there any edits or updates to the Practice Reflection above?

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.

Goal 1: Increase the number of students who enter and complete the American Sign Language (ASL) Studies program.

Unit Goal: Goal 1: Increase the number of students who enter and complete the American Sign Language (ASL) Studies program.
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 1: X
- Completion - Objective 1: X
- Pathways and Partnerships - Objective 1: X
- Pathways and Partnerships - Objective 2: X
- Stewardship - Objective 6: X

Goal 2: Continue to improve the ASL Studies program curriculum, support students outside of the classroom, and increase stability of the program.

Unit Goal: Goal 2: Continue to improve the ASL Studies program curriculum, support students outside of the classroom, and increase stability of 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)
- Completion - Objective 1: X
- Scholarship - Objective 4: X

Goal 3: Increase outreach to San Diego County high schools to educate them about the ASL Studies program and interpreting as a career.

Unit Goal: Goal 3: Increase outreach to San Diego County high schools 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)
- Pathways and Partnerships - Objective 2: X

Action Plans	Action Plan Update
Action Plan Status: Active	

Action Plans	Action Plan Update
Action Plan: The AMSL department should have a booth at the Job Fair at these high school campuses. **Action Plan Cycle:** 2023 - 2024, 2024 - 2025, 2025 - 2026	

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: 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: X
- Scholarship - Objective 4: X

Goal 5: Provide an ASL space for our students to practice the target language: American Sign Language. Mesa Deaf students can be part of this group to facilitate language learning among ASL students.

Unit Goal: Goal 5: Provide an ASL space for our students to practice the target language: American Sign Language. Mesa Deaf students can be part of this group to facilitate language learning among ASL students.

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 1: X
- Community - Objective 2: X
- Community - Objective 5: X
- Completion - Objective 1: X
- Completion - Objective 2: X
- Completion - Objective 3: X
- Pathways and Partnerships - Objective 2: X
- Pathways and Partnerships - Objective 3: X
- Stewardship - Objective 2: X

Program Review

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

Instructional Program - Anthropology (ANTH)

Summary and Reflection

<div style="background-color:teal; color:white; text-align:center;">2022 - 2026</div>

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 is 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

Summary and Reflection

Executive Summary Complete

Yes

Data Reflection

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 2021).

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 last academic year has seen 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.

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%.

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. 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. It would be worth exploring what is causing the decline within the ethnicity.

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.

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, 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, and 78.3% in Spring 2023. 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, and 4.7% towards the positive in Spring 2022. 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 students in that

Summary and Reflection

demographic. The equity gap was -11.3 in Spring 2021, -6.6% in Fall 2021, and -21% in Spring 2022.

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. Unfortunately other gender identities are not expressed in the success data.

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.

Related Documents for Charts and Graphs

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.

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

Are there any edits or updates to the Executive Summary above?

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.

Are there any edits or updates to the Data Reflection above?

Statistics were updated given newly available data from recent semesters.

Are there any edits or updates to the Practice Reflection above?

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.

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: X
- Community - Objective 3: X
- Community - Objective 4: X
- Community - Objective 5: X
- Scholarship - Objective 2: X
- Scholarship - Objective 4: X

Action Plans	Action Plan Update
Action Plan Status: Active **Action Plan:** Honors contracts **Action Plan Cycle:** 2022 - 2023, 2023 - 2024, 2024 - 2025, 2025 - 2026	
Action Plan Status: Active **Action Plan:** Invite local scholars for guest lectures **Action Plan Cycle:** 2022 - 2023, 2023 - 2024, 2024 - 2025	
Action Plan Status: Active **Action Plan:** Seek out venues where students can present their research **Action Plan Cycle:** 2022 - 2023, 2023 - 2024, 2024 - 2025, 2025 - 2026	

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: X

- Community - Objective 3: X
- Community - Objective 4: X
- Community - Objective 5: X
- Pathways and Partnerships - Objective 1: X
- Pathways and Partnerships - Objective 2: X
- Pathways and Partnerships - Objective 3: X
- Pathways and Partnerships - Objective 4: X
- Scholarship - Objective 2: X
- Scholarship - Objective 4: X

Action Plans	Action Plan Update
Action Plan Status: Active **Action Plan:** Resurrect the Mesa Anthropology Club **Action Plan Cycle:** 2022 - 2023, 2023 - 2024, 2024 - 2025, 2025 - 2026	
Action Plan Status: Active **Action Plan:** Create a rotating fossil exhibit for the LRC or SB building. **Action Plan Cycle:** 2022 - 2023, 2023 - 2024, 2024 - 2025, 2025 - 2026	
Action Plan Status: Active **Action Plan:** Re-visit the possibility of CCAP classes **Action Plan Cycle:** 2022 - 2023, 2023 - 2024, 2024 - 2025, 2025 - 2026	

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: X
- Scholarship - Objective 4: X
- Scholarship - Objective 5: X

Action Plans	Action Plan Update
Action Plan Status: Active	

Action Plans	Action Plan Update
Action Plan: Fill gaps in osteology collection, particularly for ANTH 130 **Action Plan Cycle:** 2022 - 2023, 2023 - 2024, 2024 - 2025, 2025 - 2026	
Action Plan Status: Active **Action Plan:** Obtain previously unavailable primate bones for ANTH 140 **Action Plan Cycle:** 2022 - 2023, 2023 - 2024, 2024 - 2025, 2025 - 2026	
Action Plan Status: Active **Action Plan:** Bring department fossil cast collection up to date to include important recent fossil discoveries, particularly for ANTH 102 and ANTH 104 **Action Plan Cycle:** 2022 - 2023, 2023 - 2024, 2024 - 2025, 2025 - 2026	

Program Review

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

Instructional Program - Architechture (ARCH)

Summary and Reflection

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2022 - 2026

</div>

Executive Summary

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.

Summary and Reflection

• 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.
       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.

Summary and Reflection

*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.

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.

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,

Summary and Reflection

• 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%)
• 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://coeccc.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.

Summary and Reflection

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.

Related Documents for Charts and Graphs

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.

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

Are there any edits or updates to the Executive Summary above?

Yes, see * items.

Are there any edits or updates to the Data Reflection above?

no

Are there any edits or updates to the Practice Reflection above?

Yes, see * items.

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: X
- Completion - Objective 2: X
- Completion - Objective 3: X
- Completion - Objective 4: X
- Pathways and Partnerships - Objective 2: X
- Pathways and Partnerships - Objective 4: X

Action Plans	Action Plan Update
Action Plan Status: Active **Action Plan:** 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. **Action Plan Cycle:** 2022 - 2023, 2023 - 2024, 2024 - 2025, 2025 - 2026	**Submission Date**: 12/03/2023 **Action Plan Update**: We have completed an agreement with SDUSD, CTE TRANSITION CREDIT BY EXAM AGREEMENT. **Update Year**: 2023 - 2024 **Action Plan Progress**: Completed
Action Plan Status: Active **Action Plan:** 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. **Action Plan Cycle:** 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: X
- Pathways and Partnerships - Objective 1: X
- Pathways and Partnerships - Objective 3: X
- Pathways and Partnerships - Objective 5: X

Action Plans	Action Plan Update
Action Plan Status: Active **Action Plan:** Develop pathways that provide students with clarity about degree, certificate, and transfer requirements. **Action Plan Cycle:** 2022 - 2023, 2023 - 2024, 2024 - 2025, 2025 - 2026	
Action Plan Status: Active **Action Plan:** Explore pathways to create a seamless transition between Mesa and Universities and careers. **Action Plan Cycle:** 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)
- Completion - Objective 1: X
- Pathways and Partnerships - Objective 5: X

Action Plans	Action Plan Update
Action Plan Status: Active	

Action Plans	Action Plan Update
Action Plan: 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. **Action Plan Cycle:** 2022 - 2023, 2023 - 2024, 2024 - 2025, 2025 - 2026	
Action Plan Status: Active **Action Plan:** Develop and implement technologies, such as a website redesign, that will make pathways information available to students and their educational and career planning. **Action Plan Cycle:** 2022 - 2023, 2023 - 2024, 2024 - 2025, 2025 - 2026	

Program Review

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

Instructional Program - Art/Fine Art (ARTF)

Summary and Reflection

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2022 - 2026

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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 difficulty 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

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 are 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.

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 handing 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.

Related Documents for Charts and Graphs

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.

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

Summary and Reflection

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.

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

Are there any edits or updates to the Executive Summary above?

Are there any edits or updates to the Data Reflection above?

Are there any edits or updates to the Practice Reflection above?

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: X
- Scholarship - Objective 4: X

Action Plans	Action Plan Update
Action Plan Status: Active **Action Plan:** 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. **Action Plan Cycle:** 2022 - 2023, 2023 - 2024, 2024 - 2025, 2025 - 2026	
Action Plan Status: Active **Action Plan:** 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. **Action Plan Cycle:** 2022 - 2023, 2023 - 2024, 2024 - 2025, 2025 - 2026	

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: X
- Pathways and Partnerships - Objective 3: X

Action Plans	Action Plan Update
Action Plan Status: Active **Action Plan:** 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. **Action Plan Cycle:** 2022 - 2023, 2023 - 2024, 2024 - 2025, 2025 - 2026	
Action Plan Status: Active **Action Plan:** Supplement and grow the current campus-wide reach of these programs by increasing collaboration with faculty members in different disciplines. **Action Plan Cycle:** 2022 - 2023, 2023 - 2024, 2024 - 2025, 2025 - 2026	

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: X
- Stewardship - Objective 4: X

Action Plans	Action Plan Update
Action Plan Status: Active	

Action Plans	Action Plan Update
Action Plan: Create a departmental task-force to take stock of needed updates, and develop an online system for recording them. **Action Plan Cycle:** 2022 - 2023, 2023 - 2024, 2024 - 2025, 2025 - 2026	
Action Plan Status: Active **Action Plan:** 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. **Action Plan Cycle:** 2022 - 2023, 2023 - 2024, 2024 - 2025, 2025 - 2026	
Action Plan Status: Active **Action Plan:** Improve & update teaching practices by participating in relevant professional development trainings **Action Plan Cycle:** 2022 - 2023, 2023 - 2024	
Action Plan Status: Active **Action Plan:** Hire more faculty and obtain more FTEF so that we can regularly offer all of the classes listed in our degree requirements. **Action Plan Cycle:** 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)

Summary and Reflection

<div align="center">

2022 - 2026

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Executive Summary

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 (Tiffy) 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 Brahmbhatt 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

Summary and Reflection

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 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 Brahmbhatt & 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 Brahmbhatt 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 Brahmbhatt 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

Summary and Reflection

• 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.
• 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

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)

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.)

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 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%).

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.

Related Documents for Charts and Graphs

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.

• 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 Brahmbhatt 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.

Summary and Reflection

• 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.

• 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

Are there any edits or updates to the Executive Summary above?

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.

Summary and Reflection

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 HIS 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.

Are there any edits or updates to the Data Reflection above?

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.

Are there any edits or updates to the Practice Reflection above?

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 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.

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: X
- Completion - Objective 2: X
- Completion - Objective 3: X
- Pathways and Partnerships - Objective 1: X
- Scholarship - Objective 4: X
- Stewardship - Objective 6: X

Action Plans	Action Plan Update
Action Plan Status: Active **Action Plan:** 1. Fill out necessary request forms for faculty hiring 2. With approval, form hiring committee **Action Plan Cycle:** 2022 - 2023, 2023 - 2024	**Submission Date**: 11/13/2023 **Action Plan Update**: 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. **Update Year**: 2023 - 2024 **Action Plan Progress**: Completed

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: 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: X
- Completion - Objective 2: X
- Completion - Objective 3: X
- Scholarship - Objective 3: X
- Scholarship - Objective 4: X

Action Plans	Action Plan Update
Action Plan Status: Active **Action Plan:** Create a FIG to evaluate feasibility of new course, including working with articulation office, reviewing other similar courses, and discussing with district colleagues. **Action Plan Cycle:** 2022 - 2023, 2023 - 2024, 2024 - 2025, 2025 - 2026	**Submission Date**: 11/13/2023 **Action Plan Update**: There were no FIGs available, but Anne Geller & Anar Brahmbhatt 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. **Update Year**: 2023 - 2024 **Action Plan Progress**: On Track
Action Plan Status: Active **Action Plan:** Develop and launch course outline **Action Plan Cycle:** 2022 - 2023, 2023 - 2024, 2024 - 2025, 2025 - 2026	**Submission Date**: 11/13/2023 **Action Plan Update**: We are in progress but not yet at the stage to launch. **Update Year**: 2023 - 2024 **Action Plan Progress**: On Track

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: 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: X
- Completion - Objective 2: X
- Completion - Objective 3: X
- Pathways and Partnerships - Objective 1: X
- Scholarship - Objective 4: X

Action Plans	Action Plan Update
Action Plan Status: Active **Action Plan:** Enlist a core group of faculty dedicated to research endeavors	**Submission Date**: 11/14/2023

Action Plans	Action Plan Update
Action Plan Cycle: 2022 - 2023, 2023 - 2024, 2024 - 2025, 2025 - 2026	**Action Plan Update**: 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. **Update Year**: 2023 - 2024 **Action Plan Progress**: On Track
Action Plan Status: Active **Action Plan:** Request/research areas of additional funding for support for faculty development and mentoring of student research projects **Action Plan Cycle:** 2022 - 2023, 2023 - 2024, 2024 - 2025, 2025 - 2026	**Submission Date**: 11/14/2023 **Action Plan Update**: 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. **Update Year**: 2023 - 2024 **Action Plan Progress**: 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: X
- Completion - Objective 2: X
- Completion - Objective 3: X
- Pathways and Partnerships - Objective 1: X
- Scholarship - Objective 4: X

Action Plans	Action Plan Update
Action Plan Status: Active **Action Plan:** Fill out necessary request forms for BARC	**Submission Date**: 11/13/2023

Action Plans	Action Plan Update
Action Plan Cycle: 2022 - 2023, 2023 - 2024, 2024 - 2025, 2025 - 2026	**Action Plan Update**: 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. **Update Year**: 2023 - 2024 **Action Plan Progress**: 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: X
- Completion - Objective 2: X
- Completion - Objective 3: X
- Completion - Objective 4: X
- Pathways and Partnerships - Objective 1: X
- Scholarship - Objective 2: X
- Scholarship - Objective 4: X
- Scholarship - Objective 5: X
- Stewardship - Objective 3: X

Action Plans	Action Plan Update
Action Plan Status: Active **Action Plan:** 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. **Action Plan Cycle:** 2023 - 2024	

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: X
- Community - Objective 4: X
- Completion - Objective 3: X
- Completion - Objective 4: X
- Pathways and Partnerships - Objective 1: X
- Scholarship - Objective 2: X
- Scholarship - Objective 4: X
- Scholarship - Objective 5: X
- Stewardship - Objective 3: X

Action Plans	Action Plan Update
Action Plan Status: Active **Action Plan:** Faculty will be requesting BARC funds for the necessary equipment. **Action Plan Cycle:** 2023 - 2024	

Program Review

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

Instructional Program - Black Studies (BLAS)

<div align="center">**2022 - 2026**</div>

Executive Summary

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.

SUCCESSES

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

Summary and Reflection

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.

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

Summary and Reflection

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.

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

Summary and Reflection

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 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

Summary and Reflection

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.

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.

Summary and Reflection

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 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 A²MEND 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 A²MEND'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 programing that promotes positive engagements, brotherhood, and respect for humanity. There are currently 23, A²MEND 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 disproportionally 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

Summary and Reflection

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 ethnoscience).

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.

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,

Summary and Reflection

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 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

Summary and Reflection

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% 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

Summary and Reflection

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.

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

Summary and Reflection

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.

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.

Related Documents for Charts and Graphs

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.

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.

Summary and Reflection

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

Are there any edits or updates to the Executive Summary above?

2023-2024 Update

Are there any edits or updates to the Data Reflection above?

Are there any edits or updates to the Practice Reflection above?

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 Dominquez 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: X
- Pathways and Partnerships - Objective 2: X
- Pathways and Partnerships - Objective 3: X
- Pathways and Partnerships - Objective 4: X
- Pathways and Partnerships - Objective 5: X

Action Plans	Action Plan Update
Action Plan Status: Active **Action Plan:** To work with Articulation Officer Juliette Parker to establish/renew MOU agreements and establish a new timeline with each of the institutions cited. **Action Plan Cycle:** 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: 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: X
- Completion - Objective 2: X
- Completion - Objective 3: X
- Completion - Objective 4: X

Action Plans	Action Plan Update
Action Plan Status: Active **Action Plan:** BLAS dept. development of new learning outcomes assessment tools for implementation & assistance in dept. Review of materials and needed program adjustments. **Action Plan Cycle:** 2023 - 2024, 2022 - 2023, 2025 - 2026	
Action Plan Status: Active **Action Plan:** Work with learning outcomes coordinator to input BLAS dept. Data in Nuventive program. **Action Plan Cycle:** 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: X
- Community - Objective 2: X
- Community - Objective 3: X
- Community - Objective 4: X
- Community - Objective 5: X
- Completion - Objective 1: X

- Completion - Objective 2: X
- Completion - Objective 3: X
- Completion - Objective 4: X

Action Plans	Action Plan Update
Action Plan Status: Active **Action Plan:** Hire new tenure-track BLAS faculty **Action Plan Cycle:** 2022 - 2023, 2023 - 2024, 2024 - 2025, 2025 - 2026	
Action Plan Status: Active **Action Plan:** Develop & submit A2Mend Charter proposal **Action Plan Cycle:** 2022 - 2023, 2023 - 2024, 2024 - 2025, 2025 - 2026	
Action Plan Status: Active **Action Plan:** Department development of course offerings for Ethnic Studies Graduation Requirements (CSU & CCC) **Action Plan Cycle:** 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: X
- Community - Objective 2: X
- Community - Objective 3: X
- Community - Objective 4: X
- Community - Objective 5: X
- Pathways and Partnerships - Objective 1: X
- Pathways and Partnerships - Objective 2: X

- Pathways and Partnerships - Objective 3: X
- Pathways and Partnerships - Objective 4: X
- Pathways and Partnerships - Objective 5: X

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

Summary and Reflection

<div style="background:#1a6b5e;color:white;text-align:center">2022 - 2026</div>

Executive Summary

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

Summary and Reflection
Data Reflection

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.
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

Summary and Reflection

LatinX is 74% versus 68.7% for Mesa as a whole.

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 diversitiy 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?

Related Documents for Charts and Graphs

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 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 intiatives 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

Summary and Reflection

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

Related Documents for Charts and Graphs

Practice Reflection Complete

Yes

Mid-Cycle Updates

Are there any edits or updates to the Executive Summary above?

Are there any edits or updates to the Data Reflection above?

Are there any edits or updates to the Practice Reflection above?

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: X
- Pathways and Partnerships - Objective 1: X

Action Plans	Action Plan Update
Action Plan Status: Active **Action Plan:** 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. 2. Coordinate and assist with curricula review and revisions with input from Program Advisory Committee. **Action Plan Cycle:** 2022 - 2023, 2023 - 2024, 2024 - 2025, 2025 - 2026	

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: X
- Pathways and Partnerships - Objective 1: X

Action Plans	Action Plan Update
Action Plan Status: Active	

Action Plans	Action Plan Update
Action Plan: 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. 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: " Child Care " Primary Care for close relative " Military obligations " Other issues as they become apparent **Action Plan Cycle:** 2022 - 2023, 2023 - 2024, 2024 - 2025, 2025 - 2026	

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: X
- Stewardship - Objective 3: X

Action Plans	Action Plan Update
Action Plan Status: Active	

Action Plans	Action Plan Update
Action Plan: 1. Work with new faculty to develop new curricula related to sustainability and environmental stewardship. Current timeline is expected to be 2-3 years. 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. **Action Plan Cycle:** 2022 - 2023, 2023 - 2024, 2024 - 2025, 2025 - 2026	

Program Review

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

Instructional Program - Business Administration/Management (BUSE)

Summary and Reflection

Executive Summary

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.

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.

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.

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

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 adaptablity 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.

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.

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.

Related Documents for Charts and Graphs

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 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.

Summary and Reflection

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.

Related Documents for Charts and Graphs

Practice Reflection Complete

Yes

Mid-Cycle Updates

Are there any edits or updates to the Executive Summary above?

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.

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.

Are there any edits or updates to the Data Reflection above?

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.

Are there any edits or updates to the Practice Reflection above?

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.

Goal 1: Promote small business management and entrepreneurship through 2023-24

Unit Goal: Goal 1: Promote small business management and entrepreneurship through 2023-24
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: X
- Community - Objective 4: X
- Completion - Objective 1: X
- Completion - Objective 3: X
- Completion - Objective 4: X
- Pathways and Partnerships - Objective 1: X
- Scholarship - Objective 2: X

Action Plans	Action Plan Update
Action Plan Status: Active **Action Plan:** Virtual Incubator **Action Plan Cycle:** 2022 - 2023, 2023 - 2024	**Submission Date**: 09/21/2023 **Action Plan Update**: Resource Request made for IBIS World database subscription **Update Year**: 2023 - 2024 **Action Plan Progress**: On Track
Action Plan Status: Active **Action Plan:** Entrepreneurship Panels **Action Plan Cycle:** 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: 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 4: X
- Completion - Objective 2: X
- Completion - Objective 3: X
- Completion - Objective 4: X
- Pathways and Partnerships - Objective 3: X

- Scholarship - Objective 1: X
- Scholarship - Objective 2: X
- Stewardship - Objective 6: X

Action Plans	Action Plan Update
Action Plan Status: Active **Action Plan:** Faculty Hiring Request **Action Plan Cycle:** 2022 - 2023, 2023 - 2024	**Submission Date**: 09/21/2023 **Action Plan Update**: 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. New faculty expected to begin in Spring 2024. **Update Year**: 2023 - 2024 **Action Plan Progress**: On Track

Program Review

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

Instructional Program - Chemistry (CHEM)

Summary and Reflection

Executive Summary

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.

Summary and Reflection

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 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

Summary and Reflection

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 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

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

Summary and Reflection

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 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).

Summary and Reflection

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 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 coreq?uisite. 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

Summary and Reflection

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 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).

Summary and Reflection

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
-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.

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

Summary and Reflection

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.

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 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?

Summary and Reflection

*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 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

Summary and Reflection

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

Practice Reflection Complete

Yes

Mid-Cycle Updates

Are there any edits or updates to the Executive Summary above?

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. We are requesting one full time faculty member for General Chemistry track. See justification in resource page.

Are there any edits or updates to the Data Reflection above?

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.

Summary and Reflection

It can also be viewed at the following link:
https://docs.google.com/document/d/1h97Ml3IFiWzW1WDSMAiHUIsIcpPzTD6z4evO-KRX94Q/edit

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 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

Summary and Reflection

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 coreq?uisite. 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 professor, Dr. Chang, has certainly been an excellent addition to our program.

Summary and Reflection

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).

Are there any edits or updates to the Practice Reflection above?

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.

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.

Summary and Reflection

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?

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: X
- Community - Objective 2: X
- Community - Objective 3: X
- Community - Objective 4: X
- Community - Objective 5: X
- Completion - Objective 1: X
- Completion - Objective 2: X
- Completion - Objective 3: X
- Completion - Objective 4: X
- Pathways and Partnerships - Objective 1: X
- Pathways and Partnerships - Objective 2: X
- Pathways and Partnerships - Objective 3: X
- Pathways and Partnerships - Objective 4: X
- Pathways and Partnerships - Objective 5: X
- Scholarship - Objective 1: X
- Scholarship - Objective 2: X
- Scholarship - Objective 3: X
- Scholarship - Objective 4: X
- Scholarship - Objective 5: X
- Stewardship - Objective 1: X
- Stewardship - Objective 2: X
- Stewardship - Objective 3: X
- Stewardship - Objective 4: X
- Stewardship - Objective 5: X
- Stewardship - Objective 6: X

Action Plans	Action Plan Update
Action Plan Status: Active	**Submission Date**: 01/29/2024

Action Plans	Action Plan Update
Action Plan: Curriculum Alignment Projects, Curriculum Maps, and AB 1705 discussions. **Action Plan Cycle:** 2022 - 2023, 2023 - 2024, 2024 - 2025, 2025 - 2026	**Action Plan Update**: Active **Update Year**: 2023 - 2024 **Action Plan Progress**: On Track
Action Plan Status: Active **Action Plan:** Path to STEM Success Day & Noche de La Familia **Action Plan Cycle:** 2022 - 2023, 2023 - 2024, 2024 - 2025, 2025 - 2026	**Submission Date**: 01/29/2024 **Action Plan Update**: Active **Update Year**: 2023 - 2024 **Action Plan Progress**: 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: X
- Completion - Objective 2: X
- Completion - Objective 3: X
- Pathways and Partnerships - Objective 1: X
- Pathways and Partnerships - Objective 2: X
- Pathways and Partnerships - Objective 3: X
- Pathways and Partnerships - Objective 4: X
- Pathways and Partnerships - Objective 5: X
- Scholarship - Objective 1: X
- Scholarship - Objective 2: X
- Scholarship - Objective 3: X
- Scholarship - Objective 4: X
- Scholarship - Objective 5: X

Action Plans	Action Plan Update
Action Plan Status: Active **Action Plan:** Work with IE to collect data **Action Plan Cycle:** 2022 - 2023, 2023 - 2024	

Action Plans	Action Plan Update
Action Plan Status: Active **Action Plan:** Present data to department and Curriculum Work Group **Action Plan Cycle:** 2022 - 2023, 2023 - 2024	

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: X
- Completion - Objective 2: X
- Completion - Objective 3: X
- Completion - Objective 4: X
- Pathways and Partnerships - Objective 1: X
- Pathways and Partnerships - Objective 2: X
- Pathways and Partnerships - Objective 3: X
- Pathways and Partnerships - Objective 4: X
- Pathways and Partnerships - Objective 5: X
- Scholarship - Objective 1: X
- Scholarship - Objective 2: X
- Scholarship - Objective 3: X
- Scholarship - Objective 4: X
- Scholarship - Objective 5: X
- Stewardship - Objective 1: X
- Stewardship - Objective 2: X
- Stewardship - Objective 3: X
- Stewardship - Objective 4: X
- Stewardship - Objective 5: X
- Stewardship - Objective 6: X

Action Plans	Action Plan Update
Action Plan Status: Active **Action Plan:** Participate in hiring committee **Action Plan Cycle:** 2022 - 2023, 2023 - 2024	

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: X
- Community - Objective 2: X
- Community - Objective 3: X
- Community - Objective 4: X
- Community - Objective 5: X
- Completion - Objective 2: X
- Completion - Objective 4: X
- Scholarship - Objective 1: X
- Scholarship - Objective 2: X
- Scholarship - Objective 3: X
- Scholarship - Objective 4: X
- Scholarship - Objective 5: X

Action Plans	Action Plan Update
Action Plan Status: Active **Action Plan:** Participate in STEM classroom redesign. **Action Plan Cycle:** 2022 - 2023, 2023 - 2024, 2024 - 2025, 2025 - 2026	
Action Plan Status: Active **Action Plan:** Seek funding for STEM LOFT on Fourth Floor **Action Plan Cycle:** 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: X
- Community - Objective 2: X
- Community - Objective 3: X
- Community - Objective 4: X
- Community - Objective 5: X
- Completion - Objective 2: X
- Completion - Objective 3: X
- Scholarship - Objective 1: X
- Scholarship - Objective 2: X
- Scholarship - Objective 3: X
- Scholarship - Objective 4: X
- Scholarship - Objective 5: X

Action Plans	Action Plan Update
Action Plan Status: Active **Action Plan:** Work with Chemistry Club to recruit African American Students **Action Plan Cycle:** 2022 - 2023, 2023 - 2024, 2024 - 2025, 2025 - 2026	
Action Plan Status: Active **Action Plan:** Work with counseling/outreach **Action Plan Cycle:** 2022 - 2023, 2023 - 2024, 2024 - 2025, 2025 - 2026	

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: X
- Completion - Objective 3: X
- Pathways and Partnerships - Objective 1: X
- Pathways and Partnerships - Objective 2: X
- Pathways and Partnerships - Objective 3: X
- Pathways and Partnerships - Objective 4: X
- Pathways and Partnerships - Objective 5: X
- Scholarship - Objective 1: X
- Scholarship - Objective 2: X
- Scholarship - Objective 3: X
- Scholarship - Objective 4: X
- Scholarship - Objective 5: X
- Stewardship - Objective 1: X
- Stewardship - Objective 2: X
- Stewardship - Objective 3: X
- Stewardship - Objective 4: X
- Stewardship - Objective 5: X
- Stewardship - Objective 6: X

Action Plans	Action Plan Update
Action Plan Status: Active **Action Plan:** Regular meetings with our STEM Liaison **Action Plan Cycle:** 2022 - 2023, 2023 - 2024, 2024 - 2025, 2025 - 2026	
Action Plan Status: Active **Action Plan:** Communication flow to department from Work Based Learning **Action Plan Cycle:** 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: X
- Completion - Objective 3: X
- Pathways and Partnerships - Objective 1: X
- Pathways and Partnerships - Objective 2: X
- Pathways and Partnerships - Objective 3: X
- Pathways and Partnerships - Objective 4: X
- Pathways and Partnerships - Objective 5: X
- Scholarship - Objective 1: X
- Scholarship - Objective 2: X
- Scholarship - Objective 3: X
- Scholarship - Objective 4: X
- Scholarship - Objective 5: X

Action Plans	Action Plan Update
Action Plan Status: Active **Action Plan:** Write a survey **Action Plan Cycle:** 2022 - 2023, 2023 - 2024, 2024 - 2025, 2025 - 2026	
Action Plan Status: Active **Action Plan:** Collect data & report out to department **Action Plan Cycle:** 2022 - 2023, 2023 - 2024, 2024 - 2025, 2025 - 2026	

Program Review

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

Instructional Program - Chicana and Chicano Studies (CHIC)

Summary and Reflection

<div style="text-align:center; background:#1a6b5e; color:white">2022 - 2026</div>

Executive Summary

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

Summary and Reflection

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 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

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.

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.)

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 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.

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.

Related Documents for Charts and Graphs

Data Reflection Complete

Yes

Summary and Reflection

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' lied 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 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

Are there any edits or updates to the Executive Summary above?

Are there any edits or updates to the Data Reflection above?

Are there any edits or updates to the Practice Reflection above?

Increase enrollment in all our courses

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: X
- Community - Objective 2: X
- Completion - Objective 1: X
- Completion - Objective 2: X
- Completion - Objective 3: X
- Completion - Objective 4: X
- Pathways and Partnerships - Objective 1: X
- Stewardship - Objective 1: X
- Stewardship - Objective 2: X

Action Plans	Action Plan Update
Action Plan Status: Active **Action Plan:** The Area F has created a need for more classes. **Action Plan Cycle:** 2023 - 2024, 2024 - 2025	

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: X
- Community - Objective 2: X
- Community - Objective 3: X
- Completion - Objective 1: X
- Completion - Objective 2: X
- Completion - Objective 3: X
- Completion - Objective 4: X

- Pathways and Partnerships - Objective 1: X
- Pathways and Partnerships - Objective 2: X
- Scholarship - Objective 1: X
- Scholarship - Objective 2: X
- Scholarship - Objective 3: X
- Scholarship - Objective 4: X
- Scholarship - Objective 5: X
- Stewardship - Objective 1: X
- Stewardship - Objective 2: X
- Stewardship - Objective 4: X

Action Plans	Action Plan Update
Action Plan Status: Active **Action Plan:** The faculty are working to modify how students are graded and help students that need extra help. **Action Plan Cycle:** 2023 - 2024, 2024 - 2025	

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: 2026 - 2027
Mapping
Mesa College Strategic Plan: Roadmap to Mesa2030: (X - Highlight the X to Align)
- Community - Objective 1: X
- Community - Objective 2: X
- Community - Objective 3: X
- Completion - Objective 1: X
- Completion - Objective 2: X
- Completion - Objective 3: X
- Completion - Objective 4: X
- Pathways and Partnerships - Objective 1: X
- Pathways and Partnerships - Objective 2: X
- Pathways and Partnerships - Objective 3: X
- Scholarship - Objective 2: X
- Scholarship - Objective 3: X
- Scholarship - Objective 4: X
- Stewardship - Objective 3: X

- Stewardship - Objective 4: X

Action Plans	Action Plan Update
Action Plan Status: Active **Action Plan:** We plan on working with more information on the majors and expand the need to offer more classes with a new tenure-track hire. **Action Plan Cycle:** 2023 - 2024, 2024 - 2025	

Program Review

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

Instructional Program - Child Development (CHIL)

Summary and Reflection

2022 - 2026

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 curricunet 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

Summary and Reflection

Executive Summary Complete

Yes

Data Reflection

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.

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.

Related Documents for Charts and Graphs

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 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.

Summary and Reflection

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.

Related Documents for Charts and Graphs

Practice Reflection Complete

Yes

Mid-Cycle Updates

Are there any edits or updates to the Executive Summary above?

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

Summary and Reflection

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 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.

Are there any edits or updates to the Data Reflection above?

Are there any edits or updates to the Practice Reflection above?

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.

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: X
- Community - Objective 2: X
- Community - Objective 3: X
- Community - Objective 5: X
- Completion - Objective 1: X
- Completion - Objective 2: X
- Pathways and Partnerships - Objective 2: X
- Pathways and Partnerships - Objective 3: X
- Pathways and Partnerships - Objective 4: X
- Scholarship - Objective 2: X
- Scholarship - Objective 3: X
- Scholarship - Objective 4: X
- Scholarship - Objective 5: X
- Stewardship - Objective 3: X

Action Plans	Action Plan Update
Action Plan Status: Active	**Submission Date**: 09/11/2023 **Action Plan Update**: Meeting with the education department and discuss outreach and recruitment of students in the ed and cd programs. **Update Year**: 2023 - 2024 **Action Plan Progress**: On Track
	Submission Date: 09/11/2023 **Action Plan Update**: Reach out to high schools in the community and build partnerships for future early educators. **Update Year**: 2023 - 2024 **Action Plan Progress**: On Track

Action Plans	Action Plan Update
Action Plan: 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. **Action Plan Cycle:** 2022 - 2023, 2023 - 2024	

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: X
- Community - Objective 2: X
- Community - Objective 3: X
- Community - Objective 4: X
- Completion - Objective 1: X
- Completion - Objective 2: X
- Completion - Objective 3: X
- Completion - Objective 4: X
- Pathways and Partnerships - Objective 1: X
- Pathways and Partnerships - Objective 2: X

- Pathways and Partnerships - Objective 3: X
- Pathways and Partnerships - Objective 4: X
- Pathways and Partnerships - Objective 5: X
- Scholarship - Objective 1: X
- Scholarship - Objective 2: X
- Scholarship - Objective 3: X
- Scholarship - Objective 4: X
- Scholarship - Objective 5: X
- Stewardship - Objective 3: X
- Stewardship - Objective 4: X
- Stewardship - Objective 6: X

Action Plans	Action Plan Update
Action Plan Status: Active **Action Plan:** Meet with the subject experts and agree on CHIL 275 Field Experience.Provide feedback to the ECE Advisory Committee in support of field placements. **Action Plan Cycle:** 2023 - 2024	**Submission Date**: 01/17/2024 **Action Plan Update**: Meet with the subject experts and agree on CHIL 275 Field Experience. **Update Year**: 2023 - 2024 **Action Plan Progress**: On Track

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: X
- Community - Objective 2: X
- Community - Objective 3: X
- Completion - Objective 1: X
- Completion - Objective 2: X
- Completion - Objective 3: X
- Completion - Objective 4: X
- Pathways and Partnerships - Objective 1: X
- Pathways and Partnerships - Objective 2: X
- Pathways and Partnerships - Objective 4: X
- Pathways and Partnerships - Objective 5: X
- Scholarship - Objective 1: X

- Scholarship - Objective 2: X
- Scholarship - Objective 3: X
- Scholarship - Objective 4: X
- Scholarship - Objective 5: X
- Stewardship - Objective 3: X
- Stewardship - Objective 4: X
- Stewardship - Objective 6: X

Action Plans	Action Plan Update
Action Plan Status: Active **Action Plan:** 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. **Action Plan Cycle:** 2022 - 2023, 2023 - 2024, 2024 - 2025, 2025 - 2026	**Submission Date**: 01/17/2024 **Action Plan Update**: 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. **Update Year**: 2023 - 2024 **Action Plan Progress**: On Track

Program Review

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

Instructional Program - Communication Studies (COMS)

Summary and Reflection

<div align="center">

2022 - 2026

</div>

Executive Summary

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

Summary and Reflection

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 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.

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.

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 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

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:

Summary and Reflection

• 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%).

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

Summary and Reflection

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%).

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.

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.

Related Documents for Charts and Graphs

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 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

Are there any edits or updates to the Executive Summary above?

Summary and Reflection

Are there any edits or updates to the Data Reflection above?

Are there any edits or updates to the Practice Reflection above?

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: 2024 - 2025
Mapping
Mesa College Strategic Plan: Roadmap to Mesa2030: (X - Highlight the X to Align)
- Community - Objective 2: X
- Community - Objective 3: X
- Community - Objective 5: X
- Completion - Objective 3: X
- Completion - Objective 4: X
- Pathways and Partnerships - Objective 3: X
- Stewardship - Objective 1: X
- Stewardship - Objective 2: X

Action Plans	Action Plan Update
Action Plan Status: Active **Action Plan:** 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. **Action Plan Cycle:** 2022 - 2023, 2023 - 2024, 2024 - 2025	**Submission Date**: 12/04/2023 **Action Plan Update**: We continue to submit FHP requests, and will submit at least on during the 2023/2024 academic year. **Update Year**: 2023 - 2024 **Action Plan Progress**: On Track
	Submission Date: 12/04/2023 **Action Plan Update**: 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. 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. 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. **Update Year**: 2023 - 2024 **Action Plan Progress**: Barriers Encountered

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: X
- Community - Objective 2: X
- Community - Objective 3: X
- Community - Objective 4: X
- Completion - Objective 2: X
- Completion - Objective 3: X
- Completion - Objective 4: X
- Pathways and Partnerships - Objective 1: X
- Pathways and Partnerships - Objective 5: X
- Scholarship - Objective 2: X
- Scholarship - Objective 4: X
- Scholarship - Objective 5: X

Action Plans	Action Plan Update
Action Plan Status: Active **Action Plan:** Hire new full-time faculty to bring new ideas to the department and hold office hours that support student engagement. **Action Plan Cycle:** 2022 - 2023, 2023 - 2024, 2024 - 2025, 2025 - 2026	**Submission Date**: 12/04/2023 **Action Plan Update**: We continue to submit FHP requests and will submit at least one during the 2023/2024 academic year. **Update Year**: 2023 - 2024 **Action Plan Progress**: On Track
Action Plan Status: Active **Action Plan:** Invite guest speakers to department meetings to discuss equity initiatives. **Action Plan Cycle:** 2022 - 2023, 2023 - 2024, 2025 - 2026, 2024 - 2025	**Submission Date**: 12/04/2023 **Action Plan Update**: 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. **Update Year**: 2023 - 2024

Action Plans	Action Plan Update
	Action Plan Progress: On Track
Action Plan Status: Active **Action Plan:** Review equity gaps consistently at department meetings and disaggregate by ethnicity and modality. **Action Plan Cycle:** 2022 - 2023, 2023 - 2024, 2024 - 2025, 2025 - 2026	**Submission Date**: 12/04/2023 **Action Plan Update**: 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. **Update Year**: 2023 - 2024 **Action Plan Progress**: On Track
Action Plan Status: Active **Action Plan:** 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. **Action Plan Cycle:** 2023 - 2024	**Submission Date**: 02/02/2024 **Action Plan Update**: 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, & 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. **Update Year**: 2023 - 2024 **Action Plan Progress**: On Track
	Submission Date: 02/02/2024 **Action Plan Update**: 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. **Update Year**: 2023 - 2024 **Action Plan Progress**: On Track
	Submission Date: 02/02/2024 **Action Plan Update**: 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. **Update Year**: 2023 - 2024 **Action Plan Progress**: On Track
Action Plan Status: Active	**Submission Date**: 02/02/2024

Action Plans	Action Plan Update
Action Plan: Review all Communication Studies facilities, identify facilities-related barriers that may impair student success, and make any needed upgrades. **Action Plan Cycle:** 2023 - 2024	**Action Plan Update**: 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. **Update Year**: 2023 - 2024 **Action Plan Progress**: On Track
	Submission Date: 02/02/2024 **Action Plan Update**: 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. **Update Year**: 2023 - 2024 **Action Plan Progress**: On Track
	Submission Date: 02/02/2024 **Action Plan Update**: 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. **Update Year**: 2023 - 2024 **Action Plan Progress**: On Track
Action Plan Status: Active **Action Plan:** Collaborate with the Learning Resource Center to develop a cache of equity-minded resources that we can 1) share with students **Action Plan Cycle:** 2023 - 2024	**Submission Date**: 02/02/2024 **Action Plan Update**: 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. **Update Year**: 2023 - 2024 **Action Plan Progress**: On Track

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: X
- Scholarship - Objective 3: X
- Stewardship - Objective 3: X

Action Plans	Action Plan Update
Action Plan Status: Active **Action Plan:** Work with Counseling on the best ways to promote the aforementioned courses. **Action Plan Cycle:** 2022 - 2023, 2023 - 2024, 2024 - 2025	**Submission Date**: 02/02/2024 **Action Plan Update**: 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. **Update Year**: 2023 - 2024 **Action Plan Progress**: On Track
Action Plan Status: Active **Action Plan:** Develop department handouts (print and digital) that provide course descriptions and recommended sequencing. **Action Plan Cycle:** 2022 - 2023, 2023 - 2024, 2024 - 2025	**Submission Date**: 02/02/2024 **Action Plan Update**: We are currently in the planning phase of developing new promotional material. **Update Year**: 2023 - 2024 **Action Plan Progress**: On Track
Action Plan Status: Active **Action Plan:** Increase exposure to COMS courses by articulate more COMS courses to GE and transfer pathways. **Action Plan Cycle:** 2023 - 2024	**Submission Date**: 02/02/2024 **Action Plan Update**: 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. **Update Year**: 2023 - 2024 **Action Plan Progress**: 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: X
- Pathways and Partnerships - Objective 4: X
- Scholarship - Objective 3: X

Action Plans	Action Plan Update
Action Plan Status: Active **Action Plan:** 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). **Action Plan Cycle:** 2022 - 2023, 2023 - 2024, 2024 - 2025, 2025 - 2026	**Submission Date**: 02/02/2024 **Action Plan Update**: 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. **Update Year**: 2023 - 2024 **Action Plan Progress**: 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: X

Action Plans	Action Plan Update
Action Plan Status: Active **Action Plan:** Increase efforts to inform students about the COMS major. **Action Plan Cycle:** 2022 - 2023, 2023 - 2024, 2024 - 2025, 2025 - 2026	**Submission Date**: 02/02/2024 **Action Plan Update**: 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. **Update Year**: 2023 - 2024 **Action Plan Progress**: On Track

Action Plans	Action Plan Update
Action Plan Status: Active **Action Plan:** Update classroom signage and marketing materials in the COMS-designated classrooms. **Action Plan Cycle:** 2022 - 2023, 2023 - 2024, 2024 - 2025, 2025 - 2026	**Submission Date**: 02/02/2024 **Action Plan Update**: We are currently in the planning phase of developing new promotional material. **Update Year**: 2023 - 2024 **Action Plan Progress**: On Track
Action Plan Status: Active **Action Plan:** Hire a full-time faculty member to help with continuous recruitment to the major. **Action Plan Cycle:** 2022 - 2023, 2023 - 2024, 2024 - 2025, 2025 - 2026	**Submission Date**: 02/02/2024 **Action Plan Update**: We continue to submit FHP requests and will submit at least one during the 2023/2024 academic year. **Update Year**: 2023 - 2024 **Action Plan Progress**: On Track
Action Plan Status: Active **Action Plan:** Plan and host a recurring alumni panel event for students to learn and ask questions about the COMS major from COMS graduates. **Action Plan Cycle:** 2022 - 2023, 2023 - 2024, 2024 - 2025, 2025 - 2026	**Submission Date**: 02/02/2024 **Action Plan Update**: 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. **Update Year**: 2023 - 2024 **Action Plan Progress**: On Track

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: X
- Community - Objective 4: X
- Completion - Objective 3: X
- Completion - Objective 4: X
- Pathways and Partnerships - Objective 5: X
- Scholarship - Objective 2: X
- Scholarship - Objective 4: X
- Scholarship - Objective 5: X

Action Plans	Action Plan Update
Action Plan Status: Active **Action Plan:** 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. **Action Plan Cycle:** 2022 - 2023, 2023 - 2024, 2024 - 2025, 2025 - 2026	**Submission Date**: 02/02/2024 **Action Plan Update**: 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. **Update Year**: 2023 - 2024 **Action Plan Progress**: On Track
Action Plan Status: Active **Action Plan:** Identify potential OER materials for COMS 103 Oral Communication and test them in a limited number of sections. **Action Plan Cycle:** 2023 - 2024	**Submission Date**: 02/02/2024 **Action Plan Update**: During the Spring 2024 semester, Professor Scott Plambek will begin testing OER material for COMS 103 Oral Communication. **Update Year**: 2023 - 2024 **Action Plan Progress**: On Track
Action Plan Status: Active **Action Plan:** Identify potential OER materials for COMS 135 Interpersonal Communication and test them in a limited number of sections. **Action Plan Cycle:** 2023 - 2024	**Submission Date**: 02/02/2024 **Action Plan Update**: During the Fall 2023 semester, Professor Das Odasso and Professor Scott Plambek tested OER material for COMS 135 Interpersonal Communication across multiple sections. **Update Year**: 2023 - 2024 **Action Plan Progress**: On Track

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
Action Plan Status: Active **Action Plan:** Explore the viability of offering Honors sections of COMS 103 and COMS 135. **Action Plan Cycle:** 2023 - 2024	**Submission Date**: 02/02/2024

Action Plans	Action Plan Update
	Action Plan Update: 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. **Update Year**: 2023 - 2024 **Action Plan Progress**: On Track
Action Plan Status: Active **Action Plan:** Explore the viability of developing and offering a political communication course. **Action Plan Cycle:** 2023 - 2024	**Submission Date**: 02/02/2024 **Action Plan Update**: 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. **Update Year**: 2023 - 2024 **Action Plan Progress**: On Track
Action Plan Status: Active **Action Plan:** Collaborate with the Health Information Management Bachelorette to offer an upper-division section of COMS 401 Advanced Communication Skills for Healthcare Professionals. **Action Plan Cycle:** 2023 - 2024	**Submission Date**: 02/02/2024 **Action Plan Update**: 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-curser 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. **Update Year**: 2023 - 2024 **Action Plan Progress**: On Track
Action Plan Status: Active **Action Plan:** Explore the viability of developing and offering an environmental communication course. **Action Plan Cycle:** 2023 - 2024	**Submission Date**: 02/02/2024 **Action Plan Update**: 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. **Update Year**: 2023 - 2024 **Action Plan Progress**: On Track

Program Review

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

Instructional Program - Computer Business Technology (CBTE)

Summary and Reflection

Program Review

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

Instructional Program - Computer Information Sciences (CISC)

Summary and Reflection

2022 - 2026

Executive Summary

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

Summary and Reflection

Data Reflection

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 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,

Summary and Reflection

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.

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.

Related Documents for Charts and Graphs

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 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

Summary and Reflection

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

Mid-Cycle Updates

Are there any edits or updates to the Executive Summary above?

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.

Are there any edits or updates to the Data Reflection above?

No.

Are there any edits or updates to the Practice Reflection above?

No.

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: X
- Completion - Objective 2: X
- Completion - Objective 3: X
- Completion - Objective 4: X

Action Plans	Action Plan Update
Action Plan Status: Active **Action Plan:** Hire new contract faculty who will primarily teach CTE courses and allow our programs to grow. **Action Plan Cycle:** 2022 - 2023, 2023 - 2024, 2024 - 2025, 2025 - 2026	**Submission Date**: 01/24/2024 **Action Plan Update**: A contract position has been approved and will be filled to start in Fall 2024. **Update Year**: 2023 - 2024 **Action Plan Progress**: On Track
Action Plan Status: Active **Action Plan:** 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. **Action Plan Cycle:** 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: X
- Completion - Objective 2: X
- Completion - Objective 3: X
- Completion - Objective 4: X
- Pathways and Partnerships - Objective 1: X
- Pathways and Partnerships - Objective 2: X
- Pathways and Partnerships - Objective 3: X
- Pathways and Partnerships - Objective 4: X
- Pathways and Partnerships - Objective 5: X

Action Plans	Action Plan Update
Action Plan Status: Active **Action Plan:** Hire new contract faculty who will primarily teach transfer-pathway courses. **Action Plan Cycle:** 2022 - 2023, 2023 - 2024, 2024 - 2025, 2025 - 2026	**Submission Date**: 01/24/2024 **Action Plan Update**: A contract position has been approved and will be filled to start in Fall 2024. **Update Year**: 2023 - 2024 **Action Plan Progress**: On Track
Action Plan Status: Active **Action Plan:** 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. **Action Plan Cycle:** 2022 - 2023, 2023 - 2024, 2024 - 2025, 2025 - 2026	

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: X
- Scholarship - Objective 2: X
- Scholarship - Objective 3: X
- Scholarship - Objective 4: X

- Scholarship - Objective 5: X

Action Plans	Action Plan Update
Action Plan Status: Active **Action Plan:** Meet with an advisory committee to determine industry needs. **Action Plan Cycle:** 2022 - 2023, 2023 - 2024, 2024 - 2025	**Submission Date**: 01/24/2024 **Action Plan Update**: Advisory Committee met in April 23 and will meet again in Spring 24. **Update Year**: 2023 - 2024 **Action Plan Progress**: On Track
Action Plan Status: Active **Action Plan:** Request LMI reports based on advisory committee recommendations. **Action Plan Cycle:** 2022 - 2023, 2023 - 2024, 2024 - 2025	
Action Plan Status: Active **Action Plan:** Develop new courses and certificates needed, as identified by advisory committee and LMI reports. **Action Plan Cycle:** 2022 - 2023, 2023 - 2024, 2024 - 2025	
Action Plan Status: Active **Action Plan:** Hire new contract faculty who will primarily teach CTE courses and allow our programs to grow. (relates to Goal 1 action 1). **Action Plan Cycle:** 2022 - 2023, 2023 - 2024, 2024 - 2025	**Submission Date**: 01/24/2024 **Action Plan Update**: A contract position has been approved and will be filled to start in Fall 2024. **Update Year**: 2023 - 2024 **Action Plan Progress**: 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: X
- Pathways and Partnerships - Objective 2: X
- Pathways and Partnerships - Objective 3: X
- Pathways and Partnerships - Objective 4: X
- Pathways and Partnerships - Objective 5: X

Action Plans	Action Plan Update
Action Plan Status: Active **Action Plan:** . Increase outreach and mentoring through CCAP offerings. **Action Plan Cycle:** 2022 - 2023, 2023 - 2024, 2024 - 2025, 2025 - 2026	**Submission Date**: 01/24/2024 **Action Plan Update**: 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. **Update Year**: 2023 - 2024 **Action Plan Progress**: Barriers Encountered
Action Plan Status: Active **Action Plan:** Increase outreach through ICT days, like we held for Junior High students prior to the pandemic. **Action Plan Cycle:** 2022 - 2023, 2023 - 2024, 2024 - 2025, 2025 - 2026	
Action Plan Status: Active **Action Plan:** Participate in ICT marketing work with the CTE office. **Action Plan Cycle:** 2022 - 2023, 2023 - 2024, 2024 - 2025, 2025 - 2026	**Submission Date**: 01/24/2024 **Action Plan Update**: 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. **Update Year**: 2023 - 2024 **Action Plan Progress**: 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: X
- Community - Objective 2: X
- Community - Objective 3: X
- Community - Objective 4: X
- Community - Objective 5: X
- Completion - Objective 1: X

- Completion - Objective 2: X
- Completion - Objective 3: X
- Completion - Objective 4: X

Action Plans	Action Plan Update
Action Plan Status: Active **Action Plan:** 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. **Action Plan Cycle:** 2022 - 2023, 2023 - 2024, 2024 - 2025, 2025 - 2026	**Submission Date**: 01/24/2024 **Action Plan Update**: 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. **Update Year**: 2023 - 2024 **Action Plan Progress**: Barriers Encountered

Program Review

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

Instructional Program - Culinary Arts/Culinary Management (CACM)

Summary and Reflection

<div style="background-color:teal; color:white; text-align:center;">2022 - 2026</div>

Executive Summary

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

Summary and Reflection

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.

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, .

Summary and Reflection

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 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 Not Accurate - Update In Progress

Related Documents for Charts and Graphs

Executive Summary Complete

Yes

Data Reflection

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 signification 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

Summary and Reflection

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.

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.

Related Documents for Charts and Graphs

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.

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.

Summary and Reflection

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

Are there any edits or updates to the Executive Summary above?

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 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.

Are there any edits or updates to the Data Reflection above?

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.

Summary and Reflection

Are there any edits or updates to the Practice Reflection above?

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.

New Goal 1: Professional development

Unit Goal: New Goal 1: 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

Action Plans	Action Plan Update
Action Plan Status: Active **Action Plan:** Work with subject matter experts to provide in-person training sessions for Faculty, Staff and Nance **Action Plan Cycle:** 2023 - 2024, 2024 - 2025, 2025 - 2026	
Action Plan Status: Active **Action Plan:** Arrange site visits to manufacturer, factories, specialty shops/restaurants to develop career pathways **Action Plan Cycle:** 2023 - 2024, 2024 - 2025, 2025 - 2026	
Action Plan Status: Active **Action Plan:** Collaborate with State, Regional, and Local programs to support faculty, staff, and nance in current practices and job opportunities **Action Plan Cycle:** 2023 - 2024, 2024 - 2025, 2025 - 2026	

Goal 2: Continue implementing, updating, and improving the proper administration of new certification programs over the next two terms.

Unit Goal: Goal 2: 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: X
- Community - Objective 3: X
- Community - Objective 4: X
- Community - Objective 5: X

- Completion - Objective 1: X
- Completion - Objective 3: X
- Completion - Objective 4: X
- Pathways and Partnerships - Objective 1: X
- Pathways and Partnerships - Objective 2: X
- Pathways and Partnerships - Objective 3: X
- Pathways and Partnerships - Objective 4: X
- Scholarship - Objective 3: X
- Scholarship - Objective 4: X
- Stewardship - Objective 5: X

Action Plans	Action Plan Update
Action Plan Status: Active **Action Plan:** Continue course development and delivery of new advanced courses. **Action Plan Cycle:** 2022 - 2023, 2023 - 2024, 2024 - 2025	**Submission Date**: 11/21/2023 **Action Plan Update**: 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 **Update Year**: 2023 - 2024 **Action Plan Progress**: On Track
Action Plan Status: Active **Action Plan:** Work with counselors, staff, and administrators to provide up-to-date support for curriculum changes. **Action Plan Cycle:** 2022 - 2023, 2023 - 2024, 2024 - 2025	**Submission Date**: 11/21/2023 **Action Plan Update**: Held a counselors information session on new certificates and program pathways. Need to schedule another information session before spring semester begins **Update Year**: 2023 - 2024 **Action Plan Progress**: On Track
Action Plan Status: Active **Action Plan:** Continue collaboration with the Hospitality program to support a well-sequenced and well-scheduled large cross-program transferability offered in the new curriculum. **Action Plan Cycle:** 2022 - 2023, 2023 - 2024, 2024 - 2025	**Submission Date**: 11/21/2023 **Action Plan Update**: Working with Hospitality program to develop a combined certificate utilizing core CACM and HOSP courses **Update Year**: 2023 - 2024 **Action Plan Progress**: On Track

Goal 3: 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: 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 2: X
- Completion - Objective 4: X
- Stewardship - Objective 4: X

Action Plans	Action Plan Update
Action Plan Status: Active **Action Plan:** Create a more cohesive training space with needed equipment readily accessible. **Action Plan Cycle:** 2022 - 2023, 2023 - 2024	**Submission Date**: 11/21/2023 **Action Plan Update**: 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. **Update Year**: 2023 - 2024 **Action Plan Progress**: Barriers Encountered

Goal 1: 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: X
- Completion - Objective 2: X
- Pathways and Partnerships - Objective 1: X
- Pathways and Partnerships - Objective 2: X
- Pathways and Partnerships - Objective 3: X
- Scholarship - Objective 1: X
- Scholarship - Objective 2: X
- Stewardship - Objective 3: X
- Stewardship - Objective 6: X

Action Plans	Action Plan Update
Action Plan Status: Active **Action Plan:** Continue the planned staff hiring process to allow for well-managed laboratory and classroom experiences. **Action Plan Cycle:** 2022 - 2023, 2023 - 2024	**Submission Date**: 11/21/2023 **Action Plan Update**: Hired ILT position August 2023 **Update Year**: 2023 - 2024 **Action Plan Progress**: Completed

Program Review

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

Instructional Program - Dance (DANC)

Summary and Reflection

2022 - 2026

Executive Summary

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

Successes:

Highest level of spring 2023 transfering 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

Summary and Reflection

Distance education
  Dance studio classes do not transfer well to online education, while retaining a high vigorous level of training

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

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

Summary and Reflection

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
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

Summary and Reflection

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' 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%

Summary and Reflection

     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%
  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%

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.

Related Documents for Charts and Graphs

Data Reflection Complete

Yes

Summary and Reflection

Practice Reflection

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.

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

Summary and Reflection

-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

Are there any edits or updates to the Executive Summary above?

no

Are there any edits or updates to the Data Reflection above?

no

Are there any edits or updates to the Practice Reflection above?

no

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: X
- Community - Objective 5: X
- Completion - Objective 3: X
- Pathways and Partnerships - Objective 1: X
- Pathways and Partnerships - Objective 2: X
- Pathways and Partnerships - Objective 3: X
- Pathways and Partnerships - Objective 4: X
- Scholarship - Objective 3: X

Action Plans	Action Plan Update
Action Plan Status: Active **Action Plan:** Increase Visibility on campus - performance, collaborations, tours, presentations **Action Plan Cycle:** 2022 - 2023, 2023 - 2024, 2024 - 2025, 2025 - 2026	
Action Plan Status: Active **Action Plan:** School collaborations - in reach / outreach a. Madison High School b. Kearny Mesa High School **Action Plan Cycle:** 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: X
- Community - Objective 5: X
- Completion - Objective 1: X
- Completion - Objective 2: X
- Completion - Objective 3: X
- Completion - Objective 4: X
- Pathways and Partnerships - Objective 4: X
- Pathways and Partnerships - Objective 5: X
- Scholarship - Objective 2: X
- Scholarship - Objective 4: X
- Scholarship - Objective 5: X

Action Plans	Action Plan Update
Action Plan Status: Active **Action Plan:** Pathways to UC, CSU, SDSU a. Dance Education Track Development b. Outreach/Inreach c. Transfer information **Action Plan Cycle:** 2022 - 2023, 2023 - 2024, 2024 - 2025, 2025 - 2026	
Action Plan Status: Active **Action Plan:** Check points for students at all points of completion landmarks a. Create consistency and accountability for pathway progress **Action Plan Cycle:** 2022 - 2023, 2023 - 2024, 2024 - 2025, 2025 - 2026	

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: X
- Community - Objective 4: X

- Completion - Objective 2: X
- Completion - Objective 3: X
- Pathways and Partnerships - Objective 1: X
- Pathways and Partnerships - Objective 3: X
- Scholarship - Objective 1: X
- Scholarship - Objective 2: X

Action Plans	Action Plan Update
Action Plan Status: Active **Action Plan:** Curriculum development collaboration a. Create regular meeting times b. Create Taskforce action items **Action Plan Cycle:** 2022 - 2023, 2023 - 2024, 2024 - 2025, 2025 - 2026	
Action Plan Status: Active **Action Plan:** Artistry elevation and sharing a. Share professional development and professional accomplishments **Action Plan Cycle:** 2022 - 2023, 2023 - 2024, 2024 - 2025, 2025 - 2026	
Action Plan Status: Active **Action Plan:** Seek incentives that encourage participation a. Grant funding b. ESU / reassigned time **Action Plan Cycle:** 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)

Summary and Reflection

<div style="background:#1a5f5f; color:white; text-align:center;">2022 - 2026</div>

Executive Summary

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

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.

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.

Related Documents for Charts and Graphs

DENA Data Program Review.pdf
DENA Student Data.pdf

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.

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

Are there any edits or updates to the Executive Summary above?

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 mouth-guards 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.

Are there any edits or updates to the Data Reflection above?

No

Are there any edits or updates to the Practice Reflection above?

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.

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: X
- Community - Objective 2: X
- Community - Objective 3: X
- Community - Objective 4: X
- Community - Objective 5: X
- Pathways and Partnerships - Objective 1: X
- Pathways and Partnerships - Objective 2: X
- Pathways and Partnerships - Objective 3: X
- Pathways and Partnerships - Objective 4: X
- Pathways and Partnerships - Objective 5: X

Action Plans	Action Plan Update
Action Plan Status: Active **Action Plan:** Expanding to more sections to accommodate more students will allow expansion services to clients within the Community and Wellness Clinic.	**Submission Date**: 12/04/2023 **Action Plan Update**: We are projected to increase the client/patients seen this year by 10%. **Update Year**: 2023 - 2024 **Action Plan Progress**: On Track
Action Plan Cycle: 2022 - 2023, 2023 - 2024, 2024 - 2025, 2025 - 2026	
Action Plan Status: Active **Action Plan:** Hiring of a new faculty member to help with the expansion. **Action Plan Cycle:** 2022 - 2023, 2023 - 2024, 2024 - 2025, 2025 - 2026	
Action Plan Status: Active	

Action Plans	Action Plan Update
Action Plan: 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. **Action Plan Cycle:** 2024 - 2025	

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: X
- Completion - Objective 2: X
- Completion - Objective 3: X
- Completion - Objective 4: X
- Pathways and Partnerships - Objective 1: X
- Pathways and Partnerships - Objective 2: X
- Pathways and Partnerships - Objective 3: X
- Pathways and Partnerships - Objective 4: X
- Pathways and Partnerships - Objective 5: X

Action Plans	Action Plan Update
Action Plan Status: Active **Action Plan:** 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 **Action Plan Cycle:** 2022 - 2023, 2023 - 2024, 2024 - 2025, 2025 - 2026	
Action Plan Status: Active	

Action Plans	Action Plan Update
Action Plan: Working with the ROP Dental Assisting Programs curriculum to meet accreditation standards for articulation. **Action Plan Cycle:** 2022 - 2023, 2023 - 2024, 2024 - 2025, 2025 - 2026	

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: X
- Completion - Objective 2: X
- Completion - Objective 3: X
- Completion - Objective 4: X
- Pathways and Partnerships - Objective 1: X
- Pathways and Partnerships - Objective 2: X
- Pathways and Partnerships - Objective 3: X
- Pathways and Partnerships - Objective 4: X
- Pathways and Partnerships - Objective 5: X

Action Plans	Action Plan Update
Action Plan Status: Active **Action Plan:** The creation of evaluations and exams for the pathway for credit for prior learning. **Action Plan Cycle:** 2022 - 2023, 2023 - 2024, 2024 - 2025, 2025 - 2026	

Program Review

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

Instructional Program - Dramatic Arts (DRAM)

Summary and Reflection

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

Summary and Reflection

course offerings continue to be limited.

Adapting to the new wave
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.

Summary and Reflection

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.

PARTNERSHIPS
• To engage more students, audiences, and offer opportunities to students across campus and to the community, Drama as 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

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 see 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

Summary and Reflection

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
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

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.

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

Summary and Reflection

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

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.

• 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

Summary and Reflection

Practice Reflection Complete

Yes

Mid-Cycle Updates

Are there any edits or updates to the Executive Summary above?

Are there any edits or updates to the Data Reflection above?

Are there any edits or updates to the Practice Reflection above?

Goal 1: Community

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)
- Community - Objective 2: X
- Community - Objective 4: X

Action Plans	Action Plan Update
Action Plan Status: Active **Action Plan:** GOAL 1: COMMUNITY SO: Develop Activities and spaces that support a sense of belonging with focus on antiracism, inclusion, and awareness. " 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. " 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. " Update some production software for the theatre spaces. 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	

Action Plans	Action Plan Update
Action Plan Cycle: 2022 - 2023, 2023 - 2024, 2024 - 2025, 2025 - 2026	

Goal 2: Completion

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: X

Action Plans	Action Plan Update
Action Plan Status: Active **Action Plan:** GOAL 2: COMPLETION SO: Develop pathways that provide students with clarity about degree, certificate, and transfer requirements. " Program is and has been recently engaged in curriculum review and modification to facilitate path to degree completion within proper timeframe and streamline ADT. " This includes updating legacy program requirements and committing to consistent and effective curriculum review to better serve students and facilitate pathways. " Investigating the possibility of cross-referencing relevant courses in outside programs. **Action Plan Cycle:** 2022 - 2023, 2023 - 2024, 2024 - 2025, 2025 - 2026	

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)
- Pathways and Partnerships - Objective 2: X
- Pathways and Partnerships - Objective 5: X

Action Plans	Action Plan Update
Action Plan Status: Active **Action Plan:** GOAL 3: PATHWAYS AND PARTNERSHIPS 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. " 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. " 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. " Align students with organizations, theatres, companies, personal to grant opportunities for real work experience. SO: Expand partnerships with K-12 to enhance program offerings and increase access for minoritized students. " Revisit high school Internships programs which were extant prior to covid. (MET, and/or other schools) " Explore Possible collaborations with Media Arts school to engage interested students in college training. " Explore local interest in CCAP courses in Dramatic Arts. **Action Plan Cycle:** 2022 - 2023, 2023 - 2024, 2024 - 2025, 2025 - 2026	

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: X
- Scholarship - Objective 5: X

Action Plans	Action Plan Update
Action Plan Status: Active **Action Plan:** GOAL 4: SCHOLARSHIP SO: Assess impact of prerequisites and corequisites on student success and revise curriculum as needed. " Faculty has engaged in curriculum changes this year to address this specifically. SO: Reduce costs associated with instructional materials to support the elimination of equity gaps. " 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. " 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. **Action Plan Cycle:** 2022 - 2023, 2023 - 2024, 2024 - 2025, 2025 - 2026	

Goal 5: Stewardship

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)
- Stewardship - Objective 2: X
- Stewardship - Objective 4: X

Action Plans	Action Plan Update
Action Plan Status: Active	

Action Plan: GOAL 5: STEWARDSHIP
SO Support processes and initiatives that prioritize environmental sustainability and reduce Mesa's impact on climate change.
" As stated above, invite faculty to expand use of digital media in the classroom
" 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.
" 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.
" Take advantage of modern advances in software and hard developed for theatre production that reduce carbon footprint.
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.
" Refresh, renew, and update main lobby of the theatre building to
" Address the decaying and cracked floors in the theater building that have asbestos.
" Engage in regular staff and faculty meeting and discussion that address needs in the classroom and theatre spaces.
" 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.
" 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.

Action Plans	Action Plan Update
" Note: Newer LED theatrical instruments use fraction of the electricity than older traditional lighting instruments. They are also capable of doing more with less. " 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. " Weekly review faculty about software, hardware, and material needs to keep all course work current. " 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. **Action Plan Cycle:** 2022 - 2023, 2023 - 2024, 2024 - 2025, 2025 - 2026	

TEST

Unit Goal: TEST
Goal Status: Active
Beginning Year: 2022 - 2023
Projected Completion Year: 2023 - 2024

Action Plans	Action Plan Update
Action Plan Status: Active **Action Plan:** TEST **Action Plan Cycle:** 2024 - 2025	

Program Review

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

Instructional Program - Economics (ECON)

Summary and Reflection

<div style="text-align:center">**2022 - 2026**</div>

Executive Summary

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.

Summary and Reflection

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

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

Summary and Reflection

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 overall gender gap reversal, but our program gender gap reversal is bigger and don't forget economics is a rigorous and male dominated field.

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.

Related Documents for Charts and Graphs

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.

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

Summary and Reflection

$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 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 phycology 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

Are there any edits or updates to the Executive Summary above?

Are there any edits or updates to the Data Reflection above?

Are there any edits or updates to the Practice Reflection above?

Goal 1: Empirical Research: Mesa LGBTQ community

Unit Goal: Goal 1: Empirical Research: Mesa LGBTQ community
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: X
- Scholarship - Objective 2: X

Action Plans	Action Plan Update
Action Plan Status: Active **Action Plan:** Proposal **Action Plan Cycle:** 2022 - 2023, 2023 - 2024, 2024 - 2025, 2025 - 2026	

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: X
- Completion - Objective 4: X
- Stewardship - Objective 3: X

Action Plans	Action Plan Update
Action Plan Status: Active **Action Plan:** Pilot initiative **Action Plan Cycle:** 2022 - 2023, 2023 - 2024, 2024 - 2025, 2025 - 2026	

Goal 3: Research: Impact of Populism and Identity politics

Unit Goal: Goal 3: Research: Impact of Populism and Identity politics
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: X
- Community - Objective 3: X

Action Plans	Action Plan Update
Action Plan Status: Active **Action Plan:** Research proposal: Might involve some student survey **Action Plan Cycle:** 2022 - 2023, 2023 - 2024, 2024 - 2025, 2025 - 2026	

Program Review

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

Instructional Program - Engineering (ENGE)

Summary and Reflection

Executive Summary

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 Nueventive 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.

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.

No changes

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

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.

Summary and Reflection

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.

*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.

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.

Related Documents for Charts and Graphs

Engineering 2023 Program Review Graphs.docx

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.

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.

Summary and Reflection

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.

Related Documents for Charts and Graphs

Practice Reflection Complete

Yes

Mid-Cycle Updates

Are there any edits or updates to the Executive Summary above?

No changes

Are there any edits or updates to the Data Reflection above?

No changes

Are there any edits or updates to the Practice Reflection above?

No changes

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: X
- Pathways and Partnerships - Objective 3: X
- Scholarship - Objective 2: X
- Scholarship - Objective 3: X
- Scholarship - Objective 4: X

Action Plans	Action Plan Update
Action Plan Status: Active **Action Plan:** Participate in outreach events such as JumpStart and STEM Student Success and prepare written materials for advising events **Action Plan Cycle:** 2022 - 2023, 2023 - 2024, 2024 - 2025, 2025 - 2026	**Submission Date**: 01/24/2024 **Action Plan Update**: We participated in outreach events such as JumpStart and STEM Student Success. Also enrollments in ENGE 116 has increased significantly and we added a new section. **Update Year**: 2023 - 2024 **Action Plan Progress**: On Track
Action Plan Status: Active **Action Plan:** Explore different course offerings in terms of time and days to attract different students **Action Plan Cycle:** 2022 - 2023, 2023 - 2024, 2024 - 2025, 2025 - 2026	**Submission Date**: 01/24/2024 **Action Plan Update**: Due to increase in enrollments, we need to offer courses with different modalities so students with different life style will be accommodated. **Update Year**: 2023 - 2024 **Action Plan Progress**: On Track
Action Plan Status: Active **Action Plan:** Complete Lab Curriculum for ENGE 211 **Action Plan Cycle:** 2022 - 2023, 2023 - 2024, 2024 - 2025, 2025 - 2026	**Submission Date**: 01/24/2024 **Action Plan Update**: 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. **Update Year**: 2023 - 2024 **Action Plan Progress**: Barriers Encountered

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: X
- Scholarship - Objective 3: X
- Scholarship - Objective 4: X
- Stewardship - Objective 3: X

Action Plans	Action Plan Update
Action Plan Status: Active **Action Plan:** Expand Peer Mentoring Program **Action Plan Cycle:** 2022 - 2023, 2023 - 2024, 2024 - 2025, 2025 - 2026	
Action Plan Status: Active **Action Plan:** Continue work with the STEM Curriculum workgroup to explore Math prerequisites and connections to other disciplines and clear pathways for students. **Action Plan Cycle:** 2022 - 2023, 2023 - 2024, 2024 - 2025, 2025 - 2026	
Action Plan Status: Active **Action Plan:** Identify more clearly reading and writing problems for students in ENGE courses. **Action Plan Cycle:** 2022 - 2023, 2023 - 2024, 2024 - 2025, 2025 - 2026	

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: X
- Scholarship - Objective 2: X
- Scholarship - Objective 3: X
- Scholarship - Objective 4: X

Action Plans	Action Plan Update
Action Plan Status: Active **Action Plan:** Participate in outreach events such as JumpStart and STEM Student Success and prepare written materials for advising events. **Action Plan Cycle:** 2022 - 2023, 2023 - 2024, 2024 - 2025, 2025 - 2026	
Action Plan Status: Active **Action Plan:** Explore different course offerings and modalities. **Action Plan Cycle:** 2022 - 2023, 2023 - 2024, 2024 - 2025, 2025 - 2026	
Action Plan Status: Active **Action Plan:** Explore connections with Transfer Partners to connect students to engineering clubs such as Society of Women Engineers. **Action Plan Cycle:** 2022 - 2023, 2023 - 2024, 2024 - 2025, 2025 - 2026	
Action Plan Status: Active **Action Plan:** Purposefully recruit and retain students from underrepresented groups in introductory courses such as ENGE 101. **Action Plan Cycle:** 2022 - 2023, 2023 - 2024, 2024 - 2025, 2025 - 2026	

Program Review

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

Instructional Program - English (ENGL)

Summary and Reflection

<div style="background-color:#0a6b5e; color:white; text-align:center; padding:8px;">2022 - 2026</div>

Executive Summary

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.

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

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)

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).

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 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.

Related Documents for Charts and Graphs

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.

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

Summary and Reflection

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.

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.

Related Documents for Charts and Graphs

Practice Reflection Complete

Yes

Mid-Cycle Updates

Are there any edits or updates to the Executive Summary above?

Yes. The original has been edited.

Are there any edits or updates to the Data Reflection above?

Yes

Are there any edits or updates to the Practice Reflection above?

Yes

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: X
- Community - Objective 3: X
- Community - Objective 4: X
- Completion - Objective 1: X
- Completion - Objective 2: X
- Completion - Objective 3: X
- Completion - Objective 4: X
- Pathways and Partnerships - Objective 2: X
- Pathways and Partnerships - Objective 3: X
- Pathways and Partnerships - Objective 4: X
- Scholarship - Objective 2: X
- Scholarship - Objective 4: X
- Stewardship - Objective 6: X

Action Plans	Action Plan Update
Action Plan Status: Active **Action Plan:** Review outcomes data and equity gaps to create a "profile" of sorts of the type of faculty members we need to address said gaps. **Action Plan Cycle:** 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: 2026 - 2027
Mapping
Mesa College Strategic Plan: Roadmap to Mesa2030: (X - Highlight the X to Align)
- Completion - Objective 3: X

- Scholarship - Objective 2: X
- Scholarship - Objective 3: X
- Scholarship - Objective 4: X

Action Plans	Action Plan Update
Action Plan Status: Active **Action Plan:** Review equity gaps with department each year and strategize ways to narrow them (i.e. tutor support, pedagogical redesign, etc.) **Action Plan Cycle:** 2023 - 2024, 2024 - 2025, 2025 - 2026	

Program Review

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

Instructional Program - English Language Acquisition (ELAC)

Summary and Reflection

<div style="text-align:center; background:#0d5a52; color:white;">2022 - 2026</div>

Executive Summary

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

Unfortunately, it makes more sense to start with the "challenges" our program has faced.

In the years since our last comprehensive review, the enrollment in our ELAC program has substantially declined. We were noticing that enrollment was waning before 2020, but since then, it has fallen sharply. Declining enrollment in ELAC classes has been noticed at all three for-credit colleges in our District, but it appears lowest and weakest at Mesa.

As a result, we have had to substantially decrease ELAC course offerings. While we used to offer two sections of each course (daytime and evening), recent enrollment trends now compel us to only offer one section, and we have had to combine two classes together (such as ELAC 15 and ELAC 25, which are two different levels) into one (one instructor teaching both sets of curriculum under one "class"). We have done this in order to be able to have enough enrolled students to simply be able to offer the classes.

Since our program is sequential (students are building their academic language skills and need to complete one level of language acquisition in order to have a foundation for the next), it has not been an option to omit offerings at any level.

Naturally, it has been challenging for the instructors to teach both levels of curriculum with academic rigor simultaneously, but they have risen to the challenge admirably. Also, they are not financially compensated for teaching two classes, just for one. Because of the inequity in compensation and the lack of available classes to offer, we have not been able to offer classes to any of our adjunct ELAC instructors for several years, so that has been a loss professionally to individuals as well as to the department and college.

This semester (Spring 2023) was especially challenging for scheduling classes because right before the start of the semester, zero students had enrolled in ELAC 35, the class right before our highest level, ELAC 145. Without the students of ELAC 35 to combine with the students of ELAC 145 (we had successfully been offering these two classes in the combined format), we could not offer the ELAC 145, either. We offered the combinations of ELAC 15/ELAC 25 (beginning to low-intermediate integrated skills classes) and ELAC 23/33 (low-intermediate to high-intermediate listening/speaking classes).

With this context given, we can view scheduling for our upcoming semester, Fall 2023, as a qualified "success." Since we are not able to guarantee any certain enrollment in the classes, we were not permitted to offer the full sequence of our courses, but we will still offer ELAC 145 as a stand-alone class. ELAC 145 is the only ELAC class that earns transfer credit, and it is the highest level in the program, so it is valuable to the 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.

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 - Support Needed

Summary and Reflection

Related Documents for Charts and Graphs

Executive Summary Complete

Yes

Data Reflection

Trends observed in program/service area's data.

Over the last 5 Yrs. ELAC Enrollments (duplicated headcount) have dropped by 66% at the credit colleges (City: -44%, Mesa: -82%, Miramar: -76%), and by 44% at SDCCE.
ELAC Headcount has decreased by 61% at the Credit Colleges (City: -32%, Mesa: -77%, Miramar: -71%). The decrease is 28% for SDCCE.
Meanwhile, the headcount in non-credit ESL (through SDCCE) is increasing.

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

N/A

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

Since the majority of students in all of our classes met or exceeded expected standards in our assessment, we were satisfied with the results. We conclude that the students who are in our program and classes benefit from them.

Related Documents for Charts and Graphs

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 main data trend that most directly impacts our program is the declining enrollment patterns. Before the college and District shut down for the Covid-19 epidemic, we had plans for outreach to prospective students. These means of outreach included hosting events on campus. The "target audience" included students already enrolled in SDCCE, members of the community, and possibly, local high school students. We also began posting flyers advertising our program in the local service area. We were also in discussions with the Communications office to promote the ELAC program on the college's social media platforms.

All of these are still potentially good strategies for promoting and attempting to grow our program.

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

White it is too early to "know" the impact of the "new" legislation AB 1705, it is worth considering that since students will now be able to enter English 101 classes without prerequisites, at least some of our potential students may choose this option, bypassing ELAC classes, which are designed to prepare them for further academic study. While the non-credit ESL program in our District is very good, a key difference is that our program focuses on preparing students for using academic English and studying in academic environments, rather than "everyday English."
If we want to continue to offer the full ELAC program, we will need to know why student enrollment has slowed down, so that we can address this efficiently and with the goal of meeting student needs, if they align with college/university preparation or completion.

Summary and Reflection

Related Documents for Charts and Graphs

Practice Reflection Complete

Yes

Mid-Cycle Updates

Are there any edits or updates to the Executive Summary above?

Are there any edits or updates to the Data Reflection above?

Are there any edits or updates to the Practice Reflection above?

Program Review

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

Instructional Program - Exercise Science (EXSC), Health Education (HEAL), Athletics

Summary and Reflection

<div style="background:#1a7066;color:white;text-align:center;">2022 - 2026</div>

Executive Summary

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

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

Summary and Reflection

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.

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%

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.

Related Documents for Charts and Graphs

Data Reflection Complete

Yes

Summary and Reflection

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 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

Are there any edits or updates to the Executive Summary above?

Are there any edits or updates to the Data Reflection above?

Are there any edits or updates to the Practice Reflection above?

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)
  - Completion - Objective 3: X

Action Plans	Action Plan Update
Action Plan Status: Active **Action Plan:** 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. **Action Plan Cycle:** 2022 - 2023, 2023 - 2024	

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)
- Completion - Objective 2: X
- Completion - Objective 3: X
- Completion - Objective 4: X

Action Plans	Action Plan Update
Action Plan Status: Active **Action Plan:** 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. **Action Plan Cycle:** 2022 - 2023, 2023 - 2024	

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)
- Completion - Objective 1: X
- Completion - Objective 2: X
- Completion - Objective 3: X
- Completion - Objective 4: X

Action Plans	Action Plan Update
Action Plan Status: Active	

Action Plans	Action Plan Update
Action Plan: 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 **Action Plan Cycle:** 2022 - 2023, 2023 - 2024	

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

Program Review

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

Instructional Program - Fashion (FASH)

Summary and Reflection

<div style="background:#1a6b5e;color:white;text-align:center">2022 - 2026</div>

Executive Summary

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

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 89% 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.

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.)

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 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.

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.

Related Documents for Charts and Graphs

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.

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

Summary and Reflection

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 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

Are there any edits or updates to the Executive Summary above?

Are there any edits or updates to the Data Reflection above?

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.

Are there any edits or updates to the Practice Reflection above?

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.

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: X
- Completion - Objective 4: X
- Stewardship - Objective 4: X

Action Plans	Action Plan Update
Action Plan Status: Active **Action Plan:** 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. **Action Plan Cycle:** 2022 - 2023, 2023 - 2024, 2024 - 2025, 2025 - 2026	**Submission Date**: 12/04/2023 **Action Plan Update**: 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. **Update Year**: 2023 - 2024 **Action Plan Progress**: Barriers Encountered
Action Plan Status: Active **Action Plan:** Increase student awareness of and access to equipment checkout program. **Action Plan Cycle:** 2022 - 2023, 2023 - 2024, 2024 - 2025, 2025 - 2026	**Submission Date**: 12/04/2023 **Action Plan Update**: 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. **Update Year**: 2023 - 2024 **Action Plan Progress**: 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: X
- Completion - Objective 4: X
- Pathways and Partnerships - Objective 3: X
- Scholarship - Objective 3: X
- Stewardship - Objective 1: X

Action Plans	Action Plan Update
Action Plan Status: Active **Action Plan:** Implement curriculum that focuses on digital patterning software used in the industry. **Action Plan Cycle:** 2022 - 2023, 2023 - 2024, 2024 - 2025, 2025 - 2026	**Submission Date**: 12/04/2023 **Action Plan Update**: 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. **Update Year**: 2023 - 2024 **Action Plan Progress**: On Track
Action Plan Status: Active **Action Plan:** Examine current pattern making courses to streamline pre/co-requisites for digital pattern making class. **Action Plan Cycle:** 2022 - 2023, 2023 - 2024, 2024 - 2025, 2025 - 2026	**Submission Date**: 12/04/2023 **Action Plan Update**: 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. **Update Year**: 2023 - 2024 **Action Plan Progress**: On Track

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: X
- Pathways and Partnerships - Objective 5: X

Action Plans	Action Plan Update
Action Plan Status: Active	**Submission Date**: 12/04/2023

Action Plans	Action Plan Update
Action Plan: Examine the current fashion design degree/certificate programs and create clear pathway maps for students to follow for achieving completion in a timely manner. **Action Plan Cycle:** 2022 - 2023, 2023 - 2024, 2024 - 2025, 2025 - 2026	**Action Plan Update**: 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. **Update Year**: 2023 - 2024 **Action Plan Progress**: On Track
Action Plan Status: Active **Action Plan:** Share pathway maps with faculty, students, and counselors, and add the pathways to our program website for easy access. **Action Plan Cycle:** 2022 - 2023, 2023 - 2024, 2024 - 2025, 2025 - 2026	**Submission Date**: 12/04/2023 **Action Plan Update**: 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. **Update Year**: 2023 - 2024 **Action Plan Progress**: 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)

Summary and Reflection

Executive Summary

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

SUCCESSES

Strong student success and retention history

GIS 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 GIS 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

Summary and Reflection

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 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

Summary and Reflection

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.
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

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.

Summary and Reflection

- 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.

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.

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.
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.

Related Documents for Charts and Graphs

Summary and Reflection

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 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

Are there any edits or updates to the Executive Summary above?

See above

Are there any edits or updates to the Data Reflection above?

See above

Are there any edits or updates to the Practice Reflection above?

Not at this time

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: X
- Completion - Objective 3: X
- Completion - Objective 4: X
- Pathways and Partnerships - Objective 1: X
- Pathways and Partnerships - Objective 2: X
- Pathways and Partnerships - Objective 3: X
- Pathways and Partnerships - Objective 4: X
- Scholarship - Objective 3: X
- Stewardship - Objective 3: X

Action Plans	Action Plan Update
Action Plan Status: Active **Action Plan:** Evaluate course outlines of record to identify areas that can be improved. **Action Plan Cycle:** 2022 - 2023, 2023 - 2024, 2024 - 2025, 2025 - 2026	**Submission Date**: 10/27/2023 **Action Plan Update**: This goal is active and ongoing. Working with Curriculum to remove deactivate prerequisites. **Update Year**: 2023 - 2024 **Action Plan Progress**: On Track
Action Plan Status: Active **Action Plan:** Evaluate annually course offerings and scheduling of classes, assess time to completion. **Action Plan Cycle:** 2022 - 2023, 2023 - 2024, 2024 - 2025, 2025 - 2026	**Submission Date**: 10/27/2023 **Action Plan Update**: Every semester faculty works with department chair to assess scheduling. **Update Year**: 2023 - 2024 **Action Plan Progress**: 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: X
- Completion - Objective 1: X
- Completion - Objective 3: X
- Completion - Objective 4: X
- Pathways and Partnerships - Objective 1: X
- Scholarship - Objective 1: X
- Scholarship - Objective 2: X
- Scholarship - Objective 4: X
- Stewardship - Objective 4: X

Action Plans	Action Plan Update
Action Plan Status: Active **Action Plan:** 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 **Action Plan Cycle:** 2022 - 2023, 2023 - 2024, 2024 - 2025, 2025 - 2026	**Submission Date**: 10/27/2023 **Action Plan Update**: Ongoing. Continuing to work with CTS and district, but barriers encountered with inexperience using Azure, licensing issues, etc. **Update Year**: 2023 - 2024 **Action Plan Progress**: Barriers Encountered
Action Plan Status: Active **Action Plan:** Evaluate Hy-flex course modality options and its effectiveness for GIS. **Action Plan Cycle:** 2022 - 2023, 2023 - 2024, 2024 - 2025, 2025 - 2026	**Submission Date**: 10/27/2023 **Action Plan Update**: Hyflex courses will be piloted in Spring 2024. **Update Year**: 2023 - 2024 **Action Plan Progress**: 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: X
- Community - Objective 4: X
- Completion - Objective 1: X
- Completion - Objective 3: X
- Completion - Objective 4: X
- Scholarship - Objective 1: X

- Scholarship - Objective 2: X
- Scholarship - Objective 4: X
- Scholarship - Objective 5: X

Action Plans	Action Plan Update
Action Plan Status: Active **Action Plan:** Create lab materials for that incorporate more programming in open-source GIS software. **Action Plan Cycle:** 2022 - 2023, 2023 - 2024, 2024 - 2025, 2025 - 2026	**Submission Date**: 10/27/2023 **Action Plan Update**: Rachel received district ZTC grant for GISG 104. **Update Year**: 2023 - 2024 **Action Plan Progress**: On Track
Action Plan Status: Active **Action Plan:** Assess the effectiveness of materials through student surveys on experiences and review of student success data. **Action Plan Cycle:** 2022 - 2023, 2023 - 2024, 2024 - 2025, 2025 - 2026	**Submission Date**: 10/27/2023 **Action Plan Update**: Some new OER material created and deployed in GISG 104 and 130. Surveys/Feedback offered. **Update Year**: 2023 - 2024 **Action Plan Progress**: On Track

Program Review

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

Instructional Program - Geography (GEOG)

Summary and Reflection

<div style="background:#0a6159;color:white;text-align:center;font-weight:bold;padding:8px;">2022 - 2026</div>

Executive Summary

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 five grant applications to provide funding for Mesa student research internships; three 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).

• Co-hosting professional learning workshops on science identities and geoscience careers with faculty members in geography and geology.

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.

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.

Summary and Reflection

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.

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.
• Enrollment has declined since the pandemic.

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. The five-year average of course success is 70.9% and the equity gaps are as follows: Black/African American (16%), Latinx (7%), and first-generation status (6.8%). Similar equity gaps exist for course retention.

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.

Related Documents for Charts and Graphs

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.

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.

Summary and Reflection

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. Hiring a physical geographer with professional experience in teaching culturally-affirming curricula would be a step towards eliminating equity gaps.

Related Documents for Charts and Graphs

Practice Reflection Complete

Yes

Mid-Cycle Updates

Are there any edits or updates to the Executive Summary above?

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.

Are there any edits or updates to the Data Reflection above?

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.

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.

Summary and Reflection

Are there any edits or updates to the Practice Reflection above?

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.

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: X
- Community - Objective 2: X
- Community - Objective 3: X
- Community - Objective 4: X
- Community - Objective 5: X
- Completion - Objective 1: X
- Completion - Objective 2: X
- Completion - Objective 3: X
- Completion - Objective 4: X
- Pathways and Partnerships - Objective 1: X
- Pathways and Partnerships - Objective 2: X
- Pathways and Partnerships - Objective 3: X
- Pathways and Partnerships - Objective 4: X
- Pathways and Partnerships - Objective 5: X
- Scholarship - Objective 1: X
- Scholarship - Objective 2: X
- Scholarship - Objective 3: X
- Scholarship - Objective 4: X
- Scholarship - Objective 5: X

Action Plans	Action Plan Update
Action Plan Status: Active **Action Plan:** Meet with geography faculty in Spring 2024 to discuss the recommendations and develop an implementation strategy. **Action Plan Cycle:** 2023 - 2024	

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: X
- Community - Objective 2: X
- Community - Objective 3: X
- Community - Objective 4: X
- Community - Objective 5: X
- Completion - Objective 1: X
- Completion - Objective 2: X
- Completion - Objective 3: X
- Completion - Objective 4: X
- Pathways and Partnerships - Objective 1: X
- Pathways and Partnerships - Objective 2: X
- Pathways and Partnerships - Objective 3: X
- Pathways and Partnerships - Objective 4: X
- Pathways and Partnerships - Objective 5: X
- Scholarship - Objective 1: X
- Scholarship - Objective 2: X
- Scholarship - Objective 3: X
- Scholarship - Objective 4: X
- Scholarship - Objective 5: X

Action Plans	Action Plan Update
Action Plan Status: Completed **Action Plan:** Request lottery funds for qPCR and seismic refraction equipment. **Action Plan Cycle:** 2023 - 2024	
Action Plan Status: Active **Action Plan:** Identify what resources are needed to provide students with experience using appropriate technologies and equipment. **Action Plan Cycle:** 2023 - 2024	

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: X
- Pathways and Partnerships - Objective 2: X
- Pathways and Partnerships - Objective 3: X
- Pathways and Partnerships - Objective 4: X
- Pathways and Partnerships - Objective 5: X
- Scholarship - Objective 1: X
- Scholarship - Objective 2: X
- Scholarship - Objective 3: X
- Scholarship - Objective 4: X
- Scholarship - Objective 5: X
- Stewardship - Objective 1: X
- Stewardship - Objective 2: X
- Stewardship - Objective 3: X
- Stewardship - Objective 4: X
- Stewardship - Objective 5: X
- Stewardship - Objective 6: X

Action Plans	Action Plan Update
Action Plan Status: Completed **Action Plan:** 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. **Action Plan Cycle:** 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: X
- Community - Objective 2: X
- Community - Objective 3: X
- Community - Objective 4: X
- Community - Objective 5: X
- Completion - Objective 1: X
- Completion - Objective 2: X
- Completion - Objective 3: X
- Completion - Objective 4: X
- Pathways and Partnerships - Objective 1: X
- Pathways and Partnerships - Objective 2: X
- Pathways and Partnerships - Objective 3: X
- Pathways and Partnerships - Objective 4: X
- Pathways and Partnerships - Objective 5: X
- Scholarship - Objective 1: X
- Scholarship - Objective 2: X
- Scholarship - Objective 3: X
- Scholarship - Objective 4: X
- Scholarship - Objective 5: X
- Stewardship - Objective 1: X
- Stewardship - Objective 2: X
- Stewardship - Objective 3: X
- Stewardship - Objective 4: X
- Stewardship - Objective 5: X
- Stewardship - Objective 6: X

Action Plans	Action Plan Update
Action Plan Status: Active **Action Plan:** Identify current and potential hands-on and field experiences. **Action Plan Cycle:** 2022 - 2023	

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: X
- Completion - Objective 2: X
- Completion - Objective 3: X
- Completion - Objective 4: X
- Scholarship - Objective 1: X
- Scholarship - Objective 2: X
- Scholarship - Objective 3: X
- Scholarship - Objective 4: X
- Scholarship - Objective 5: X

Action Plans	Action Plan Update
Action Plan Status: Completed **Action Plan:** 1. Co-author lab manual for review. 2. Send lab manual draft for review. 3. Beta-test lab manual 4. Publish lab manual. **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: X
- Community - Objective 2: X
- Community - Objective 3: X
- Community - Objective 4: X
- Community - Objective 5: X
- Completion - Objective 1: X
- Completion - Objective 2: X
- Completion - Objective 3: X
- Completion - Objective 4: X
- Pathways and Partnerships - Objective 1: X
- Pathways and Partnerships - Objective 2: X
- Pathways and Partnerships - Objective 3: X
- Pathways and Partnerships - Objective 4: X

- Pathways and Partnerships - Objective 5: X
- Scholarship - Objective 1: X
- Scholarship - Objective 2: X
- Scholarship - Objective 3: X
- Scholarship - Objective 4: X
- Scholarship - Objective 5: X

Action Plans	Action Plan Update
Action Plan Status: Completed **Action Plan:** Plan a visit to the geography department at SDSU for Fall 2023. **Action Plan Cycle:** 2023 - 2024	
Action Plan Status: Active **Action Plan:** Identify what activities would best support geography majors. **Action Plan Cycle:** 2023 - 2024	

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: X
- Pathways and Partnerships - Objective 3: X
- Scholarship - Objective 1: X
- Scholarship - Objective 2: X
- Scholarship - Objective 4: X
- Stewardship - Objective 1: X
- Stewardship - Objective 2: X

Action Plans	Action Plan Update
Action Plan Status: Active **Action Plan:** Develop curricula as part of the Strengthening Our Roots grant. **Action Plan Cycle:** 2023 - 2024	

Program Review

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

Instructional Program - Geology (GEOL)

Summary and Reflection

<div align="center">**2022 - 2026**</div>

Executive Summary

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

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 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.

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

Summary and Reflection

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 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.

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

Summary and Reflection

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.

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

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.

Summary and Reflection

Related Documents for Charts and Graphs

[Data Reflection graphs (1. Describe trends).docx](#)
[Data Reflection graphs (2. Equity gaps).docx](#)

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 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 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 communites. 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

Are there any edits or updates to the Executive Summary above?

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."

"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. 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.

Are there any edits or updates to the Data Reflection above?

Data is sufficient.

Are there any edits or updates to the Practice Reflection above?

Not at this time.

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: X
- Completion - Objective 3: X

Action Plans	Action Plan Update
Action Plan Status: Active **Action Plan:** Create an Oceanography Lab Course **Action Plan Cycle:** 2022 - 2023, 2023 - 2024, 2024 - 2025, 2025 - 2026	**Submission Date**: 01/12/2024 **Action Plan Update**: This goal is still active, but is not a priority until a new contract faculty member is hired. **Update Year**: 2023 - 2024 **Action Plan Progress**: Barriers Encountered
Action Plan Status: Active **Action Plan:** Apply for Leaf Designation for 3 of the GEOL or OCEA courses. **Action Plan Cycle:** 2022 - 2023, 2023 - 2024, 2024 - 2025, 2025 - 2026	**Submission Date**: 01/12/2024 **Action Plan Update**: This goal is in progress. **Update Year**: 2023 - 2024 **Action Plan Progress**: On Track
Action Plan Status: Active **Action Plan:** Create a Natural Disasters lecture course **Action Plan Cycle:** 2022 - 2023, 2023 - 2024, 2024 - 2025, 2025 - 2026	**Submission Date**: 01/12/2024 **Action Plan Update**: This goal is in progress. Course outline creation to begin in Spring 2024 **Update Year**: 2023 - 2024 **Action Plan Progress**: On Track
Action Plan Status: Active **Action Plan:** Create promotions for Geoscience courses **Action Plan Cycle:** 2022 - 2023, 2023 - 2024, 2024 - 2025, 2025 - 2026	**Submission Date**: 01/12/2024 **Action Plan Update**: This goal is in progress. Promotions were created for the Fall 2023 and Spring 2024 semesters. More work on their effectiveness is needed. **Update Year**: 2023 - 2024 **Action Plan Progress**: 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: X
- Pathways and Partnerships - Objective 3: X
- Scholarship - Objective 4: X

Action Plans	Action Plan Update
Action Plan Status: Active **Action Plan:** Complete Summer Field Experience in June 2023 with 10 students. **Action Plan Cycle:** 2022 - 2023, 2023 - 2024	**Submission Date**: 01/12/2024 **Action Plan Update**: This goal has been accomplished! **Update Year**: 2023 - 2024 **Action Plan Progress**: Completed
Action Plan Status: Active **Action Plan:** Provide data to determine best practices for Field Experiences **Action Plan Cycle:** 2022 - 2023, 2023 - 2024, 2024 - 2025, 2025 - 2026	**Submission Date**: 01/12/2024 **Action Plan Update**: This goal is in progress. Data has been collected, but needs to be analyzed. **Update Year**: 2023 - 2024 **Action Plan Progress**: On Track
Action Plan Status: Active **Action Plan:** Revise Field Experience for 2024 trip. **Action Plan Cycle:** 2022 - 2023, 2023 - 2024	**Submission Date**: 01/12/2024 **Action Plan Update**: This goal is in progress. **Update Year**: 2023 - 2024 **Action Plan Progress**: On Track
Action Plan Status: Active **Action Plan:** Create at least one opportunity for a short/local field trip for students in online and on campus courses. **Action Plan Cycle:** 2022 - 2023, 2023 - 2024, 2024 - 2025, 2025 - 2026	**Submission Date**: 01/12/2024 **Action Plan Update**: This goal is in progress, but needs a Contract faculty member to make it a priority. **Update Year**: 2023 - 2024 **Action Plan Progress**: Barriers Encountered

Program Review

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

Instructional Program - Health Information Management (HIM)

Summary and Reflection

2022 - 2026

Executive Summary

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, CAHIIM, 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

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.

Summary and Reflection

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.

Related Documents for Charts and Graphs

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.

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

Are there any edits or updates to the Executive Summary above?

None

Are there any edits or updates to the Data Reflection above?

No

Are there any edits or updates to the Practice Reflection above?

No

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: X
- Community - Objective 5: X
- Completion - Objective 1: X
- Completion - Objective 3: X
- Pathways and Partnerships - Objective 1: X
- Pathways and Partnerships - Objective 3: X
- Pathways and Partnerships - Objective 4: X
- Scholarship - Objective 2: X
- Scholarship - Objective 3: X
- Scholarship - Objective 4: X
- Scholarship - Objective 5: X
- Stewardship - Objective 3: X

Action Plans	Action Plan Update
Action Plan Status: Active **Action Plan:** Actions: 1.Engaging industry and advisory board to assist with trendsetting 2.Evaluating external accreditation requirements to ensure compliance and accordance. **Action Plan Cycle:** 2022 - 2023, 2023 - 2024	

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: X
- Completion - Objective 2: X
- Pathways and Partnerships - Objective 1: X
- Pathways and Partnerships - Objective 3: X
- Scholarship - Objective 1: X
- Scholarship - Objective 2: X
- Scholarship - Objective 4: X
- Stewardship - Objective 5: X

Action Plans	Action Plan Update
Action Plan Status: Active **Action Plan:** 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. **Action Plan Cycle:** 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: X
- Completion - Objective 1: X
- Pathways and Partnerships - Objective 3: X
- Pathways and Partnerships - Objective 4: X

Action Plans	Action Plan Update
Action Plan Status: Active **Action Plan:** 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. **Action Plan Cycle:** 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: X
- Completion - Objective 1: X
- Completion - Objective 2: X
- Completion - Objective 3: X
- Pathways and Partnerships - Objective 1: X
- Pathways and Partnerships - Objective 3: X
- Pathways and Partnerships - Objective 5: X

Action Plans	Action Plan Update
Action Plan Status: Active **Action Plan:** 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. **Action Plan Cycle:** 2023 - 2024, 2024 - 2025, 2025 - 2026	

Program Review

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

Instructional Program - Health Information Technology (HEIT)

Summary and Reflection

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2022 - 2026

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Executive Summary

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

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 HIMS 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%.

Summary and Reflection

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.

Related Documents for Charts and Graphs

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.

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 HIMS 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

Are there any edits or updates to the Executive Summary above?

No

Are there any edits or updates to the Data Reflection above?

No

Are there any edits or updates to the Practice Reflection above?

No

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: X
- Stewardship - Objective 3: X

Action Plans	Action Plan Update
Action Plan Status: Active **Action Plan:** Actions: 1.Engaging industry and advisory board to assist with trendsetting 2.Evaluating external accreditation requirements to ensure compliance and accordance. **Action Plan Cycle:** 2022 - 2023, 2023 - 2024, 2024 - 2025, 2025 - 2026	

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: X
- Scholarship - Objective 4: X

Action Plans	Action Plan Update
Action Plan Status: Active	

Action Plans	Action Plan Update
Action Plan: 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. **Action Plan Cycle:** 2022 - 2023, 2023 - 2024, 2024 - 2025, 2025 - 2026	

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: X
- Pathways and Partnerships - Objective 3: X

Action Plans	Action Plan Update
Action Plan Status: Active **Action Plan:** 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 **Action Plan Cycle:** 2022 - 2023, 2023 - 2024, 2024 - 2025, 2025 - 2026	

Program Review

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

Instructional Program - History (HIST)

Summary and Reflection

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2022 - 2026

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Executive Summary

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.

Not applicable in the past cycle.

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.

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.

Summary and Reflection

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%.

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.

Summary and Reflection

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.

Related Documents for Charts and Graphs

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.

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

Summary and Reflection

Mid-Cycle Updates

Are there any edits or updates to the Executive Summary above?

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.

Are there any edits or updates to the Data Reflection above?

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. 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.

Are there any edits or updates to the Practice Reflection above?

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.

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: X
- Scholarship - Objective 2: X
- Scholarship - Objective 4: X

Action Plans	Action Plan Update
Action Plan Status: Active **Action Plan:** 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. **Action Plan Cycle:** 2022 - 2023, 2023 - 2024, 2024 - 2025, 2025 - 2026	**Submission Date**: 11/30/2023 **Action Plan Update**: 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. **Update Year**: 2023 - 2024 **Action Plan Progress**: On Track
Action Plan Status: Active **Action Plan:** Faculty evaluation of course design, course assessment, and program goals with an intentionality to increase student success rates and attainment of educational goals. **Action Plan Cycle:** 2022 - 2023, 2023 - 2024, 2024 - 2025, 2025 - 2026	**Submission Date**: 11/30/2023

Action Plans	Action Plan Update
	Action Plan Update: 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. **Update Year**: 2023 - 2024 **Action Plan Progress**: 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: X
- Scholarship - Objective 4: X

Action Plans	Action Plan Update
Action Plan Status: Active **Action Plan:** Examine the course outlines of current course offerings and consider the merits of changes (if appropriate) to those courses. **Action Plan Cycle:** 2022 - 2023, 2023 - 2024, 2024 - 2025, 2025 - 2026	**Submission Date**: 11/30/2023 **Action Plan Update**: 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. **Update Year**: 2023 - 2024 **Action Plan Progress**: On Track

Action Plans	Action Plan Update
Action Plan Status: Active **Action Plan:** 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. **Action Plan Cycle:** 2022 - 2023, 2023 - 2024, 2024 - 2025, 2025 - 2026	**Submission Date**: 11/30/2023 **Action Plan Update**: 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 though 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. **Update Year**: 2023 - 2024 **Action Plan Progress**: 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: X
- Scholarship - Objective 5: X

Action Plans	Action Plan Update
Action Plan Status: Active **Action Plan:** 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. **Action Plan Cycle:** 2022 - 2023, 2023 - 2024, 2024 - 2025, 2025 - 2026	**Submission Date**: 11/30/2023 **Action Plan Update**: 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. **Update Year**: 2023 - 2024 **Action Plan Progress**: On Track
Action Plan Status: Active	**Submission Date**: 11/30/2023

Action Plans	Action Plan Update
Action Plan: 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. **Action Plan Cycle:** 2022 - 2023, 2023 - 2024, 2024 - 2025, 2025 - 2026	**Action Plan Update**: 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. **Update Year**: 2023 - 2024 **Action Plan Progress**: On Track

Program Review

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

Instructional Program - Honors Program

Summary and Reflection

| 2022 - 2026 |

Executive Summary

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

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 im-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.

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.)

Met and maintained college equity goals.

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

N/A

Related Documents for Charts and Graphs

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.

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

Are there any edits or updates to the Executive Summary above?

Are there any edits or updates to the Data Reflection above?

Are there any edits or updates to the Practice Reflection above?

Goal 1: Increase FTEF release time for coordinators.

Unit Goal: Goal 1: Increase FTEF release time for coordinators.
Goal Status: Active
Beginning Year: 2022 - 2023
Projected Completion Year: 2025 - 2026

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

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

Program Review

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

Instructional Program - Hospitality (HOSP)

Summary and Reflection

<div style="background-color:teal; color:white; text-align:center; font-weight:bold;">2022 - 2026</div>

Executive Summary

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.

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

Summary and Reflection

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

Related Documents for Charts and Graphs

Executive Summary Complete

Yes

Data Reflection

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

Summary and Reflection

MESA

Part-time: 74.2/92.2
Full-time: 30.2/17.9

Units:

.5-5.9: 31.6/63.7
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.

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.

Summary and Reflection

Related Documents for Charts and Graphs

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.

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.

Strong Work Force will be launching a marketing campaign for the hospitality department, starting in the fall of 2023.

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 hope will link to data reflection.

Summary and Reflection

Related Documents for Charts and Graphs

Practice Reflection Complete

Yes

Mid-Cycle Updates

Are there any edits or updates to the Executive Summary above?

N/A

Are there any edits or updates to the Data Reflection above?

N/A

Are there any edits or updates to the Practice Reflection above?

N/A

Goal 1: Department Clinics for Students

Unit Goal: Goal 1: Department Clinics for Students
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: X
- Community - Objective 2: X
- Community - Objective 3: X
- Community - Objective 4: X
- Community - Objective 5: X
- Stewardship - Objective 1: X
- Stewardship - Objective 2: X
- Stewardship - Objective 3: X
- Stewardship - Objective 4: X
- Stewardship - Objective 5: X
- Stewardship - Objective 6: X

Action Plans	Action Plan Update
Action Plan Status: Active **Action Plan:** 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). **Action Plan Cycle:** 2022 - 2023, 2023 - 2024, 2024 - 2025, 2025 - 2026	**Submission Date**: 01/16/2024 **Action Plan Update**: Semester calendar will be developed during spring prep week department meeting. **Update Year**: 2024 - 2025 **Action Plan Progress**: On Track
Action Plan Status: Active **Action Plan:** Request SWF funding for materials for various clinics. **Action Plan Cycle:** 2022 - 2023, 2023 - 2024, 2024 - 2025, 2025 - 2026	**Submission Date**: 01/16/2024 **Action Plan Update**: Will request funds in SP 24 **Update Year**: 2024 - 2025 **Action Plan Progress**: On Track

Goal 2: Culinary Event Operations Certificate

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: X
- Completion - Objective 2: X
- Completion - Objective 3: X
- Completion - Objective 4: X
- Stewardship - Objective 1: X
- Stewardship - Objective 2: X
- Stewardship - Objective 3: X
- Stewardship - Objective 4: X
- Stewardship - Objective 5: X
- Stewardship - Objective 6: X

Action Plans	Action Plan Update
Action Plan Status: Active **Action Plan:** Create a new curriculum for a new HOSP Certificate of Achievement focusing on catering and event food and beverage operations. **Action Plan Cycle:** 2022 - 2023, 2023 - 2024, 2024 - 2025, 2025 - 2026	**Submission Date**: 01/16/2024 **Action Plan Update**: We have decided to shift our certificate changes to hospitality courses only, due to advisory board recommendations and FERM 130 changes. **Update Year**: 2024 - 2025 **Action Plan Progress**: Barriers Encountered
Action Plan Status: Active **Action Plan:** Introduce culinary faculty and practices to HOSP students focusing on food and beverage **Action Plan Cycle:** 2022 - 2023, 2023 - 2024, 2024 - 2025, 2025 - 2026	**Submission Date**: 01/16/2024 **Action Plan Update**: We are looking to create short HOSP certificates which may cause us to pause this action plan **Update Year**: 2024 - 2025 **Action Plan Progress**: 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: X
- Completion - Objective 2: X
- Completion - Objective 3: X

- Completion - Objective 4: X
- Pathways and Partnerships - Objective 1: X
- Pathways and Partnerships - Objective 2: X
- Pathways and Partnerships - Objective 3: X
- Pathways and Partnerships - Objective 4: X
- Pathways and Partnerships - Objective 5: X

Action Plans	Action Plan Update
Action Plan Status: Active **Action Plan:** 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. **Action Plan Cycle:** 2022 - 2023, 2023 - 2024, 2024 - 2025, 2025 - 2026	**Submission Date**: 01/16/2024 **Action Plan Update**: We are waiting for SWF approval and open registration **Update Year**: 2024 - 2025 **Action Plan Progress**: On Track
Action Plan Status: Active **Action Plan:** Course curriculum changes based on DEI policies will be reviewed in this training. **Action Plan Cycle:** 2022 - 2023, 2023 - 2024, 2024 - 2025, 2025 - 2026	**Submission Date**: 01/16/2024 **Action Plan Update**: We are waiting for SWF funding and open registration **Update Year**: 2024 - 2025 **Action Plan Progress**: On Track

Program Review

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

Instructional Program - Humanities (HUMA)

Summary and Reflection

<div style="text-align:center; background:#1a6b5f; color:white; padding:8px;">**2022 - 2026**</div>

Executive Summary

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

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.

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

Summary and Reflection

     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 contributors to the financial situation.

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

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.

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.

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 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.

Related Documents for Charts and Graphs

Summary and Reflection

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 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.

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.

Related Documents for Charts and Graphs

Practice Reflection Complete

Yes

Mid-Cycle Updates

Are there any edits or updates to the Executive Summary above?

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 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.

Are there any edits or updates to the Data Reflection above?

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%

Summary and Reflection

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

Are there any edits or updates to the Practice Reflection above?

None.

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: X
- Completion - Objective 2: X
- Completion - Objective 3: X
- Completion - Objective 4: X
- Scholarship - Objective 1: X
- Scholarship - Objective 2: X
- Scholarship - Objective 3: X
- Scholarship - Objective 4: X
- Scholarship - Objective 5: X

Action Plans	Action Plan Update
Action Plan Status: Active **Action Plan:** Develop more advertising avenues to attract students to HUMA courses. **Action Plan Cycle:** 2022 - 2023, 2023 - 2024, 2024 - 2025, 2025 - 2026	
Action Plan Status: Active **Action Plan:** Continue to balance on-campus and online offerings to serve students' educational needs. **Action Plan Cycle:** 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: X
- Completion - Objective 2: X
- Completion - Objective 3: X
- Completion - Objective 4: X
- Scholarship - Objective 1: X
- Scholarship - Objective 2: X
- Scholarship - Objective 3: X
- Scholarship - Objective 4: X
- Scholarship - Objective 5: X

Action Plans	Action Plan Update
Action Plan Status: Active **Action Plan:** Take part in college-sponsored student outreach initiatives such as Welcome Week, New Student Gatherings at Quad, Digital advertising through the Communication Office. **Action Plan Cycle:** 2022 - 2023, 2023 - 2024, 2024 - 2025, 2025 - 2026	
Action Plan Status: Active **Action Plan:** Attract more students to our degree program through the advertising methods listed above. **Action Plan Cycle:** 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: X
- Completion - Objective 2: X
- Completion - Objective 3: X
- Completion - Objective 4: X
- Scholarship - Objective 1: X
- Scholarship - Objective 2: X
- Scholarship - Objective 3: X

- Scholarship - Objective 4: X
- Scholarship - Objective 5: X

Action Plans	Action Plan Update
Action Plan Status: Active **Action Plan:** 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. **Action Plan Cycle:** 2022 - 2023, 2023 - 2024, 2024 - 2025, 2025 - 2026	
Action Plan Status: Active **Action Plan:** 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. **Action Plan Cycle:** 2022 - 2023, 2023 - 2024, 2024 - 2025, 2025 - 2026	

Program Review

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

Instructional Program - Interior Design (INTE)

Summary and Reflection

<div style="text-align: center; background: teal; color: white;">**2022 - 2026**</div>

Executive Summary

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 determing 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 severly 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 facilitiate and support efferts 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 addtion, 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

Summary and Reflection

as it relates to issues of housing equity, and creating diverse and inclusive spaces where people of all backgrounds can live, work and thrive.

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

Summary and Reflection
Data Reflection

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 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 indicitave 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 opportunites 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

Summary and Reflection

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.

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.

Related Documents for Charts and Graphs

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.

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 curriculur 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 tieing funding to completions and other, similarly punative 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 collge 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 transer, 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

Summary and Reflection

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-econoic status, to remain competitive in successfully completing creative design projects.

Related Documents for Charts and Graphs

Practice Reflection Complete

Yes

Mid-Cycle Updates

Are there any edits or updates to the Executive Summary above?

Are there any edits or updates to the Data Reflection above?

Are there any edits or updates to the Practice Reflection above?

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: X
- Completion - Objective 4: X
- Scholarship - Objective 5: X

Action Plans	Action Plan Update
Action Plan Status: Active **Action Plan:** Maintain/expand loaner laptop program by acquiring additional computers and continue providing industry-standard, up-to-date software. **Action Plan Cycle:** 2022 - 2023, 2023 - 2024, 2024 - 2025, 2025 - 2026	

Goal 2: Stay informed of increasingly developing technology/ faculty professional development/ traning, etc.

Unit Goal: Goal 2: Stay informed of increasingly developing technology/ faculty professional development/ traning, 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: X
- Scholarship - Objective 4: X

Action Plans	Action Plan Update
Action Plan Status: Active **Action Plan:** Identify conferences that include content and education related to issues of diversity, inclusion, equity and technology. **Action Plan Cycle:** 2022 - 2023, 2023 - 2024, 2024 - 2025, 2025 - 2026	

Action Plans	Action Plan Update
Action Plan Status: Active **Action Plan:** Apply for funding to attend conferences. **Action Plan Cycle:** 2022 - 2023, 2023 - 2024, 2024 - 2025, 2025 - 2026	

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: X
- Scholarship - Objective 2: X

Action Plans	Action Plan Update
Action Plan Status: Active **Action Plan:** Conduct further, in-depth data research starting from Mesa Data Dashboard on LatinX students. **Action Plan Cycle:** 2022 - 2023, 2023 - 2024, 2024 - 2025, 2025 - 2026	
Action Plan Status: Active **Action Plan:** If necessary, create student-wide survey to collect additional data based on age, educational background and ethnicity. **Action Plan Cycle:** 2022 - 2023, 2023 - 2024, 2024 - 2025, 2025 - 2026	

Program Review

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

Instructional Program - Journalism (JOUR)

Summary and Reflection

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 Not Accurate - Update In Progress

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 2021-22 was 62%, the lowest it has been in the 5-year period where it was tracked. Traditionally under-represented groups, such as Latinx and Black students, had among the lowest overall success rates, while students who identified as White, Asian, or multi-ethnic enjoyed the highest success rates. Success rates plunged even further in 2021-22 for students who identified as first-generation college attendees, with only 52% 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

Summary and Reflection

remain high, they are not translating to course success, resulting in equity gaps of -14.3% for Black students and -4.7% for Latinx students. 7 total degrees in both 2022 and 2021. For spring 2023, journalism classes had a 90% fill rate. However, overall enrollment has been trending down from a total headcount of 265 in 2018-19 to 139 in 2021-22.

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.

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. 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.

Related Documents for Charts and Graphs

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 18 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. 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.

Summary and Reflection

Related Documents for Charts and Graphs

Practice Reflection Complete

Yes

Mid-Cycle Updates

Are there any edits or updates to the Executive Summary above?

Are there any edits or updates to the Data Reflection above?

Are there any edits or updates to the Practice Reflection above?

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: X

Action Plans	Action Plan Update
Action Plan Status: Active **Action Plan:** Request budget augmentation through BARC proposal process. **Action Plan Cycle:** 2022 - 2023, 2023 - 2024, 2024 - 2025, 2025 - 2026	
Action Plan Status: Active **Action Plan:** Apply for Perkins grants and other outside funding sources. **Action Plan Cycle:** 2022 - 2023, 2023 - 2024, 2024 - 2025, 2025 - 2026	

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: X
- Scholarship - Objective 4: X

Action Plans	Action Plan Update
Action Plan Status: Active **Action Plan:** Update curriculum to reflect current digital trends.	

Action Plans	Action Plan Update
Action Plan Cycle: 2022 - 2023, 2023 - 2024, 2024 - 2025, 2025 - 2026	
Action Plan Status: Active **Action Plan:** Research OER materials for use in journalism courses. **Action Plan Cycle:** 2022 - 2023, 2023 - 2024, 2024 - 2025, 2025 - 2026	

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: 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: X
- Stewardship - Objective 3: X

Action Plans	Action Plan Update
Action Plan Status: Active **Action Plan:** Work with Office of Communications to develop marketing plan. **Action Plan Cycle:** 2022 - 2023, 2023 - 2024, 2024 - 2025, 2025 - 2026	
Action Plan Status: Active **Action Plan:** Work with Strong Workforce office to assist with additional marketing materials and plan. **Action Plan Cycle:** 2022 - 2023, 2023 - 2024, 2024 - 2025, 2025 - 2026	

Program Review

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

Instructional Program - Languages

Summary and Reflection

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2022 - 2026

</div>

Executive Summary

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

Summary and Reflection

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.

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

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.

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 (see attached graphs):

Equity gaps by ethnicity in all programs and levels

Equity gaps by gender in all programs and levels

*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.

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 may 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 tree-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.

Related Documents for Charts and Graphs

Graphs success rates.docx
Graphs Equity gaps.docx

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.

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.

Summary and Reflection

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.

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

Are there any edits or updates to the Executive Summary above?

Are there any edits or updates to the Data Reflection above?

Are there any edits or updates to the Practice Reflection above?

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: X
- Community - Objective 2: X
- Community - Objective 3: X
- Community - Objective 4: X
- Community - Objective 5: X
- Pathways and Partnerships - Objective 1: X
- Pathways and Partnerships - Objective 2: X
- Pathways and Partnerships - Objective 3: X
- Pathways and Partnerships - Objective 4: X
- Pathways and Partnerships - Objective 5: X
- Scholarship - Objective 1: X
- Scholarship - Objective 2: X
- Scholarship - Objective 3: X
- Scholarship - Objective 4: X
- Scholarship - Objective 5: X

Action Plans	Action Plan Update
Action Plan Status: Active **Action Plan:** 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. **Action Plan Cycle:** 2022 - 2023, 2023 - 2024, 2024 - 2025, 2025 - 2026	
Action Plan Status: Active **Action Plan:** Maintain, update, and improve digital spaces for the sharing of teaching materials and technologies	

Action Plans	Action Plan Update
Action Plan Cycle: 2022 - 2023, 2023 - 2024, 2024 - 2025, 2025 - 2026	

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: X
- Community - Objective 2: X
- Community - Objective 3: X
- Community - Objective 4: X
- Community - Objective 5: X
- Completion - Objective 1: X
- Completion - Objective 2: X
- Completion - Objective 3: X
- Completion - Objective 4: X
- Scholarship - Objective 1: X
- Scholarship - Objective 2: X
- Scholarship - Objective 3: X
- Scholarship - Objective 4: X
- Scholarship - Objective 5: X
- Stewardship - Objective 1: X
- Stewardship - Objective 2: X
- Stewardship - Objective 3: X
- Stewardship - Objective 4: X
- Stewardship - Objective 5: X
- Stewardship - Objective 6: X

Action Plans	Action Plan Update
Action Plan Status: Active **Action Plan:** Explore alternate uses of the Language Lab (LRC 229) including scheduling of the Lab, classroom usage, software access, STAMP testing/certification, and faculty supervision.	

Action Plans	Action Plan Update
Action Plan Cycle: 2022 - 2023, 2023 - 2024, 2024 - 2025, 2025 - 2026	
Action Plan Status: Active **Action Plan:** 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. **Action Plan Cycle:** 2022 - 2023, 2023 - 2024, 2024 - 2025, 2025 - 2026	

Goal 3: Renew our department commitment to Equity and Inclusion in our Language Classes

Unit Goal: Goal 3: Renew 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: X
- Community - Objective 2: X
- Community - Objective 3: X
- Community - Objective 4: X
- Community - Objective 5: X
- Completion - Objective 1: X
- Completion - Objective 2: X
- Completion - Objective 3: X
- Completion - Objective 4: X
- Scholarship - Objective 1: X
- Scholarship - Objective 2: X
- Scholarship - Objective 3: X
- Scholarship - Objective 4: X
- Scholarship - Objective 5: X

Action Plans	Action Plan Update
Action Plan Status: Active	

Action Plans	Action Plan Update
Action Plan: Facilitate the investigation of OER materials for our language classes and the sharing of the information (potentially in the departmental workshops from Goal 1). **Action Plan Cycle:** 2022 - 2023, 2023 - 2024, 2024 - 2025, 2025 - 2026	
Action Plan Status: Active **Action Plan:** 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. **Action Plan Cycle:** 2022 - 2023, 2023 - 2024, 2024 - 2025, 2025 - 2026	

Program Review

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

Instructional Program - Library Science (LIBS)

Summary and Reflection

Program Review

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

Instructional Program - Marketing (MARK)

Summary and Reflection

<div style="text-align: center; background-color: #1a6b5f; color: white; padding: 10px;">2022 - 2026</div>

Executive Summary

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 SOCs 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

Summary and Reflection

Data Reflection

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 2019/20-2020/21 (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)

Summary and Reflection

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.

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 period either met or exceeded their target assessment goals. Currently, MARK outcome assessment for the next Program Review cycle is underway.

Related Documents for Charts and Graphs

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.

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

Are there any edits or updates to the Executive Summary above?

Are there any edits or updates to the Data Reflection above?

Are there any edits or updates to the Practice Reflection above?

Goal 1: Conduct outreach to high schools and community.

Unit Goal: Goal 1: Conduct outreach to high schools and community.
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: X
- Pathways and Partnerships - Objective 2: X
- Pathways and Partnerships - Objective 2: X
- Pathways and Partnerships - Objective 2: X
- Pathways and Partnerships - Objective 2: X

Action Plans	Action Plan Update
Action Plan Status: Active **Action Plan:** 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. **Action Plan Cycle:** 2022 - 2023, 2023 - 2024, 2024 - 2025, 2025 - 2026	**Submission Date**: 12/04/2023 **Action Plan Update**: 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. **Update Year**: 2023 - 2024 **Action Plan Progress**: 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: X
- Pathways and Partnerships - Objective 3: X
- Pathways and Partnerships - Objective 3: X
- Pathways and Partnerships - Objective 3: X
- Pathways and Partnerships - Objective 3: X

Action Plans	Action Plan Update
Action Plan Status: Active	**Submission Date**: 12/04/2023

Action Plans	Action Plan Update
Action Plan: 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. **Action Plan Cycle:** 2022 - 2023, 2023 - 2024, 2024 - 2025, 2025 - 2026	**Action Plan Update**: This is currently in progress and will continue but will have more focus once we determine the direction of our marketing program. **Update Year**: 2023 - 2024 **Action Plan Progress**: 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: X
- Completion - Objective 2: X
- Completion - Objective 2: X
- Completion - Objective 2: X
- Completion - Objective 2: X

Action Plans	Action Plan Update
Action Plan Status: Active **Action Plan:** 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. **Action Plan Cycle:** 2022 - 2023, 2023 - 2024, 2024 - 2025, 2025 - 2026	**Submission Date**: 12/04/2023 **Action Plan Update**: In progress; we have been researching the opportunities of sequencing marketing courses with Journalism and CISC courses that align with careers in marketing. **Update Year**: 2023 - 2024 **Action Plan Progress**: 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: 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: X
- Pathways and Partnerships - Objective 3: X
- Pathways and Partnerships - Objective 3: X
- Pathways and Partnerships - Objective 3: X
- Pathways and Partnerships - Objective 3: X

Action Plans	Action Plan Update
Action Plan Status: Active **Action Plan:** 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.) **Action Plan Cycle:** 2022 - 2023, 2023 - 2024, 2024 - 2025, 2025 - 2026	**Submission Date**: 12/04/2023 **Action Plan Update**: 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. **Update Year**: 2023 - 2024 **Action Plan Progress**: Barriers Encountered

Program Review

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

Instructional Program - Mathematics (MATH)

Executive Summary

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 14 full-time faculty, all of whom are tenured. The department also has 1 dual math/engineering faculty member. Our department has 2 of 3 PRO-RATA teaching in Spring 2023 (Harter and Meckstroth). There are several faculty members who plan to retire in the next 4 to 5 years, one of which has retired this past Fall semester. 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
• 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

Summary and Reflection

workgroup helps to bring the 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. We will continue to do so, while maintaining adequate mathematical preparation for our students.

For the E-STEM pathway we are restricting to Partially Online which means that a minimum number of exams are on campus. Another effort is to offer at least one face-to-face class for each course. Some students need face-to-face and our veteran students need these courses to be able to utilize their benefits.
Increased Collaborations:
• Among departmental faculty.   Our department has had difficulty with collegial interaction and participation in department meetings and departmental work. Nevertheless, in the last few years we have increased groupwise collaboration.   This increased diversity and tolerance by challenging the mindset of a single "best practice"
• More collaboration with other STEM disciplines
o HSI STEM Curriculum Workgroup is invaluable.
o 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
• More discussion between chairs at sister colleges and even other colleges throughout the county. There has been much communication about how to abide by the mandates brought about by AB1705
• Math has participated in 3 registration workshops
• Math has been asked to attend Department Meetings with Counseling, EOPS and to communicate changes with DSPS.
• The number of faculty teaching online courses has increased with nearly all teaching a portion of their courses online. This allows for more options for our students.

The department is overwhelmingly committed to reducing costs for our students and these collaborations have been integral.   Within the last 1-2 years, 60% 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.

Over the last six years, the department has experienced interpersonal and political challenges at an unprecedented level. This has grown to extreme levels because, simultaneously, the department has been lacking in consistent invested leadership. This has impacted students, and faculty as well.

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.
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.

Summary and Reflection

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. We are excited to get the math studio room update that will include movable tables and chairs, individual whiteboards for small student group work, Chromebooks to be used for online math activities, and a large electronic whiteboard. We expect to see the increased active learning in the classroom that Physics has experienced with their new studio room.
Refer to Image 1

We began the Peer Mentoring program 3 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.

Another challenge the math department has faced is decreasing enrollments and lack of stability brought on by the pandemic. Enrollment management has been exceedingly stressful over the past several years. We had to somehow establish a new normal in the aftermath of the COVID pandemic. Time blocks that were once viable are no longer so. It has been tricky navigating the online/on campus balance. Our sister colleges have made choices that have hampered our ability to provide quality math classes to our students. As a result of these "enrollment grabs," our class sections at Mesa with fill rates below 50% have been canceled, and the resulting displacement of faculty and students has been stressful. AB 705 and 1705 have led to even greater displacement of faculty. Some faculty have had to be reassigned to our CCAP/Legacy program at high school sites. The CCAP class schedules are very often incongruous with those on our main campus. Most importantly, entire courses have been eliminated, and many more are under threat of elimination. The student journey through our math department is very different from what it was before. Counselors and students are in a state of mass confusion, and these convulsive changes have made enrollment planning and management extremely difficult.

The math department has had 6 retirements since the last comprehensive review. With these retirements, we have lost faculty hired to teach the E-STEM path. This summer we encountered for the first time a lack of qualified faculty to teach the higher level calculus courses. The math department is also experiencing the need for faculty hired for pre-transfer level math to move into the higher level E-STEM classes while covering the course content with the appropriate level of mathematical rigor so that students leaving the courses are successful in their subsequent math and science courses.

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

Image 1.png

Executive Summary Complete

Yes

Data Reflection

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

Summary and Reflection

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.

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

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

Summary and Reflection

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

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.

Related Documents for Charts and Graphs

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

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.

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 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.
 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

Summary and Reflection

pre-requisite, Math 254 (Linear Algebra), that affects engineering students. We are currently working with articulation officers to see the impact of engineering degrees.

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

Are there any edits or updates to the Executive Summary above?

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.

Are there any edits or updates to the Data Reflection above?

No edits on the Data Reflection

Are there any edits or updates to the Practice Reflection above?

Yes, the update was at the end regarding the curriculum workgroup and interdisciplinary work done to support STEM students.

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: X
- Community - Objective 2: X
- Community - Objective 3: X
- Community - Objective 4: X
- Community - Objective 5: X
- Stewardship - Objective 1: X
- Stewardship - Objective 2: X
- Stewardship - Objective 3: X
- Stewardship - Objective 4: X
- Stewardship - Objective 5: X
- Stewardship - Objective 6: 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: 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: X
- Community - Objective 2: X
- Community - Objective 3: X
- Community - Objective 4: X
- Community - Objective 5: X
- Completion - Objective 1: X

- Completion - Objective 2: X
- Completion - Objective 3: X
- Completion - Objective 4: X

Action Plans	Action Plan Update
Action Plan Status: Active **Action Plan:** 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. **Action Plan Cycle:** 2023 - 2024	**Submission Date**: 11/16/2023 **Action Plan Update**: We offered 2 sections of Math 121X and Math 150X this semester and are doing the same next semeseter. **Update Year**: 2023 - 2024 **Action Plan Progress**: On Track

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: 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: X
- Community - Objective 2: X
- Community - Objective 3: X
- Community - Objective 4: X
- Community - Objective 5: X
- Scholarship - Objective 1: X
- Scholarship - Objective 2: X
- Scholarship - Objective 3: X
- Scholarship - Objective 4: X
- Scholarship - Objective 5: X

Action Plans	Action Plan Update
Action Plan Status: Active **Action Plan:** Apply for Leaf Status for Math 118 in Spring 2024. **Action Plan Cycle:** 2023 - 2024	**Submission Date**: 11/16/2023 **Action Plan Update**: 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. **Update Year**: 2023 - 2024 **Action Plan Progress**: On Track

Action Plans	Action Plan Update

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: X
- Community - Objective 2: X
- Community - Objective 3: X
- Community - Objective 4: X
- Community - Objective 5: X
- Scholarship - Objective 1: X
- Scholarship - Objective 2: X
- Scholarship - Objective 3: X
- Scholarship - Objective 4: X
- Scholarship - Objective 5: X
- Stewardship - Objective 1: X
- Stewardship - Objective 2: X
- Stewardship - Objective 3: X
- Stewardship - Objective 4: X
- Stewardship - Objective 5: X
- Stewardship - Objective 6: X

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

Action Plans	Action Plan Update
Action Plan Status: Active	

Action Plans	Action Plan Update
Action Plan: Devote half of a department meeting to discuss these courses and the positive aspects of teaching these courses. **Action Plan Cycle:** 2023 - 2024	

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: Active
Beginning Year: 2023 - 2024
Projected Completion Year: 2024 - 2025

Action Plans	Action Plan Update
Action Plan Status: Active **Action Plan:** Work with Math Department Chairs at Miramar and City so that we can offer Math 120 to our Business majors **Action Plan Cycle:** 2024 - 2025	

Single-Semester Precalculus Course

Unit Goal: Create a Single Semester Precalculus Course, Math 141X
Goal Status: Active
Beginning Year: 2023 - 2024
Projected Completion Year: 2024 - 2025

Action Plans	Action Plan Update
Action Plan Status: Active **Action Plan:** Offer a section of Math 141X in Spring 2024. **Action Plan Cycle:** 2023 - 2024, 2024 - 2025	

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

Action Plans	Action Plan Update
Action Plan Status: Active **Action Plan:** Make appropriate change in curriculum **Action Plan Cycle:** 2023 - 2024	

Program Review

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

Instructional Program - Medical Assisting (MEDA)

Summary and Reflection

<div style="background:#1a6b5f;color:white;text-align:center;padding:10px">2022 - 2026</div>

Executive Summary

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

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.

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

Conversations ongoing

Summary and Reflection

Related Documents for Charts and Graphs

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.

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

Are there any edits or updates to the Executive Summary above?

Are there any edits or updates to the Data Reflection above?

Are there any edits or updates to the Practice Reflection above?

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: X
- Pathways and Partnerships - Objective 4: X

Action Plans	Action Plan Update
Action Plan Status: Active **Action Plan:** Work in tandem with other allied health programs to provide services through community clinic **Action Plan Cycle:** 2022 - 2023, 2023 - 2024, 2024 - 2025, 2025 - 2026	**Submission Date**: 02/02/2024 **Action Plan Update**: 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 **Update Year**: 2023 - 2024 **Action Plan Progress**: On Track
	Submission Date: 02/02/2024 **Action Plan Update**: In conjunction with Student Health Services, medical assisting students provide medical services such as blood pressure readings and health education **Update Year**: 2023 - 2024 **Action Plan Progress**: On Track
Action Plan Status: Active **Action Plan:** Work with exercise science and sports department to provide medical assisting services **Action Plan Cycle:** 2022 - 2023, 2023 - 2024, 2024 - 2025, 2025 - 2026	**Submission Date**: 02/02/2024 **Action Plan Update**: Medical Assisting students providing skills such as ECG and vital signs during student athlete physicals for fall, winter and spring sports **Update Year**: 2023 - 2024 **Action Plan Progress**: 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: X
- Scholarship - Objective 4: X

Action Plans	Action Plan Update
Action Plan Status: Active **Action Plan:** Attend trainings provided by campus and district on innovative practices that will achieve equitable outcomes and improve student success. **Action Plan Cycle:** 2022 - 2023, 2023 - 2024, 2024 - 2025, 2025 - 2026	
Action Plan Status: Active **Action Plan:** Curricular changes due to data acquired from advisory committee meetings **Action Plan Cycle:** 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: X
- Completion - Objective 4: X

Action Plans	Action Plan Update
Action Plan Status: Active **Action Plan:** Highlight and refer students to relevant services **Action Plan Cycle:** 2022 - 2023, 2023 - 2024, 2024 - 2025, 2025 - 2026	
Action Plan Status: Active **Action Plan:** Program outreach at local high schools and campus and districtwide.	

Action Plans	Action Plan Update
Action Plan Cycle: 2022 - 2023, 2023 - 2024, 2024 - 2025, 2025 - 2026	

Program Review

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

Instructional Program - Multimedia (MULT)

Summary and Reflection

<div style="background:#1a6b5f; color:white; text-align:center; padding:8px">2022 - 2026</div>

Executive Summary

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

Successes:

1. Developed and implmented 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 braches 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 awarness 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

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.

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 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 reecovered somewhat with a return to on-campus instruction with a fall 2022 success rate of 59.3%. The fall 2022 Latinx the success rate was 72%. Fall 2022 Asian success rate wa 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.

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.

Related Documents for Charts and Graphs

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.

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

Are there any edits or updates to the Executive Summary above?

No Edits to Executive Summary

Are there any edits or updates to the Data Reflection above?

No Edits to Data Reflection

Are there any edits or updates to the Practice Reflection above?

No Edits to Practice Reflection

Goal 1: Hire additional full-time faculty positions.

Unit Goal: Goal 1: Hire additional full-time faculty positions to solidify curricular continuity and develop established pathways for students in the Video Game Design & Development and 3D Animation degree programs 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: X
- Community - Objective 2: X
- Community - Objective 3: X
- Community - Objective 4: X
- Community - Objective 5: X
- Completion - Objective 1: X
- Completion - Objective 2: X
- Completion - Objective 3: X
- Completion - Objective 4: X
- Pathways and Partnerships - Objective 1: X
- Pathways and Partnerships - Objective 2: X
- Pathways and Partnerships - Objective 3: X
- Pathways and Partnerships - Objective 4: X
- Pathways and Partnerships - Objective 5: X
- Scholarship - Objective 1: X
- Scholarship - Objective 2: X
- Scholarship - Objective 3: X
- Scholarship - Objective 4: X
- Scholarship - Objective 5: X

Action Plans	Action Plan Update
Action Plan Status: Active	**Submission Date**: 12/07/2023 **Action Plan Update**: Continuing to research and collect data and will submit this cycle. **Update Year**: 2023 - 2024 **Action Plan Progress**: On Track

Action Plans	Action Plan Update
Action Plan: 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. **Action Plan Cycle:** 2022 - 2023, 2023 - 2024, 2024 - 2025, 2025 - 2026	

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: X
- Community - Objective 2: X
- Community - Objective 3: X
- Community - Objective 4: X
- Community - Objective 5: X
- Completion - Objective 1: X
- Completion - Objective 2: X
- Completion - Objective 3: X
- Completion - Objective 4: X
- Pathways and Partnerships - Objective 1: X
- Pathways and Partnerships - Objective 2: X
- Pathways and Partnerships - Objective 3: X
- Pathways and Partnerships - Objective 4: X
- Pathways and Partnerships - Objective 5: X

Action Plans	Action Plan Update
Action Plan Status: Active **Action Plan:** 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.	**Submission Date**: 12/07/2023 **Action Plan Update**: Working with CTE and external vendor to develop marketing plans for CTE programs. **Update Year**: 2023 - 2024 **Action Plan Progress**: On Track
2. Evaluate effectiveness of marketing and outreach efforts by comparing enrollment and completion data with concurrent marketing and outreach efforts. **Action Plan Cycle:** 2022 - 2023, 2023 - 2024, 2024 - 2025, 2025 - 2026	

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: X
- Completion - Objective 2: X
- Completion - Objective 3: X
- Completion - Objective 4: X
- Pathways and Partnerships - Objective 1: X
- Pathways and Partnerships - Objective 2: X
- Pathways and Partnerships - Objective 3: X
- Pathways and Partnerships - Objective 4: X
- Pathways and Partnerships - Objective 5: X
- Scholarship - Objective 1: X
- Scholarship - Objective 2: X
- Scholarship - Objective 3: X
- Scholarship - Objective 4: X
- Scholarship - Objective 5: X

Action Plans	Action Plan Update
Action Plan Status: Active **Action Plan:** 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. **Action Plan Cycle:** 2022 - 2023, 2023 - 2024, 2024 - 2025, 2025 - 2026	**Submission Date**: 12/07/2023 **Action Plan Update**: Ongoing communication with Digital Technology instructors encouraging use of OER resources. Spring Departmental meeting will focus heavily on exploring resources and building consensus. **Update Year**: 2023 - 2024 **Action Plan Progress**: 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: X
- Community - Objective 2: X
- Community - Objective 3: X
- Community - Objective 4: X
- Community - Objective 5: X
- Completion - Objective 1: X
- Completion - Objective 2: X
- Completion - Objective 3: X
- Completion - Objective 4: X
- Pathways and Partnerships - Objective 1: X
- Pathways and Partnerships - Objective 2: X
- Pathways and Partnerships - Objective 3: X
- Pathways and Partnerships - Objective 4: X
- Pathways and Partnerships - Objective 5: X
- Scholarship - Objective 1: X
- Scholarship - Objective 2: X
- Scholarship - Objective 3: X

- Scholarship - Objective 4: X
- Scholarship - Objective 5: X

Action Plans	Action Plan Update
Action Plan Status: Active **Action Plan:** 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. **Action Plan Cycle:** 2022 - 2023, 2023 - 2024, 2024 - 2025, 2025 - 2026	**Submission Date**: 12/07/2023 **Action Plan Update**: 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. **Update Year**: 2023 - 2024 **Action Plan Progress**: On Track

Program Review

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

Instructional Program - Music (MUSI)

Summary and Reflection

<div style="background:#127060;color:white;text-align:center;padding:8px;">2022 - 2026</div>

Executive Summary

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
• 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

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 some 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

• 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,

Summary and Reflection

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](2022-2023%20CLO%20Edits.docx)

Executive Summary Complete

Yes

Data Reflection

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:
- Males = 3.7%

Summary and Reflection

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.

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.

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

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.

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

Summary and Reflection

3)   Representation/Diversity of Faculty/Staff – recent adjunct/staff hires in female, Asian, Latin 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 chows 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

Are there any edits or updates to the Executive Summary above?

No

Are there any edits or updates to the Data Reflection above?

No

Are there any edits or updates to the Practice Reflection above?

No

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: X
- Pathways and Partnerships - Objective 2: X

Action Plans	Action Plan Update

Action Plan Status: Active
Action Plan: 1. Chair will address music faculty to engage more faculty to offer more courses in music for CCAP during current
        cycle.
     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.
 	
Action Plan Cycle: 2022 - 2023, 2023 - 2024, 2024 - 2025, 2025 - 2026	

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: X
- Completion - Objective 1: X

Action Plans	Action Plan Update
Action Plan Status: Active **Action Plan:**　　1. Chair will update every award map and post on music dept. website at the start of each semester whenever \ 　　　curricular revisions/updates require to do so during current cycle. 　　2. Chair will maintain communication with music liaison Counseling faculty each semester to provide curricular 　　　updates to keep students and counselors informed. **Action Plan Cycle:** 2022 - 2023, 2023 - 2024, 2024 - 2025, 2025 - 2026	

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: X
- Scholarship - Objective 2: X

Action Plans	Action Plan Update
Action Plan Status: Active	

Action Plans	Action Plan Update
Action Plan: 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. 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. **Action Plan Cycle:** 2022 - 2023, 2023 - 2024, 2024 - 2025, 2025 - 2026	

Program Review

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

Instructional Program - Neurodiagnostic Technology (NDTE)

Summary and Reflection

Executive Summary

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

Summary and Reflection

Data Reflection

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.

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.

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.

Related Documents for Charts and Graphs

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.

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

Summary and Reflection
Mid-Cycle Updates

Are there any edits or updates to the Executive Summary above?

Hiring an NDTE professional who can transition to education and run the program continues to be a challenge.

Are there any edits or updates to the Data Reflection above?

The NDTE curriculum review will take place over the current year with a goal of increasing the students pass rate on the certification examination.

Are there any edits or updates to the Practice Reflection above?

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: X
- Completion - Objective 1: X
- Completion - Objective 2: X
- Completion - Objective 3: X
- Scholarship - Objective 1: X
- Scholarship - Objective 2: X
- Scholarship - Objective 3: X
- Scholarship - Objective 4: X

Action Plans	Action Plan Update
Action Plan Status: Active **Action Plan:** Hire a program director for the NDTE Program. **Action Plan Cycle:** 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
Mesa College Strategic Plan: Roadmap to Mesa2030: (X - Highlight the X to Align)

- Community - Objective 5: X
- Completion - Objective 3: X
- Pathways and Partnerships - Objective 1: X
- Pathways and Partnerships - Objective 3: X
- Scholarship - Objective 1: X
- Scholarship - Objective 2: X
- Scholarship - Objective 3: X
- Scholarship - Objective 4: X

Action Plans	Action Plan Update
Action Plan Status: Active **Action Plan:** Complete and distribute the surveys. **Action Plan Cycle:** 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: X
- Completion - Objective 1: X
- Completion - Objective 3: X
- Pathways and Partnerships - Objective 3: X
- Scholarship - Objective 2: X
- Scholarship - Objective 3: X
- Scholarship - Objective 4: X

Action Plans	Action Plan Update
Action Plan Status: Active **Action Plan:** 1. Faculty training on equitable pedagogy and evidence based industry standards. 2. Access to licensure review course for each graduating class. **Action Plan Cycle:** 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: X
- Scholarship - Objective 1: X
- Scholarship - Objective 2: X
- Scholarship - Objective 4: X

Action Plans	Action Plan Update
Action Plan Status: Active **Action Plan:** 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 **Action Plan Cycle:** 2024 - 2025, 2023 - 2024	

Program Review

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

Instructional Program - Nutrition (NUTR)

Summary and Reflection

<div style="background:#0a5a52;color:white;text-align:center;">2022 - 2026</div>

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 Intersession 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.

As of December 4, 2023, there have been no new updates in this section.

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

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.

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.

Related Documents for Charts and Graphs

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.

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,

Summary and Reflection

asynchronous online classes and we have seen these are the ones students enroll in.

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 Nurition150 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

Are there any edits or updates to the Executive Summary above?

See the notations above.

Are there any edits or updates to the Data Reflection above?

See the notations above.

Are there any edits or updates to the Practice Reflection above?

See the notations above.

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: X
- Community - Objective 2: X
- Community - Objective 3: X
- Community - Objective 4: X
- Community - Objective 5: X
- Completion - Objective 1: X
- Completion - Objective 4: X
- Pathways and Partnerships - Objective 2: X
- Pathways and Partnerships - Objective 3: X
- Pathways and Partnerships - Objective 4: X
- Pathways and Partnerships - Objective 5: X
- Scholarship - Objective 2: X
- Scholarship - Objective 3: X
- Scholarship - Objective 4: X
- Scholarship - Objective 5: X
- Stewardship - Objective 1: X
- Stewardship - Objective 2: X
- Stewardship - Objective 3: X
- Stewardship - Objective 6: X

Action Plans	Action Plan Update
Action Plan Status: Active **Action Plan:** Goal 1 1. Apply again (FHP) to replace tenured-track faculty 2. Revise need to replace tenure-track faculty	**Submission Date**: 12/02/2023 **Action Plan Update**: Keep applying to get a contract faculty to replace a retiree of 5 years ago. **Update Year**: 2023 - 2024 **Action Plan Progress**: On Track
Action Plan Cycle: 2022 - 2023, 2023 - 2024, 2024 - 2025, 2025 - 2026	

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: X
- Completion - Objective 3: X
- Pathways and Partnerships - Objective 1: X
- Pathways and Partnerships - Objective 2: X
- Pathways and Partnerships - Objective 3: X
- Pathways and Partnerships - Objective 4: X

Action Plans	Action Plan Update
Action Plan Status: Active **Action Plan:** Goal 2 1. Hire new tenured-track faculty 2. New faculty will develop and implement the new certificate.	**Submission Date**: 12/02/2023 **Action Plan Update**: There has been no change to this goal since it is contingent on hiring a new contract faculty --see Goal 1 **Update Year**: 2023 - 2024 **Action Plan Progress**: On Track
Action Plan Cycle: 2022 - 2023, 2023 - 2024, 2024 - 2025, 2025 - 2026	

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: X
- Community - Objective 3: X
- Community - Objective 4: X
- Community - Objective 5: X
- Completion - Objective 1: X
- Completion - Objective 3: X
- Scholarship - Objective 2: X

- Scholarship - Objective 3: X
- Scholarship - Objective 5: X
- Stewardship - Objective 1: X

Action Plans	Action Plan Update
Action Plan Status: Active **Action Plan:** 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. **Action Plan Cycle:** 2023 - 2024, 2024 - 2025, 2025 - 2026	**Submission Date**: 12/02/2023 **Action Plan Update**: Continue working with the Nutrition program at SDSU **Update Year**: 2023 - 2024 **Action Plan Progress**: On Track

Program Review

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

Instructional Program - Personal Growth (PERG)

Summary and Reflection

<div style="text-align:center; background:#0c6157; color:white; padding:8px;">2022 - 2026</div>

Executive Summary

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 (Umojia), and Asian American and Pacific Islander (KAPWA) perspectives. We continue to be a department the represents excellence in equity, intersectionality, and inclusion with regarding 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

Summary and Reflection

Executive Summary Complete

Yes

Data Reflection

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.

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

Outcomes are assessed each semester. During fall 2023, instructions receive 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

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

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 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

Are there any edits or updates to the Executive Summary above?

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.

Are there any edits or updates to the Data Reflection above?

Yes

Summary and Reflection

Are there any edits or updates to the Practice Reflection above?

Yes

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: Active
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: X
- Completion - Objective 3: X
- Pathways and Partnerships - Objective 2: X

Action Plans	Action Plan Update
Action Plan Status: Active **Action Plan:** 1. Engage with sister campuses for wider adoption of Certificate of Achievement. 2. Meet all deadlines for campus/district approval early fall 2023. **Action Plan Cycle:** 2022 - 2023, 2023 - 2024	**Submission Date**: 09/27/2023 **Action Plan Update**: 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. **Update Year**: 2023 - 2024 **Action Plan Progress**: On Track

Program Review

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

Instructional Program - Philosophy (PHIL)

Summary and Reflection

<div align="center">

2022 - 2026

</div>

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

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

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.

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

Summary and Reflection

our courses in meeting these outcomes.

Related Documents for Charts and Graphs

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.

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

Are there any edits or updates to the Executive Summary above?

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.

Summary and Reflection

Are there any edits or updates to the Data Reflection above?

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.

Are there any edits or updates to the Practice Reflection above?

No

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: 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: X
- Completion - Objective 1: X
- Pathways and Partnerships - Objective 1: X
- Scholarship - Objective 2: X

Action Plans	Action Plan Update
Action Plan Status: Active **Action Plan:** 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. **Action Plan Cycle:** 2022 - 2023, 2023 - 2024, 2024 - 2025, 2025 - 2026	**Submission Date**: 11/28/2023 **Action Plan Update**: 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. **Update Year**: 2023 - 2024 **Action Plan Progress**: 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: X
- Completion - Objective 4: X
- Scholarship - Objective 5: X

Action Plans	Action Plan Update
Action Plan Status: Active	**Submission Date**: 11/28/2023

Action Plans	Action Plan Update
Action Plan: 1. Support development of OER resources for our courses. 2. Develop OER material for PHIL 100.	**Action Plan Update**: 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. **Update Year**: 2023 - 2024 **Action Plan Progress**: On Track
Action Plan Cycle: 2022 - 2023, 2023 - 2024, 2024 - 2025, 2025 - 2026	

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: X
- Scholarship - Objective 2: X

Action Plans	Action Plan Update
Action Plan Status: Active **Action Plan:** 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).	**Submission Date**: 11/28/2023 **Action Plan Update**: 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. **Update Year**: 2023 - 2024 **Action Plan Progress**: On Track
Action Plan Cycle: 2022 - 2023, 2023 - 2024, 2024 - 2025, 2025 - 2026	

Program Review

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

Instructional Program - Phlebotomy (PHLB)

Summary and Reflection

Executive Summary

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

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

Summary and Reflection

a focus to monitor the equity gap in both groups and hopefully continue to decrease the gap moving forward.

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

Currently working on this.

Related Documents for Charts and Graphs

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.

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

Are there any edits or updates to the Executive Summary above?

No

Are there any edits or updates to the Data Reflection above?

Yes, updated to add demographics

Are there any edits or updates to the Practice Reflection above?

Yes, updated to discuss equity gaps

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: X
- Completion - Objective 4: X
- Pathways and Partnerships - Objective 2: X
- Pathways and Partnerships - Objective 4: X
- Scholarship - Objective 1: X
- Scholarship - Objective 2: X
- Scholarship - Objective 4: X
- Scholarship - Objective 5: X

Action Plans	Action Plan Update
Action Plan Status: Active **Action Plan:** 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. **Action Plan Cycle:** 2023 - 2024	**Submission Date**: 11/17/2023 **Action Plan Update**: Program restarted in fall of 2023 with a total enrollment of 26 students **Update Year**: 2023 - 2024 **Action Plan Progress**: 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: X
- Completion - Objective 4: X

- Pathways and Partnerships - Objective 2: X
- Pathways and Partnerships - Objective 4: X
- Scholarship - Objective 1: X
- Scholarship - Objective 2: X
- Scholarship - Objective 4: X
- Scholarship - Objective 5: X

Action Plans	Action Plan Update
Action Plan Status: Active **Action Plan:** 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. **Action Plan Cycle:** 2023 - 2024, 2024 - 2025, 2025 - 2026	

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: X
- Completion - Objective 4: X
- Pathways and Partnerships - Objective 2: X
- Pathways and Partnerships - Objective 4: X
- Scholarship - Objective 1: X
- Scholarship - Objective 2: X
- Scholarship - Objective 4: X
- Scholarship - Objective 5: X

Action Plans	Action Plan Update
Action Plan Status: Active **Action Plan:** 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. **Action Plan Cycle:** 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
Action Plan Status: Active **Action Plan:** 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. **Action Plan Cycle:** 2024 - 2025, 2025 - 2026	

Program Review

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

Instructional Program - Physical Sciences (PHYN)

Summary and Reflection

Executive Summary

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-

Summary and Reflection

down.

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

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

Summary and Reflection

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 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

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.

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

Data Reflection Complete

Yes

Summary and Reflection

Practice Reflection

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 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

Are there any edits or updates to the Executive Summary above?

Yes, we incorporated impact of lack of human resources on Astronomy program.

Are there any edits or updates to the Data Reflection above?

Are there any edits or updates to the Practice Reflection above?

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: X
- Completion - Objective 3: X

Action Plans	Action Plan Update
Action Plan Status: Active **Action Plan:** 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. **Action Plan Cycle:** 2022 - 2023, 2023 - 2024, 2024 - 2025, 2025 - 2026	**Submission Date**: 01/12/2024 **Action Plan Update**: 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. **Update Year**: 2023 - 2024 **Action Plan Progress**: 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: X
- Pathways and Partnerships - Objective 3: X
- Scholarship - Objective 4: X

Action Plans	Action Plan Update
Action Plan Status: Active **Action Plan:** 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. **Action Plan Cycle:** 2022 - 2023, 2023 - 2024, 2024 - 2025, 2025 - 2026	**Submission Date**: 01/12/2024 **Action Plan Update**: 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. **Update Year**: 2023 - 2024 **Action Plan Progress**: On Track

Program Review

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

Instructional Program - Physical Therapist Assisstant (PHYR)

Summary and Reflection

<table>
<tr><td style="text-align:center">2022 - 2026</td></tr>
</table>

Executive Summary

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

Summary and Reflection

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 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

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.

Summary and Reflection

Labor Market Analysis – The current LMI shows an increase of approximately 37% for PTA job opportunities. Accoding 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, multi-ethnicity students, DSPS students and EOPS students (extended opportunities and services. Support through counseling, book services, school supplies, parking permits, and more.

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.

Related Documents for Charts and Graphs

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 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.

Summary and Reflection

Related Documents for Charts and Graphs

Practice Reflection Complete

Yes

Mid-Cycle Updates

Are there any edits or updates to the Executive Summary above?

Edits were made in the areas above to include the provisional approval for the bachelor degree in PTA.

Are there any edits or updates to the Data Reflection above?

Edits were made in the areas above to include the provisional approval for the bachelor degree in PTA.

Are there any edits or updates to the Practice Reflection above?

Edits were made in the areas above to include the provisional approval for the bachelor degree in PTA.

Goal 1: Bachelor Degree Program

Unit Goal: Finalize the bachelor degree program in PTA including curriculum development, admisssion 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: 2024 - 2025
Mapping
Mesa College Strategic Plan: Roadmap to Mesa2030: (X - Highlight the X to Align)
- Community - Objective 1: X
- Community - Objective 2: X
- Community - Objective 3: X
- Community - Objective 4: X
- Community - Objective 5: X
- Completion - Objective 1: X
- Completion - Objective 2: X
- Completion - Objective 3: X
- Completion - Objective 4: X
- Pathways and Partnerships - Objective 1: X
- Pathways and Partnerships - Objective 3: X
- Pathways and Partnerships - Objective 4: X
- Pathways and Partnerships - Objective 5: X
- Scholarship - Objective 1: X
- Scholarship - Objective 2: X
- Scholarship - Objective 3: X
- Scholarship - Objective 4: X
- Scholarship - Objective 5: X
- Stewardship - Objective 2: X
- Stewardship - Objective 3: X
- Stewardship - Objective 6: X

Action Plans	Action Plan Update
Action Plan Status: Active	

Action Plans	Action Plan Update
Action Plan: 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. **Action Plan Cycle:** 2023 - 2024, 2024 - 2025	

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: 2025 - 2026
Mapping
Mesa College Strategic Plan: Roadmap to Mesa2030: (X - Highlight the X to Align)
- Community - Objective 1: X
- Community - Objective 2: X
- Community - Objective 3: X
- Community - Objective 5: X
- Completion - Objective 1: X
- Completion - Objective 2: X
- Completion - Objective 3: X
- Completion - Objective 4: X
- Pathways and Partnerships - Objective 1: X
- Pathways and Partnerships - Objective 2: X
- Pathways and Partnerships - Objective 3: X
- Pathways and Partnerships - Objective 4: X
- Pathways and Partnerships - Objective 5: X
- Scholarship - Objective 1: X
- Scholarship - Objective 2: X
- Scholarship - Objective 3: X
- Scholarship - Objective 4: X
- Scholarship - Objective 5: X
- Stewardship - Objective 3: X

Action Plans	Action Plan Update
Action Plan Status: Active **Action Plan:** 1. Review state legislature for potential inclusion of holistic admissions process. **Action Plan Cycle:** 2022 - 2023, 2023 - 2024, 2024 - 2025, 2025 - 2026	

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: X
- Community - Objective 3: X
- Community - Objective 4: X
- Community - Objective 5: X
- Completion - Objective 1: X
- Completion - Objective 2: X
- Completion - Objective 3: X
- Completion - Objective 4: X
- Pathways and Partnerships - Objective 1: X
- Pathways and Partnerships - Objective 3: X
- Pathways and Partnerships - Objective 4: X
- Scholarship - Objective 1: X
- Scholarship - Objective 2: X
- Scholarship - Objective 3: X
- Scholarship - Objective 4: X
- Scholarship - Objective 5: X
- Stewardship - Objective 3: X

Action Plans	Action Plan Update
Action Plan Status: Active **Action Plan:** Purchase detailed analysis from FSBPT (PTA license testing organization) to complete a thorough curriculum analysis. **Action Plan Cycle:** 2023 - 2024	

Action Plans	Action Plan Update
Action Plan Status: Active **Action Plan:** 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. **Action Plan Cycle:** 2022 - 2023, 2023 - 2024, 2024 - 2025, 2025 - 2026	

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: X
- Community - Objective 3: X
- Community - Objective 5: X
- Completion - Objective 2: X
- Completion - Objective 3: X
- Completion - Objective 4: X
- Pathways and Partnerships - Objective 1: X
- Pathways and Partnerships - Objective 3: X
- Scholarship - Objective 2: X
- Scholarship - Objective 4: X
- Stewardship - Objective 6: X

Action Plans	Action Plan Update
Action Plan Status: Active	

Action Plans	Action Plan Update
Action Plan: 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. **Action Plan Cycle:** 2022 - 2023, 2023 - 2024, 2024 - 2025, 2025 - 2026	

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: X
- Completion - Objective 3: X
- Completion - Objective 4: X
- Pathways and Partnerships - Objective 1: X
- Pathways and Partnerships - Objective 2: X
- Scholarship - Objective 2: X
- Scholarship - Objective 4: X
- Scholarship - Objective 5: X

Action Plans	Action Plan Update
Action Plan Status: Active	

Action Plans	Action Plan Update
Action Plan: For the graduates of 2024, licensure exam fees will be paid reimbursed by a grant opportunity. For the graduates of 2024, licensure exam prep fees will be paid for by a grant opportunity. 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 eligble 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. **Action Plan Cycle:** 2024 - 2025	

Program Review

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

Instructional Program - Physics (PHYS)

Summary and Reflection

<div style="text-align:center; background:#0a6b5e; color:white; padding:8px;">2022 - 2026</div>

Executive Summary

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.

Summary and Reflection

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 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

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

Summary and Reflection

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 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

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.

Related Documents for Charts and Graphs

Chart 1.png
Chart 2.png

Summary and Reflection

Chart 3.png
Chart 4.png
Chart 5.png

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. 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,

Summary and Reflection

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).

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

Summary and Reflection

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 Intersession 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 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

Are there any edits or updates to the Executive Summary above?

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.

Are there any edits or updates to the Data Reflection above?

No

Are there any edits or updates to the Practice Reflection above?

No

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: X
- Pathways and Partnerships - Objective 3: X
- Scholarship - Objective 2: X
- Scholarship - Objective 3: X
- Scholarship - Objective 4: X

Action Plans	Action Plan Update
Action Plan Status: Active **Action Plan:** 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 **Action Plan Cycle:** 2022 - 2023, 2023 - 2024, 2024 - 2025, 2025 - 2026	**Submission Date**: 01/12/2024 **Action Plan Update**: 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. **Update Year**: 2023 - 2024 **Action Plan Progress**: 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: X
- Scholarship - Objective 3: X
- Scholarship - Objective 4: X

- Stewardship - Objective 3: X

Action Plans	Action Plan Update
Action Plan Status: Active **Action Plan:** 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. **Action Plan Cycle:** 2022 - 2023, 2023 - 2024, 2024 - 2025, 2025 - 2026	**Submission Date**: 01/12/2024 **Action Plan Update**: 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. **Update Year**: 2023 - 2024 **Action Plan Progress**: 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: X
- Scholarship - Objective 2: X
- Scholarship - Objective 3: X
- Scholarship - Objective 4: X

Action Plans	Action Plan Update
Action Plan Status: Active	**Submission Date**: 01/12/2024 **Action Plan Update**: 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.

Action Plans	Action Plan Update
Action Plan: 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. **Action Plan Cycle:** 2022 - 2023, 2023 - 2024, 2024 - 2025, 2025 - 2026	**Update Year**: 2023 - 2024 **Action Plan Progress**: On Track

Program Review

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

Instructional Program - Political Science (POLI)

Summary and Reflection

<div style="background:#0d6b5f;color:#fff;text-align:center;padding:8px;">2022 - 2026</div>

Executive Summary

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

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.

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.

Related Documents for Charts and Graphs

Summary and Reflection

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.

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

Are there any edits or updates to the Executive Summary above?

Are there any edits or updates to the Data Reflection above?

Are there any edits or updates to the Practice Reflection above?

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: X
- Completion - Objective 2: X
- Completion - Objective 3: X
- Completion - Objective 4: X
- Scholarship - Objective 1: X
- Scholarship - Objective 2: X
- Scholarship - Objective 3: X
- Scholarship - Objective 4: X
- Scholarship - Objective 5: X

Action Plans	Action Plan Update
Action Plan Status: Active **Action Plan:** 1. plan course assignments with new faculty member 2. evaluate political science teaching	**Submission Date**: 12/04/2023 **Action Plan Update**: 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. **Update Year**: 2023 - 2024 **Action Plan Progress**: On Track
Action Plan Cycle: 2022 - 2023, 2023 - 2024, 2024 - 2025, 2025 - 2026	

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: X
- Completion - Objective 2: X
- Completion - Objective 3: X

- Completion - Objective 4: X
- Pathways and Partnerships - Objective 1: X
- Pathways and Partnerships - Objective 2: X
- Pathways and Partnerships - Objective 3: X
- Pathways and Partnerships - Objective 4: X
- Pathways and Partnerships - Objective 5: X

Action Plans	Action Plan Update
Action Plan Status: Active **Action Plan:** 1. request BARC funding 2. complete CA Law Pathway Grant request	**Submission Date**: 12/04/2023 **Action Plan Update**: We did submit a BARC request for Law Pathway Program funding, but we were unsuccessfu. However, we were successful in winning a statewide grant for this program. **Update Year**: 2023 - 2024 **Action Plan Progress**: Completed
Action Plan Cycle: 2022 - 2023, 2023 - 2024, 2024 - 2025, 2025 - 2026	

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: X
- Community - Objective 2: X
- Community - Objective 3: X
- Community - Objective 4: X
- Community - Objective 5: X
- Stewardship - Objective 1: X
- Stewardship - Objective 2: X
- Stewardship - Objective 3: X
- Stewardship - Objective 4: X
- Stewardship - Objective 5: X
- Stewardship - Objective 6: X

Action Plans	Action Plan Update
Action Plan Status: Active	**Submission Date**: 12/04/2023

Action Plans	Action Plan Update
Action Plan: 1. identify courses to modify 2. modify CORs	**Action Plan Update**: We submitted a COR revision to receive a LEAF for POLI 102. We will select and modify another course next year. **Update Year**: 2023 - 2024 **Action Plan Progress**: On Track
Action Plan Cycle: 2022 - 2023, 2023 - 2024, 2024 - 2025, 2025 - 2026	

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

Action Plans	Action Plan Update
Action Plan Status: Active **Action Plan:** Identify template courses and submit ADT to CRC. **Action Plan Cycle:** 2023 - 2024	

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

Action Plans	Action Plan Update
Action Plan Status: Active **Action Plan:** 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. **Action Plan Cycle:** 2023 - 2024	

Program Review

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

Instructional Program - Psychology (PSYC)

2022 - 2026

Executive Summary

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

SUCCESSES 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

Summary and Reflection

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).

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.

Summary and Reflection

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 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

Summary and Reflection

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 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 be met as they complete their lab assignments, research projects, and other educational goals. In this way, faculty can offer a

Summary and Reflection

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 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

Summary and Reflection

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 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

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).

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.)

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.

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 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.

Related Documents for Charts and Graphs

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 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

Summary and Reflection

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 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

Are there any edits or updates to the Executive Summary above?

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.

Are there any edits or updates to the Data Reflection above?

Are there any edits or updates to the Practice Reflection above?

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: X
- Scholarship - Objective 4: X

Action Plans	Action Plan Update
Action Plan Status: Active **Action Plan:** Update and expand equipment and resources needed for laboratory/course activities and research **Action Plan Cycle:** 2023 - 2024, 2024 - 2025, 2025 - 2026	
Action Plan Status: Active **Action Plan:** Develop speaker series so students gain exposure to research in the field **Action Plan Cycle:** 2022 - 2023, 2023 - 2024, 2024 - 2025	
Action Plan Status: Active **Action Plan:** Increase student conference participation **Action Plan Cycle:** 2022 - 2023, 2023 - 2024, 2024 - 2025, 2025 - 2026	
Action Plan Status: Active **Action Plan:** Hire new full-time faculty **Action Plan Cycle:** 2023 - 2024	

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: X
- Pathways and Partnerships - Objective 3: X

Action Plans	Action Plan Update
Action Plan Status: Active **Action Plan:** Explore new agencies and service learning opportunities. **Action Plan Cycle:** 2023 - 2024, 2024 - 2025, 2025 - 2026	
Action Plan Status: Active **Action Plan:** Hire new full-time faculty **Action Plan Cycle:** 2023 - 2024	

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: X
- Pathways and Partnerships - Objective 4: X

Action Plans	Action Plan Update
Action Plan Status: Active **Action Plan:** Develop alumni tracking program	

Action Plans	Action Plan Update
Action Plan Cycle: 2023 - 2024, 2024 - 2025, 2025 - 2026	

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
<u>Mesa College Strategic Plan: Roadmap to Mesa2030:</u> (X - Highlight the X to Align)
- Community - Objective 5: X
- Completion - Objective 1: X
- Pathways and Partnerships - Objective 2: X

Action Plans	Action Plan Update
Action Plan Status: Active **Action Plan:** Identify and develop opportunities with community agencies and secondary schools. **Action Plan Cycle:** 2023 - 2024, 2024 - 2025, 2025 - 2026	
Action Plan Status: Active **Action Plan:** Hire new full-time faculty **Action Plan Cycle:** 2023 - 2024	

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: X
- Scholarship - Objective 4: X

Action Plans	Action Plan Update
Action Plan Status: Active **Action Plan:** Develop a list of career exploration assignments. **Action Plan Cycle:** 2023 - 2024, 2024 - 2025, 2025 - 2026	

Program Review

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

Instructional Program - Radiologic Technology (RADT)

Summary and Reflection

<div style="background-color:#1a6b5e; color:white; text-align:center; padding:8px;">

2022 - 2026

</div>

Executive Summary

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

Summary and Reflection

Executive Summary Complete

Yes

Data Reflection

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.

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.

Related Documents for Charts and Graphs

Data Reflection Complete

Yes

Summary and Reflection

Practice Reflection

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.

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

Are there any edits or updates to the Executive Summary above?

Are there any edits or updates to the Data Reflection above?

Are there any edits or updates to the Practice Reflection above?

FAFSA Application

Unit Goal: Goal 1: Ensure every student completes a FAFSA application.

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)
- Completion - Objective 3: X

Action Plans	Action Plan Update
Action Plan Status: Active **Action Plan:** 1. Schedule Financial Aid Workshops during first summer semester orientation course. **Action Plan Cycle:** 2023 - 2024	
Action Plan Status: Active **Action Plan:** 2. Meet with students individually to discuss financial aid options **Action Plan Cycle:** 2023 - 2024	

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: X
- Scholarship - Objective 4: X

Action Plans	Action Plan Update
Action Plan Status: Active **Action Plan:** 1.Apply for Perkins to remove old x-ray unit and upgrade space for new digital x-ray mammography unit. **Action Plan Cycle:** 2023 - 2024	

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: X

FAFSA Application (Copied on 12/04/2023, 14:39:58)

Unit Goal: Goal 1: Ensure every student completes a FAFSA application.

Goal Status: Active
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)

Summary and Reflection

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

Summary and Reflection

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 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

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)

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.)

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:

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.

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.

Related Documents for Charts and Graphs

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.

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.

Summary and Reflection

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

Practice Reflection Complete

Yes

Mid-Cycle Updates

Are there any edits or updates to the Executive Summary above?

Are there any edits or updates to the Data Reflection above?

Are there any edits or updates to the Practice Reflection above?

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: 2024 - 2025
Mapping
Mesa College Strategic Plan: Roadmap to Mesa2030: (X - Highlight the X to Align)
- Scholarship - Objective 2: X
- Stewardship - Objective 6: X

Action Plans	Action Plan Update
Action Plan Status: Active **Action Plan:** 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.	**Submission Date**: 11/21/2023 **Action Plan Update**: Hiring a Business Professor to take over the Real Estate department was approved by the College and we are currently interviewing potential candidates. **Update Year**: 2023 - 2024 **Action Plan Progress**: On Track
Action Plan Cycle: 2022 - 2023, 2023 - 2024	

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: X
- Completion - Objective 3: X

Action Plans	Action Plan Update
Action Plan Status: Active	**Submission Date**: 02/05/2024 **Action Plan Update**: 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. **Update Year**: 2023 - 2024 **Action Plan Progress**: On Track

Action Plans	Action Plan Update
Action Plan: 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. **Action Plan Cycle:** 2023 - 2024, 2024 - 2025, 2025 - 2026	

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
Mesa College Strategic Plan: Roadmap to Mesa2030: (X - Highlight the X to Align)
- Pathways and Partnerships - Objective 2: X
- Pathways and Partnerships - Objective 4: X

Action Plans	Action Plan Update
Action Plan Status: Active **Action Plan:** 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. **Action Plan Cycle:** 2022 - 2023, 2023 - 2024, 2024 - 2025, 2025 - 2026	**Submission Date**: 02/05/2024 **Action Plan Update**: 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. **Update Year**: 2023 - 2024 **Action Plan Progress**: On Track

Program Review

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

Instructional Program - Sample

Summary and Reflection

<table>
<tr><td align="center">2022 - 2026</td></tr>
</table>

Executive Summary

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

Summary and Reflection

Data Reflection

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.

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.

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.

Related Documents for Charts and Graphs

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 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

Summary and Reflection

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

Are there any edits or updates to the Executive Summary above?

Are there any edits or updates to the Data Reflection above?

Are there any edits or updates to the Practice Reflection above?

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: X
- Pathways and Partnerships - Objective 3: X
- Pathways and Partnerships - Objective 4: X
- Scholarship - Objective 4: X

Action Plans	Action Plan Update
Action Plan Status: Active **Action Plan:** 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. **Action Plan Cycle:** 2022 - 2023, 2023 - 2024	**Submission Date**: 07/14/2023 **Action Plan Update**: This is the update to my action plan. **Update Year**: 2023 - 2024 **Action Plan Progress**: On Track
Action Plan Status: Active **Action Plan:** Develop new curriculum based on information obtained from the industry surveys and research. **Action Plan Cycle:** 2024 - 2025, 2025 - 2026	**Submission Date**: 07/14/2023 **Action Plan Update**: This is my update on the action plan **Update Year**: 2023 - 2024 **Action Plan Progress**: On Track
Action Plan Status: Active **Action Plan:** Submit request for a full-time faculty member. **Action Plan Cycle:** 2023 - 2024	**Submission Date**: 07/14/2023 **Action Plan Update**: This is my update. **Update Year**: 2023 - 2024 **Action Plan Progress**: 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: X
- Completion - Objective 4: X
- Scholarship - Objective 5: X

Action Plans	Action Plan Update
Action Plan Status: Active **Action Plan:** Look at trends in the past years' data (research, enrollment management) **Action Plan Cycle:** 2022 - 2023, 2023 - 2024, 2024 - 2025, 2025 - 2026	**Submission Date**: 07/14/2023 **Action Plan Update**: In initial development phase **Update Year**: 2023 - 2024 **Action Plan Progress**: On Track
Action Plan Status: Active **Action Plan:** Update and expand equipment/resources needed for classes and labs. **Action Plan Cycle:** 2022 - 2023, 2023 - 2024, 2024 - 2025, 2025 - 2026	**Submission Date**: 07/14/2023 **Action Plan Update**: Requests submitted for hula hooping equipment. **Update Year**: 2023 - 2024 **Action Plan Progress**: 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: X
- Pathways and Partnerships - Objective 4: X

Action Plans	Action Plan Update
Action Plan Status: Active **Action Plan:** Identify and develop opportunities with community agencies and K-12 schools. **Action Plan Cycle:** 2022 - 2023, 2023 - 2024, 2024 - 2025, 2025 - 2026	**Submission Date**: 07/14/2023 **Action Plan Update**: In development phase **Update Year**: 2023 - 2024 **Action Plan Progress**: On Track
Action Plan Status: Active **Action Plan:** Participate in orientations, job fairs, college outreach activities, and events with local secondary schools. **Action Plan Cycle:** 2022 - 2023, 2023 - 2024, 2024 - 2025, 2025 - 2026	**Submission Date**: 07/14/2023 **Action Plan Update**: Participated in three career and job fairs this past semester. Organized and participated in four outreach events with local secondary schools. **Update Year**: 2023 - 2024 **Action Plan Progress**: On Track

Program Review

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

Instructional Program - Sociology (SOCO)

Summary and Reflection

<div style="background:#0f6b5f;color:#fff;text-align:center;padding:8px;">2022 - 2026</div>

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 incentification 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

Summary and Reflection

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 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.

Summary and Reflection

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

Related Documents for Charts and Graphs

Sociology 2023 Program Review.docx

Executive Summary Complete

Yes

Data Reflection

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 Latinox, 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

Summary and Reflection

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.

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

Related Documents for Charts and Graphs

Data Reflection Complete

null

Practice Reflection

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

Summary and Reflection

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

null

Mid-Cycle Updates

Are there any edits or updates to the Executive Summary above?

Are there any edits or updates to the Data Reflection above?

Are there any edits or updates to the Practice Reflection above?

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: X
- Stewardship - Objective 2: X

Action Plans	Action Plan Update
Action Plan Status: Active **Action Plan:** 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. **Action Plan Cycle:** 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: X
- Pathways and Partnerships - Objective 1: X
- Pathways and Partnerships - Objective 2: X
- Pathways and Partnerships - Objective 4: X

Action Plans	Action Plan Update

Action Plan Status: Active
Action Plan:
1.   Articulate courses in the follow ways:
       a. For UCSD SOCI 10 - American Society: Social Structure and Culture in the United States
          i.   Sociology of Latinos (SOCO 150)
          ii.   Race and Ethnicity (SOCO 207)
       b. For UCSD SOCI 40- Sociology of Health Care Issues
          i.   Health and Society (SOCO 145)
       c. For UCSD SOCI 60- Practice of Social Research
          i.Research Methods for Sociology (SOCO 220)
       d. For SDSU SOCI 201- Elementary Social Statistics
          i.Research Methods for Sociology (SOCO 220)
2.   Revise degree requirements to include more Sociology courses as elective requirements.
 	
Action Plan Cycle: 2022 - 2023, 2023 - 2024, 2024 - 2025, 2025 - 2026	

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)
- Scholarship - Objective 4: X

Action Plans	Action Plan Update
Action Plan Status: Active **Action Plan:** 1. Identify lines of funding to purchase a computer with A/V access. **Action Plan Cycle:** 2022 - 2023, 2023 - 2024, 2024 - 2025, 2025 - 2026	

Program Review

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

Instructional Program - Sustainability (SUST)

Summary and Reflection

2022 - 2026

Executive Summary

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

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.

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.)

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 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.

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.

Related Documents for Charts and Graphs

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.

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

Are there any edits or updates to the Executive Summary above?

Are there any edits or updates to the Data Reflection above?

Are there any edits or updates to the Practice Reflection above?

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: X
- Completion - Objective 2: X
- Completion - Objective 3: X
- Completion - Objective 4: X
- Pathways and Partnerships - Objective 1: X
- Pathways and Partnerships - Objective 2: X
- Pathways and Partnerships - Objective 3: X
- Pathways and Partnerships - Objective 4: X
- Pathways and Partnerships - Objective 5: X
- Scholarship - Objective 1: X
- Scholarship - Objective 2: X
- Scholarship - Objective 3: X
- Scholarship - Objective 4: X
- Scholarship - Objective 5: X

Action Plans	Action Plan Update
Action Plan Status: Active **Action Plan:** Create a list of current and previous internship locations. **Action Plan Cycle:** 2022 - 2023, 2023 - 2024, 2024 - 2025, 2025 - 2026	
Action Plan Status: Active **Action Plan:** Research additional organizations. **Action Plan Cycle:** 2022 - 2023, 2023 - 2024, 2024 - 2025, 2025 - 2026	
Action Plan Status: Active **Action Plan:** Contact potential organizations. **Action Plan Cycle:** 2022 - 2023, 2023 - 2024, 2024 - 2025, 2025 - 2026	

Action Plans	Action Plan Update
Action Plan Status: Active **Action Plan:** Create a SUST 270 guide for students. **Action Plan Cycle:** 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)

Summary and Reflection

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 Pathwyas 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 out 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.

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

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 Edcuation 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 studens 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 progam 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 out 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

Summary and Reflection

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.

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

The Teacher Education Program facutly collaborated with the Tutoring Program coodinator 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.

Related Documents for Charts and Graphs

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.

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

Are there any edits or updates to the Executive Summary above?

No

Summary and Reflection

Are there any edits or updates to the Data Reflection above?

No

Are there any edits or updates to the Practice Reflection above?

No

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: X
- Pathways and Partnerships - Objective 1: X

Action Plans	Action Plan Update
Action Plan Status: Active **Action Plan:** Connect with IE office at the beginning of the semester and end of the semester to create collaboration. **Action Plan Cycle:** 2022 - 2023, 2023 - 2024, 2024 - 2025, 2025 - 2026	
Action Plan Status: Active **Action Plan:** Create a strategic plan for understanding who the Teacher Education students are and how best to track and support them. **Action Plan Cycle:** 2022 - 2023, 2023 - 2024, 2024 - 2025, 2025 - 2026	

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: 2023 - 2024
Mapping
Mesa College Strategic Plan: Roadmap to Mesa2030: (X - Highlight the X to Align)
- Community - Objective 2: X
- Scholarship - Objective 5: X

Action Plans	Action Plan Update
Action Plan Status: Active **Action Plan:** Apply for ZCT grant, work to create ZCT courses by the end of Spring 2024. **Action Plan Cycle:** 2022 - 2023, 2023 - 2024	
Action Plan Status: Active **Action Plan:** Research current practices and trends in education to provided current content for teacher education students. **Action Plan Cycle:** 2022 - 2023, 2023 - 2024	

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: 2023 - 2024
Mapping
Mesa College Strategic Plan: Roadmap to Mesa2030: (X - Highlight the X to Align)
- Completion - Objective 2: X
- Scholarship - Objective 4: X

Action Plans	Action Plan Update
Action Plan Status: Active **Action Plan:** Connect with professors to brainstorm collaboration. **Action Plan Cycle:** 2022 - 2023, 2023 - 2024	
Action Plan Status: Active **Action Plan:** Create an advisory committee that meets once a semester to collaborate on courses, teaching strategies, and plan moving forward for Teacher Education program. **Action Plan Cycle:** 2022 - 2023, 2023 - 2024	

Program Review

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

Instructional Program - Veterinary Technology (VTAH)

Summary and Reflection

<div style="background-color:#1a6b5f; color:white; text-align:center; padding:8px;">2022 - 2026</div>

Executive Summary

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. In Fall 2022 we hired a second full-time faculty in our program. The addition of the full-time faculty has provided continuity of instruction to better serve our students.

The AVMA CVTEA committee identified an area that needs improvement is the need for our facility to emulate contemporary veterinary facilities. Over several years our building suffered from flooding. The most recent flood occurred during the Summer of 2022. The floods caused extensive damage to the flooring and cabinetry. Navigating the different administrative levels has been a challenge. New cabinetry and flooring will be replaced during the Summer of 2023. The program's curriculum needs an overhaul. The current curriculum has been in place for over 20 years. The addition of a second full-time faculty will allow us to move forward with the development of an updated curriculum. There is a need to align with current industry standards in both equipment and software. We are in the process of purchasing digital X-ray machines.

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

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%

Summary and Reflection

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.

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.

Related Documents for Charts and Graphs

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.

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

Are there any edits or updates to the Executive Summary above?

Are there any edits or updates to the Data Reflection above?

Summary and Reflection

Are there any edits or updates to the Practice Reflection above?

Goal 1: Update Curriculum

Unit Goal: Goal 1: Update Curriculum
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: X

Action Plans	Action Plan Update
Action Plan Status: Active **Action Plan:** 1. Convening a curriculum development committee 2. Identify key issues and trends in specific content areas 3. Assessing needs and issues **Action Plan Cycle:** 2022 - 2023, 2023 - 2024, 2024 - 2025, 2025 - 2026	**Submission Date**: 12/03/2023 **Action Plan Update**: 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. **Update Year**: 2023 - 2024 **Action Plan Progress**: 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
Mesa College Strategic Plan: Roadmap to Mesa2030: (X - Highlight the X to Align)
- Stewardship - Objective 4: X

Action Plans	Action Plan Update
Action Plan Status: Active **Action Plan:** Purchase state-of-art veterinary equipment **Action Plan Cycle:** 2022 - 2023, 2023 - 2024, 2024 - 2025, 2025 - 2026	**Submission Date**: 12/03/2023 **Action Plan Update**: 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. **Update Year**: 2023 - 2024 **Action Plan Progress**: On Track
Action Plan Status: Active	**Submission Date**: 12/03/2023

Action Plans	Action Plan Update
Action Plan: Purchase cloud-based veterinary practice management software **Action Plan Cycle:** 2022 - 2023, 2023 - 2024, 2024 - 2025, 2025 - 2026	**Action Plan Update**: In progress, acquiring final quotes for the cloud-based veterinary practice management software and determining our funding source. **Update Year**: 2023 - 2024 **Action Plan Progress**: On Track

Program Review

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

Instructional Program - Web Development (WEBD)

Summary and Reflection

Executive Summary

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. The 2023 portfolio show is set to run in this May with no limitations on guests.

In the Spring of 2023 web development scheduled its first hy-flex courses. Both are upper division 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

UPDATE

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 upper division 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.

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.

Summary and Reflection

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.

Another change made on the faculty side this year was to hire Bryan Monzon to teach Webd169. Brian has been teaching similar content at UCSD for several years now and brings a fresh and professional perspective to our crew. It has been nice to have a working professional who specializes in WordPress to teach that course. WordPress runs 65% of the content management systems in existence (https://w3techs.com/technologies/details/cm-wordpress). It is also an area in high demand for our employers in the field.

UPDATE

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.

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

Well this applies to several programs we were able to receive $4000 to allocate towards our portfolio show initiative. We were also able to receive a $500 stipend for signage and refreshments for the show.

Although it cost us no extra money, the aforementioned hiring of Bryan Monzon has had a positive impact on our action plan to get students hired. He has a lot of connections in the industry having works for fiftyandfifty.org and as a young working professional can connect with both our younger audiences and employers.

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

Trends observed in program/service area's data.

Enrollment Trends:
Our current 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 upper division courses before the semester started.

Summary and Reflection

Course Success: Our course success rates for the last year 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.

Retention: Since our last program review 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.
Degree completion: Since our last program review, our award distribution has been the following:
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.

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 2023 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)

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.

Update
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.

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

In talks with Carlos Toth on this, but did not want to hold up the process.

Related Documents for Charts and Graphs

Data Reflection Complete

Yes

Summary and Reflection

Practice Reflection

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.

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.

Related Documents for Charts and Graphs

Practice Reflection Complete

Yes

Mid-Cycle Updates

Are there any edits or updates to the Executive Summary above?

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 upper division 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.

Are there any edits or updates to the Data Reflection above?

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.

Summary and Reflection

Are there any edits or updates to the Practice Reflection above?

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: X
- Scholarship - Objective 4: X

Action Plans	Action Plan Update
Action Plan Status: Active **Action Plan:** 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. **Action Plan Cycle:** 2022 - 2023, 2023 - 2024, 2024 - 2025, 2025 - 2026	**Submission Date**: 12/03/2023 **Action Plan Update**: 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. **Update Year**: 2023 - 2024 **Action Plan Progress**: 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: X
- Completion - Objective 4: X

Action Plans	Action Plan Update
Action Plan Status: Active	

Action Plans	Action Plan Update
Action Plan: 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. **Action Plan Cycle:** 2022 - 2023, 2023 - 2024, 2024 - 2025, 2025 - 2026	

Program Review

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

Instructional Program - Women's Studies (WMNS)

Summary and Reflection

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.

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

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.

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

null

Related Documents for Charts and Graphs

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 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

Summary and Reflection

Mid-Cycle Updates

Are there any edits or updates to the Executive Summary above?

Yes (see section for 2023-2024 updates)

Are there any edits or updates to the Data Reflection above?

Yes (see section for 2023-2024 updates)

Are there any edits or updates to the Practice Reflection above?

Yes (see section for 2023-2024 updates)

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: X
- Scholarship - Objective 2: X
- Scholarship - Objective 3: X
- Scholarship - Objective 4: X
- Scholarship - Objective 5: X

Action Plans	Action Plan Update
Action Plan Status: Active **Action Plan:** Review equivalent course offered at SDSU and assess potential for articulation of a WMNS 102 course at Mesa. **Action Plan Cycle:** 2022 - 2023, 2023 - 2024, 2024 - 2025, 2025 - 2026	
Action Plan Status: Active **Action Plan:** Create a course outline of record and begin the approval process via CurricUNET. **Action Plan Cycle:** 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: X
- Pathways and Partnerships - Objective 2: X
- Pathways and Partnerships - Objective 3: X
- Pathways and Partnerships - Objective 4: X

- Pathways and Partnerships - Objective 5: X
- Scholarship - Objective 1: X
- Scholarship - Objective 2: X
- Scholarship - Objective 3: X
- Scholarship - Objective 4: X
- Scholarship - Objective 5: X

Action Plans	Action Plan Update
Action Plan Status: Active **Action Plan:** Contact relevant staff to assist with updating the webpage. **Action Plan Cycle:** 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
Mesa College Strategic Plan: Roadmap to Mesa2030: (X - Highlight the X to Align)
- Pathways and Partnerships - Objective 1: X
- Pathways and Partnerships - Objective 2: X
- Pathways and Partnerships - Objective 3: X
- Pathways and Partnerships - Objective 4: X
- Pathways and Partnerships - Objective 5: X
- Scholarship - Objective 1: X
- Scholarship - Objective 2: X
- Scholarship - Objective 3: X
- Scholarship - Objective 4: X
- Scholarship - Objective 5: X

Action Plans	Action Plan Update
Action Plan Status: Active **Action Plan:** Publicize the degree on appropriate program webpage. **Action Plan Cycle:** 2022 - 2023, 2023 - 2024, 2024 - 2025, 2025 - 2026	
Action Plan Status: Active	

Action Plans	Action Plan Update
Action Plan: Work with the Office of Communication to market the degree beyond the program webpage. **Action Plan Cycle:** 2022 - 2023, 2023 - 2024, 2024 - 2025, 2025 - 2026	

Goal 4: New full time hire

Unit Goal: Our goal is to hire new women's studies full time faculty
Goal Status: Active
Beginning Year: 2024 - 2025
Projected Completion Year: 2025 - 2026

Program Review

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

Instructional Program - Work Experience (WORK)

Summary and Reflection

<div style="background-color:teal; color:white; text-align:center">

2022 - 2026

</div>

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

Summary and Reflection

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 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

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.

Summary and Reflection

? 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 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.

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.

Related Documents for Charts and Graphs

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

Summary and Reflection

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)
? 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

Are there any edits or updates to the Executive Summary above?

Are there any edits or updates to the Data Reflection above?

Are there any edits or updates to the Practice Reflection above?

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: X

Action Plans	Action Plan Update
Action Plan Status: Active **Action Plan:** Contact the Institutional Research Office to discuss collaboration **Action Plan Cycle:** 2023 - 2024, 2024 - 2025	
Action Plan Status: Active **Action Plan:** Develop strategies, plan, and timeline for proactive outreach to students **Action Plan Cycle:** 2023 - 2024, 2024 - 2025	

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: X
- Pathways and Partnerships - Objective 3: X

Action Plans	Action Plan Update
Action Plan Status: Active **Action Plan:** Contact MIP and support programs to discuss collaborations	

Action Plans	Action Plan Update
Action Plan Cycle: 2022 - 2023, 2023 - 2024, 2025 - 2026	
Action Plan Status: Active **Action Plan:** Develop strategies, plan, and timeline for proactive outreach to students **Action Plan Cycle:** 2022 - 2023, 2023 - 2024, 2025 - 2026	
Action Plan Status: Active **Action Plan:** Identify continued support of students as they engage in workforce training experiences **Action Plan Cycle:** 2022 - 2023, 2023 - 2024, 2025 - 2026	

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: X
- Scholarship - Objective 4: X

Action Plans	Action Plan Update
Action Plan Status: Active **Action Plan:** Contact non-CTE disciplines and program leads to discuss Title 5 changes and opportunities to collaborate with Work Experience **Action Plan Cycle:** 2023 - 2024, 2024 - 2025	
Action Plan Status: Active **Action Plan:** Develop plan to outreach and recruit diverse faculty to teach WE courses. **Action Plan Cycle:** 2023 - 2024, 2024 - 2025	
Action Plan Status: Active **Action Plan:** Train newly hired faculty on WE/process and provide support **Action Plan Cycle:** 2023 - 2024, 2024 - 2025	