Program Review

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

Leadership - Dean, Arts and Languages Office

Summary and Reflection

Executive Summary

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

The primary successes and challenges have been a direct result of the pandemic.

Successes include:
-an impressive response to converting performance-based classes to remote formats and achieving the outcomes
-creative solutions for instructional roadblocks during the transition
-a collaborative approach within the school and campus to respond to an incredibly challenging situation
-the (forced) impetus to think outside of the box when it comes to serving students which was healthy and spawned innovation

The challenges include:
-after returning to campus, many employees expressed feelings of exhaustion, burn out, and mental fragility
-many people indicated a desire to remain wholly or partially remote and as a result they have different expectations regarding how our workplace should operate
-the previously spawned innovation has been controversial and divisive in some areas

While I am excited by the successes, managing and supporting employees in my school has become more difficult as a result of these challenges.

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 order to align with the campus remote policy and respond to the desire of our classified support staff, we have implemented an ad hoc 1 day per week agreement for remote work. Staff are glad to have this opportunity but have expressed frustration that it's limited to one day per week. We are fortunate to have two schools located in our space, so we have been able to maintain the same levels of f2f coverage in the office.

When appropriate, faculty/staff meetings are offered remotely in order to increase flexibility for attendance. This appears to help with morale and in some cases seems to increase attendance.

There have been changes to the ratios of different instructional modalities that we offer, and we are still working to find the correct ratios to meet student needs. This is a key part of our enrollment management strategies and one that will continue to impact our scheduling decisions for at least the near future.

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

CARES/HEERF funds have been instrumental in the ability to remain flexible with instructional delivery and support for student learning. Labs and classrooms have been updated, supplies & equipment have been provided to students, and faculty have engaged in professional development and implemented resources to improve online and remote instructional practices.

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

Summary and Reflection

Related Documents for Charts and Graphs

Executive Summary Complete

Yes

Data Reflection

Trends observed in program/service area's data.

Enrollment – Enrollment has not returned to pre-covid levels, but it has increased significantly over the last year. Spring 2020 enrollment was 4,676, and Spring 2023 is 4,187. Enrollment dropped to the lowest level of 3,336 in spring 2022. FTEF and FTES levels paralleled the enrollment patterns, although interestingly the productivity level was at its highest (14.29) in spring 2021.

School Success Rates from sp/fa 2019-2023 – 74.2% which is slightly higher than the college rate of 72.6%. An equity gap of 13.6% exists during this time period for Black/African American students and 6.6% for Latinx students.

Course success rates for the school align fairly closely with the college with the exception of the 20-21 school year when the SAL rate of 76% increased and exceeded the college. Interestingly, this is the school year that was most significantly impacted by the pandemic and instruction was almost solely provided remotely.

Faculty have indicated a concern that "cheating" was the primary contributor to this increase in success, but I dissuade this generalization and encourage discussions that consider additional reasons (fewer distractions, increased tech support, increased learning support, increased instructor flexibility, etc.)

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 for success and retention exist in all departments from our school and exist for Black/African Americans (12.4%) and Latinx(5.8%) for the school as a whole. Interestingly, we also show equity gaps for males (4.3%) and non-binary students (12.8%) that are larger than the overall campus gaps for these populations. The gaps within our school that exceed the college gaps confirm the need for a continued goal and commitment to equity.

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

I shared with the Chairs the outcomes of the survey that was conducted with all faculty and classified professionals to assess progress toward the Administrative Unit Outcomes.

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 School of Arts and Languages implemented a Call to Action for the 2022-23 school year. The impetus for the Call were the apparent equity gaps in our school/college, the values and goals of the college, and the AUOs. The Call is designed to bring a focus on equity into our disciplines and customize the work to our content and students. Networking workshops and faculty leaders have been employed to lead the work amongst the faculty in the school.

The feedback collected is primarily qualitative and indicates that changes to practice made differences with their students in ways such as there being a stronger sense of community in the classroom, stronger knowledge of the resources that are available, etc. If continued, this project will go further to take a look at the quantitative data and measure whether there's been progress toward narrowing the gaps.

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

In all departments within my school there have been significant retirements without replacements. The departmental workload for contract faculty has increased and they have expressed feelings of burnout which are in turn tied to a decrease in the enthusiasm and involvement with the Call to Action equity work. Based on the feedback from Chairs, it is my hope to develop Phase III in a way that will be simpler to implement yet still impactful.

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?

Enrollment Management Plan

Unit Goal: The School of Arts and Language will implement Mesa's Enrollment Management Plan in order to provide an accessible and comprehensive schedule that allows students to achieve their educational goals in a timely manner and demonstrates a responsible use of resources.
Goal Status: 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:** Goal 1 Action Plan List: 1. Review Enrollment Management Plan with Chairs at first fall '23 Leadership Team meeting 2. Include Enrollment Management as standing item on all Leadership Team agendas and engage in regular discussions regarding schedule building, scheduling practices, variables to consider, etc. 3. Build a schedule that allows students to complete degrees and certs within a 2-year time frame and that demonstrates a 2% increase in efficiency. 4. Establish efficiency targets for each department within school. **Action Plan Cycle:** 2022 - 2023, 2023 - 2024, 2024 - 2025	**Submission Date**: 01/16/2024 **Action Plan Update**: This goal and action plan are ongoing. The general plan was reviewed with Chairs and Enrollment Management has been a standing item on our Leadership Team agendas since the action was determined. Efficiency targets were set for each school. Not all achieved a 2% increase but overall, the school improved efficiency in the fall 23 semester. (Fall 22 - 12.27, Fall 23 - 13.12, a .92% increase). **Update Year**: 2024 - 2025 **Action Plan Progress**: On Track
	Submission Date: 12/01/2023 **Action Plan Update**: This goal and action plan are ongoing. The general plan was reviewed with Chairs and Enrollment Management has been a standing item on our Leadership Team agendas since the action was determined. Efficiency targets were set for each school. Not all achieved a 2% increase but overall, the school improved efficiency in the fall 23 semester. (Fall 22 - 12.27, Fall 23 - 13.12, a .92% increase). **Update Year**: 2023 - 2024 **Action Plan Progress**: On Track

Establish a Cultural Expectation

Unit Goal: The School of Arts and Languages will establish a cultural expectation and provide support for faculty/classified professionals to engage in equity-based discussion and practice in our office, our classrooms and in general practice.
Goal Status: 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
- Completion - Objective 3: X
- Scholarship - Objective 2: X

Action Plans	Action Plan Update
Action Plan Status: Active **Action Plan:** Goal 2 Action Plan List 1. Evaluate 2022-23 Call to Action through lens of Mesa's Equity Crosswalk. 2. Collect faculty/staff feedback and develop plan to continue Call to Action with choices that are impactful and fit within current scope of classroom preparation/teaching. 2. Kick-off the school year with data report and goal to decrease equity gaps by mutually agreed upon percentage throughout school (specifics to be determined) **Action Plan Cycle:** 2022 - 2023, 2023 - 2024, 2024 - 2025	**Submission Date**: 01/16/2024 **Action Plan Update**: Met with VP Maxey to conduct Equity Crosswalk for Call to Action. We agreed that the crosswalk was not an effective tool to measure the project and we engaged in a discussion that confirmed that, for instruction, it is an appropriate tool to assist students and accomplish this goal of setting a cultural expectation. Faculty and Staff feedback were collected after last year's Call to Action and the info was used to develop the plan for Phase III. We initiated Phase III at the Welcome Back meeting and via my Welcome Back email to the department and shared that the equity gaps and DI data continue to drive the need for our work in the classroom. **Update Year**: 2023 - 2024 **Action Plan Progress**: On Track
	Submission Date: 12/01/2023 **Action Plan Update**: Met with VP Maxey to conduct Equity Crosswalk for Call to Action. We agreed that the crosswalk was not an effective tool to measure the project and we engaged in a discussion that confirmed that, for instruction, it is an appropriate tool to assist students and accomplish this goal of setting a cultural expectation. Faculty and Staff feedback were collected after last year's Call to Action and the info was used to develop the plan for Phase III. We initiated Phase III at the Welcome Back meeting and via my Welcome Back email to the department and shared that the equity gaps and DI data continue to drive the need for our work in the classroom. **Update Year**: 2024 - 2025 **Action Plan Progress**: On Track

Effective and Positive Support to Faculty, Staff, and Students.

Unit Goal: The School of Arts and Languages will provide effective and positive support to faculty, staff, and 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 4: X

- Scholarship - Objective 4: X

Action Plans	Action Plan Update
Action Plan Status: Active **Action Plan:** Goal 3 Action Plan List 1. Develop a comprehensive plan for adjunct onboarding. 2. Continue to work with support staff to improve efficiency and accuracy of work. 3. Conduct interest surveys prior to each school meeting in order to address topics of interest and concern from faculty. **Action Plan Cycle:** 2022 - 2023, 2023 - 2024, 2024 - 2025	**Submission Date**: 01/16/2024 **Action Plan Update**: A new plan for onboarding adjuncts has not been developed, rather we've worked to improve the existing process for the steps needed for hiring (in our office). Additionally, I have been working with the LOFT to support a stronger role from Campus Professional Learning in providing new adjuncts with consistent and helpful orientation feedback. The adjunct orientation has been updated and a CANVAS shell has been created for support. I work with office staff (permanent and part-time) on a continual basis and the need for improved efficiency and accuracy of work for my permanent support staff was addressed in the evaluation process in the summer of 2023. In preparation for our fall 2023 school meeting, I surveyed the faculty/staff to find out their primary questions and challenges faced with serving our DSPS population and making accommodations in the classroom. I then worked with Erika Higginbotham and our DSPS Counselor to develop a presentation that addressed the question and opened the door for better communication between SAL faculty and the DSPS counselors. Our next meeting will be focused on serving students with mental health challenges and Derrick White has agreed to present. I will again be surveying faculty and staff to know their specific questions and interests and will work with Derrick to prepare the presentation. **Update Year**: 2024 - 2025 **Action Plan Progress**: On Track **Submission Date**: 12/01/2023

Action Plans	Action Plan Update
	Action Plan Update: A new plan for onboarding adjuncts has not been developed, rather we've worked to improve the existing process for the steps needed for hiring (in our office). Additionally, I have been working with the LOFT to support a stronger role from Campus Professional Learning in providing new adjuncts with consistent and helpful orientation feedback. The adjunct orientation has been updated and a CANVAS shell has been created for support. I work with office staff (permanent and part-time) on a continual basis and the need for improved efficiency and accuracy of work for my permanent support staff was addressed in the evaluation process in the summer of 2023. In preparation for our fall 2023 school meeting, I surveyed the faculty/staff to find out their primary questions and challenges faced with serving our DSPS population and making accommodations in the classroom. I then worked with Erika Higginbotham and our DSPS Counselor to develop a presentation that addressed the question and opened the door for better communication between SAL faculty and the DSPS counselors. Our next meeting will be focused on serving students with mental health challenges and Derrick White has agreed to present. I will again be surveying faculty and staff to know their specific questions and interests and will work with Derrick to prepare the presentation. **Update Year**: 2023 - 2024 **Action Plan Progress**: On Track

Program Review

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

Leadership - Dean, Business and Technology Office

Summary and Reflection

Executive Summary

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

BT of Business and Technology (BT) has undergone numerous changes since the comprehensive program review in 18/19. These changes, some due to COVID, have brought about both success and challenges that are intertwined.

Employees
Contract Faculty:
In the last five years, BT has seen a decline in its contract faculty ranks. In 18/19, BT had 29 full-time faculty; at the end of 22/23, we will have 22 full-time faculty. Additionally, BT has many contract faculty members that have reassigned positions beyond the standard chair reassigned time. In 22/23, BT contract faculty had a total of 1.8 FTEF reassigned time that took them out of the classroom.   The reassigned assignments benefit the campus community and show the talent and dedication of the faculty. These assignments include Guided Pathways Coordinator, Accreditation Writer, CPL Coordinator, CTE Lead Faculty, MOST Leader, and SBVI Coordinator. The pro rata faculty have also decreased from 4 to 1. These multiple reductions in contract faculty classroom time have increased BT's reliance on adjunct faculty. And while BT has seen an overall decrease of 25 sections in the last five years, we have still had to hire numerous adjunct faculty to meet course demands. In 22/23 alone, we have hired 13 adjuncts to fill our needs. Hiring, onboarding, and mentoring new adjuncts takes excessive time. This time impacts the Dean's office and existing contract faculty, and while it is an important use of time, it compiles upon the already full workload.

But moreover, the limitations of adjuncts' time and involvement on campus can negatively affect student retention, success, persistence, completion, and associated equity gaps. However, the hiring of new adjuncts has enabled BT to begin to diversify the faculty. We consciously recruited in new ways to address the diversity in BT and are pleased that we have brought on numerous women, men, and women of color. We hope these new adjunct faculty will help our students connect with their subjects and bring new perspectives into BT.

Classified Professionals:
BT has also seen a transition in classified professionals. Currently, there are only two contract positions in BT, Admin. Assistant IV, and ILT-CACM. In the last five years, the ILT-CACM position has had two employees who have left, which is currently vacant. The vacancy has been challenging for the program and the Dean's office. The rotation of NANCEs in the position can only take on a portion of the workload. The CACM faculty and the Dean's office have supported the remaining workload. However, during this time, the program and the Dean have been able to asses and realign the position responsibilities so that when the position is filled, it should be more effective and hopefully reduce turnover.

The long-time Administrative Assistant IV for BT retired, and it took a few months to fill the position. The retirement left a void of school history that was relied upon for the functionality of the Dean's office. The time it takes for the new employee to learn all the aspects of the position slows the office's productivity. However, after completing the one-year cycle of BT, all the position responsibilities should be understood, and productivity will increase. An exciting aspect is that the new employee also brings new and needed skillsets to the position, enabling the Dean's office to put new and more efficient structures and practices in place. Some of the goals for BT, like facilities management and improved communication, will now be achievable.

Administration:
The Dean for BT has also changed in the last five years. The departure of the prior Dean also left a void of institutional and School knowledge. BT had an interim dean for nine months before hiring the permanent Dean. It was advantageous for BT that the interim Dean was hired for the contract position, removing the need for another person to learn about BT and start over again with evaluation and planning. However, the

Summary and Reflection

new Dean faced some challenges in the first year, including being more recent to the instructional division, continuing the responsibilities of their previous, the retirement of the Admin Assistant, COVID, and returning to campus. Despite the challenges, BT has successfully addressed many of the impacts of COVID and implemented changes to processes and communication that are improving how BT operates.

Facilities
BT moved into its new building in the Spring of 2019. This was an immense change for almost everyone in BT. The new building brought all the disciplines, except for Culinary, together in one space, when previously the BT classrooms had been located in five old buildings across the campus. Faculty and students had new facilities and equipment in their classrooms, a vast departure from the dilapidated buildings, old furniture, and limited equipment that was not conducive to student learning. A majority of the faculty now had new offices together.

Initially, the building was designed and planned to be one of the first new facilities on campus with the prop S & N bonds. However, it became the last new building on campus. Over the years between design and occupancy, some contract faculty had left, some programs' needs had changed, and the amount of prop S & N funds for the building had decreased while costs had increased. This delay and reduced funding resulted in some shortcomings in the facilities, which now need to be addressed.

Additionally, the facility did not accomplish everything in the design plans. For example, CISC was to have a "Google" type space for students to innovate, collaborate, study, commune, and create community. Due to resource limitations, the space was made into a simple computer classroom. Due to bulk-cost savings, the classroom furniture purchased, which is the same for every classroom and lab, is large and immovable. This furniture causes some rooms to be ineffective learning spaces that do not support active learning and are ergonomically incorrect. For example, there are computer classrooms where students have to turn their heads back and forth to look at the board and teacher and then at their computer. There are storage issues for some programs, like Fashion, that must store equipment, unsecured, in the corners of classrooms that encroach on student learning spaces. In over ten classrooms, large monitors were supposed to be installed for instructional use. The rooms were built and wired for these, but there was no money to purchase the technology. There are also not enough faculty offices in the building for all the contract BT faculty and any new ones hired. The faculty offices in other buildings create barriers to students' access to instructors and disrupt the ability to maintain a community among disciplines, programs, and BT.

There are multiple problems with the building itself.   Some doors lock people into rooms, while others never lock at all. We have inadequate and unsafe lighting in the bathrooms. The ADA bars for the doors work intermittently, as do the key fob pads. The temperature in the building can fluctuate by 20 degrees from one side of the building to the other. The temperatures have been so drastic that some faculty have stopped using their offices, and some classes had to wear gloves when it was cold. This is not acceptable. Very recently, we had flooding on both the first and second floors in all 39 occurrences of water intrusion. Because of COVID, the building was only used for 13 months before closing the campus.   Due to this, these issues were not resolved and identified until after the District took full possession of the building.

Now we are addressing these challenges within the District's limited fiscal and people resources.   This has caused frustration among the faculty and, in some cases, the inability to implement programmatic improvements for student success.

Additionally, with the return from COVID, the changes in the schedule, due to course modalities and the different needs of our students, have us rethinking how we use some of the spaces/classrooms in the building. We want to utilize our facility effectively to meet the new demands and remain flexible for future needs. We must use some classroom spaces differently. For example, we have partnered with other schools, like Engineering and Athletics, to use classrooms in the building. Having these schools in the BT space creates new opportunities for faculty collaboration and exposes students to different courses and disciplines.

In all our programs, we need spaces for students to create community and for employers to engage with students. Dedicated student space is one method to address some equity gaps, encourage more adjunct involvement, and improve overall student outcomes. The conversion of some classrooms is necessary to

Summary and Reflection

achieve these goals and effectively utilize the building. The challenge remains in the funding and people resources. However, the innovation and impact on our students keep us moving forward with advocation and planning to achieve this goal. The Dean's Office has identified available programmatic funding in its general fund that could assist in reaching some of these goals. A reorganization of the GFU throughout BT could provide a partial solution to address more minor needs.

Technology
As the school of Business and Technology, we strive to be the leaders in instructional technology, which also models many of the careers our disciplines educate and train for.   The faculty in the ICT disciplines teach to current technology. We are keenly aware of the types of software, hardware, systems, etc., that are available and that we should be using—particularly technology to address access, equity, and student success. Even before the pandemic, the technology focus has four areas: remote servers for instructional software, HyFlex systems, student technology, and faculty technology. The faculty and Dean feel we have pushed to have new systems considered and then find we must lead the efforts in the change process. There have been improvements at the District level that are progressing towards these goals, but it is slow and wares on the motivation to implement change, even when the impact is vital.

Programs, Curriculum, and Enrollment
BT is primarily a CTE school with only one discipline, Economics, that does not have a CTE top code. At the same time, the Business program is the largest transfer and award-granting program on campus. With two different drivers and influences, the Dean's office collaborates with the faculty in a myriad of ways to assist the programs in reaching their goals and ensure alignment with campus goals.   In this area, I believe we have seen most of our successes.

Through these collaborations, we have begun establishing course sequencing guides that faculty, students, and counselors utilize. Developing these guides includes a review of course enrollments, prerequisites, facilities needs, and employment and transfer timing. These guides have also helped with course scheduling and FTEF allocations.

We have also brought together the CISC, MULT, and WEBD disciplines to review curriculum, program goals, and develop new and joint awards. This work has also brought to light possible overlaps in curriculum and new discussions regarding which discipline the courses should reside.   The year-long work also created relationships that continue moving the work forward to discussing student outcomes and identifying ways the departments can create student support through the community.

Working with the Department Chairs and program leads, we have revised the process for developing class schedules. The process starts with assessing classes to meet student needs/requirements for completion and the scheduled sequences. Then we review enrollment demands and trends to determine the number of sections to offer. Next, course modalities are determined, based on the course itself, and then, for multiple sections, a balance of on-campus and online offerings is based on enrollment trends and student outcomes. Lastly, faculty are assigned to courses in order of contract, pro-rata, POA adjuncts, and non-POA adjuncts. This process has been a departure from the prior "rollover" process, which was not responsive to the changes in enrollment and student course-taking behavior. We share this process with all faculty, and through this transparent communication, they have been part of the solution when scheduling difficulties arrive.

With the return to campus, we have seen prior partnerships start to grow, new ones beginning, and a breath of new and returning events to campus.
• Launch of the Small Business Virtual Incubator
• Special Certificate of Performance in ICT for Point Loma High School
• MOU with Point Loma Nazarene University to offer their BA Business Program courses on our campus and at a reduced rate for our students.
• Portfolio Show that brings employers to view student work in the ICT industries with hopes of employment.
• First annual Global Game Jam to support and grow the Game Development community and program.
• Golden Scissors Fashion Show was re-envisioned in 2022 and held its first in-person show since the pandemic. The event was so successful that the program utilized this new model to build this year's event.

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.

Since the last comprehensive program review, BT has:
• discontinued the Computer Business Technology Program based on enrollments, course awards, and labor market demands (effective 24-25 catalog)
• launched its new Fermentation program
Curriculum and program adjustments are found in the individual program reviews.

The Dean's office has implemented a few process changes since the last comprehensive review, including:
• Monthly online school meetings to improve communication and connectivity of the faculty and transparency from the Dean's office. These meetings include standing topics such as enrollment and scheduling, review of data dashboards, discussions on common and current faculty issues, and presentations from departments or initiatives on campus.
• Online submission of required faculty forms to improve the efficiency of tracking and file access.

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

The Successes and Challenges section addresses new employees and facilities.

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.

BT of Business and Technology has managed quite well through the last number of years despite COVID and the overall changes in enrollment in higher ed. This may be due to the CTE focus and the Business program in BT. BTs" overall data shows from 19/20 to 22/23:

• FTES – 6% decline
• FTEF – 1% decline
• Capacity – 8% decline
• Enrollment – 8% decline
• Fill rate – No Change
• Productivity – 1% decline
• Number of sections – 4% decline

However, there is much room for productivity improvement. BT has a wide range of programs and courses that balance out the school's data. In viewing KPIs at the program level, the vast discrepancy can be seen between programs like Accounting, which runs at 96% capacity and approximately 20.00 for productivity, and Culinary, which runs a 65% capacity with a 5.86 for productivity. And within programs like CISC that have courses that run at 94% capacity and 18.80 productivity to courses with only 50% capacity at 6.17 productivity. As with any school, the goal is to maximize those courses and programs that can produce enough to offset those that do not, or cannot produce better outcomes while balancing the needs of students to complete their programs. We have been addressing this in BT by working on the programs that have overall lower productivity to stagger course offerings and get students into a program sequence in which they can plan and guarantee to have the correct courses to finish on time. This process improves enrollments and productivity

Summary and Reflection

because courses are no longer over-scheduled for the demand. Changes have also occurred in some disciplines with slightly higher caps in high-productivity courses to impact the net gain.

Beyond scheduling, we need more targeted marketing and outreach to increase the number of students entering these programs. We are working on this in four areas:
• continue to improve the pathways from K-12 through CCAP, course articulation, and outreach events
• develop much stronger pathways from CE through CTE transitions, faculty collaboration, and outreach events
• work with employers to bring in their current employees for training
• develop in-reach marketing to undecided students to explore the program options at BT

BT needs large improvements in the area of student outcomes. There have been a few fluctuations in BT student outcomes in the past six years. The outcomes have only improved by 1%, aligning with the college outcomes. From 16/17 to 21/22:
• Course success rates went from 70% to 71%, with a high of 74% in 20/21
• Course retention rates went from 85% to 86%, with a high of 88% in 20/21
• Program GAP went from 2.82 to 2.85 with a high of 3.02 in 20/21
However, the Average Units Completed in the same timeframe have gone from 4.5 units to 4.45 units, with a high of 4.78 and a low of 4.41. These are well below the college average of 6.33.

BT awarded 520 degrees in certificates in 21/22 (28% of all campus awards). The data shows that we have decreased from a high of 668 in 16/17. This 25% decrease is disproportionate to our enrollment decline of 9%.

For all these metrics, the program needs deep analysis to identify and address the factors contributing to this.

One piece of data that would be useful to most of the programs in BT is throughput outcomes. For our programs with sequences, we notice attrition in the program but are unsure what the stop-out factors are. We want to work with Institutional Research to evaluate program course sequencing (the ones with prerequisites) to analyze students through the course pathways and identify areas where we need to strengthen the course outcomes/curriculum to ensure learning alignment.

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

When it comes to equitable outcomes, we see disproportionate gaps for our Latino/x and Black students in all areas (Enrollment, Retention, Success):
• Black: -14.7%
• Latino/x: -7.1%
However, for award obtainment, our gaps are smaller compared to the overall campus:
• Black: -0.9%
• Latino/x: -4.2%
Which indicates when students complete, they have better success.

For other student categories, we have equity gaps in the following:
• First Generation: -5.3%
• Males: -2.5%

We have a noticeable equity gap of -6.7% for females regarding award obtainment.

For these students, we do not have or have overcome equity gaps:
• Athletes
• EOPS
• Military

For course modality – we have equity gaps in:

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- Hybrid: -3.1%
- Online Asnyc: -4.3%

And for age ranges, we have an award gap of -12.4% for 18-24-year-olds.

As noted by individual programs in BT, Black, Latino/x, Males, and First Generation students are not succeeding at comparable rates, and if combined with course modality outcomes, are even lower.

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

BT lacks robust discussion of student outcomes across the disciplines. We will address this topic as part of the 23/24 BT community-building activities. One Friday a month all the contract faculty in the school will be meeting to address topics in depth, such as adjunct faculty evaluations, student outcomes, adjunct onboarding, and mentoring.

We discussed the Dean's Office outcome assessment results at a school meeting last year. All but one of the seven school's outcomes rated above 4.00 on a 5-point scale, the lowest being 3.93. Communication with stakeholders makes up 4 of the 7 outcomes, indicating the need for improvement. The outcomes were from the prior administration. It was recommended all but one outcome be revised or deleted. The recommendations for revisions include creating measurable and more specific outcomes. These outcomes will be adjusted, in collaboration with the BT leadership team, in the 23/24 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.

As noted in some prior responses, there are several practices in which BT engages and considers this data. However, this has not yet resulted in making a significant impact on our data trends and equity gaps.

To recap our activities:
Data dashboards and other resources are shared and discussed at monthly school meetings (examples):
- Enrollment Management & Course Sequencing
- Transfer, DSPS, K-12
- Productivity, why does it matter?
- Student Drop Dashboard
- Counseling Referrals for students having academic difficulties
- MOST and Humanizing Online
- Textbooks, Publishers, and OER
- Mesa Graduate Survey Data Dashboard
- Real College 2021 Basic Needs Survey

Planning:
- Chairs and the Dean analyze enrollment trends, student needs, and behaviors in scheduling discussions.
- The program leads use data for course sequencing and curriculum revisions.

Many program faculty have participated in equity analysis through the Strong Workforce Faculty Institute, FIGS, CEER, and other professional learning activities. Most programs have noted that they are concerned and actively working on mitigating inequitable practices, such as increasing intentional communication with students regarding course content, providing information on basic needs resources, and more equitable

Summary and Reflection

assessment practices.

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

Course modality is a significant factor in equity trends, from access to completion. Some BT programs are preferred to be on-campus but see a reduced enrollment for students who cannot come to campus. A few faculty have been delivering courses in the HyFlex modality and find that they accommodate the need for synchronous learning, reach more students, and can create accommodations for students' lives. The current simple technology is the limiting factor to providing a robust HyFlex course. We hope that HyFlex will assist not only the programs' enrollment, retention, and completions but also address access for some of our students for which we have equity gaps.

As noted in the success and challenge section, faculty diversity is another area we believe can impact equity gaps. Through having better ethnic and gender diversity in our programs, not only do we want our students to see themselves in our faculty, we want the perspectives and input from these faculty for improvements to our programs in and out of the classroom.

Related Documents for Charts and Graphs

Practice Reflection Complete

Yes

Mid-Cycle Updates

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

Faculty:
The school was granted two full-time faculty: BUSE/REAL and CISC.
We continue to hire adjunct instructors, specifically to teach courses with specialized technology or industry skills.
All three departments in BT received an increase of .20 Chair reassigned time. This time is being distributed among the contract faculty to assist with the additional work that comes with many CTE programs. This includes activities like Advisory Committees, larger-scale adjunct onboarding and mentoring, special program facilitation and more.

Classified:
We were able to hire the contract ILT for CACM.

Facilities:
We were able to address some of the facilities issues including – ADA lighting in the bathrooms, Building Leaks, Built in removals, Some furniture removal, and Glass door issues.
The issues of ICT Homework room, FASH and CACM storage still remain and are a constant struggle.

Technology:
The technology improvement of Hyflex equipment and a Virtual Server are still in the development stages. This has taken over 3 years and has caused much frustration. In Spring 2024 the virtual server will finally pilot in the GISG program.
The Campus IT department is planning to provide equipment in Spring 2024 that may address the Hyflex needs.

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

With only one semester of data since the last review, there is no comparative data to report for this update.

Summary and Reflection

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

Two practice changes have occurred: Scheduling - we are now using block scheduling for long lab courses to maximize our productivity rates.   Community - the contract faculty now meet once a month, in person, with the Dean to discuss issues that affect or are in the purview of contract faculty.

Productivity

Unit Goal: Improve BT's productivity to reach 16.00 minimally by 2025.
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
- Stewardship - Objective 3: X

Action Plans	Action Plan Update
Action Plan Status: Active **Action Plan:** Complete course sequencing plans for all programs **Action Plan Cycle:** 2022 - 2023, 2023 - 2024, 2024 - 2025	**Submission Date**: 01/12/2024 **Action Plan Update**: Five programs have their plans completed: WEBD, MULT, GISG, HOSP, CACM. FASH is currently in progress. **Update Year**: 2023 - 2024 **Action Plan Progress**: On Track
Action Plan Status: Active **Action Plan:** Develop and implement program marketing and outreach **Action Plan Cycle:** 2022 - 2023, 2023 - 2024, 2024 - 2025	**Submission Date**: 01/12/2024 **Action Plan Update**: This is happening through the Strong Workforce funding for the HOSP and ICT programs. **Update Year**: 2023 - 2024 **Action Plan Progress**: On Track
Action Plan Status: Active **Action Plan:** Develop a research agenda for BT to study throughput in sequenced courses. **Action Plan Cycle:** 2022 - 2023, 2023 - 2024, 2024 - 2025	**Submission Date**: 01/12/2024 **Action Plan Update**: This need is now part of the Career Education research agenda. The Region has provided a campus CTE researcher to address this agenda. ETA for this data is unknown. **Update Year**: 2023 - 2024 **Action Plan Progress**: On Track

Equity and Student Outcomes Gap Reductions

Unit Goal: Reduce BT's equity gaps for Latino/x and Black students by 2% by 2026. Reduce BT's student outcomes gaps in HyFlex and Hybrid courses by 2% by 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)

- Community - Objective 2: X
- Pathways and Partnerships - Objective 2: X

Action Plans	Action Plan Update
Action Plan Status: Active **Action Plan:** Expanding opportunity to diversify contract and adjunct faculty through recruitment to minority professional organizations. **Action Plan Cycle:** 2022 - 2023, 2023 - 2024, 2024 - 2025, 2025 - 2026	**Submission Date**: 01/12/2024 **Action Plan Update**: During the recruitment for the BUSE contract faculty position - the dean worked with HR to post the position with Latino/a and Black professional organizations in the business and real estate industries. **Update Year**: 2023 - 2024 **Action Plan Progress**: On Track
Action Plan Status: Active **Action Plan:** Develop training and mentoring processes for adjunct faculty. **Action Plan Cycle:** 2022 - 2023, 2023 - 2024, 2024 - 2025, 2025 - 2026	**Submission Date**: 01/12/2024 **Action Plan Update**: BT now pairs new adjunct faculty with a contract faculty member, and in some instances another seasoned adjunct, to provide semester long mentoring. In some cases the faculty co-teach a course, in others, they meet regularly and observe them to assist in developing their teaching pedagogy and also to help with faculty requirements such as census, grades, and flex. Adjuncts and contract faculty have indicated that they appreciate the level of support and involvement. **Update Year**: 2023 - 2024 **Action Plan Progress**: On Track
Action Plan Status: Active **Action Plan:** Implement identified technology needs, including Virtual Server, and HyFlex classrooms **Action Plan Cycle:** 2022 - 2023, 2023 - 2024, 2024 - 2025, 2025 - 2026	**Submission Date**: 01/12/2024 **Action Plan Update**: Technology improvements have been slow to implement due to lack of required knowledge and support by campus and District IT and lack of follow through by vendors. While they are trying to do their best, these improvements started over 3 years ago. The faculty perseverance is pushing these forward at a slow pace. The Dean's office is working with the managers of the areas to find ways to better support the project implementation. We have pulled in a faculty expert from CE on cloud platforms (virtual server) and the Campus Supervisor is being certified for the Azure platform (virtual server.) Campus IT will demo a HyFlex system in Spring 2024 in the BT building. **Update Year**: 2023 - 2024 **Action Plan Progress**: Barriers Encountered
Action Plan Status: Active **Action Plan:** Create study and collaboration spaces in the BT building for ICT and Business students. **Action Plan Cycle:** 2022 - 2023, 2023 - 2024, 2024 - 2025	**Submission Date**: 01/12/2024 **Action Plan Update**: Political barriers for approval for use of instructional space for instructional needs. The faculty may take this issue up at the Academic Senate. In the meantime, we are waiting for the Executive team to develop a process for instructional facilities needs requests. **Update Year**: 2023 - 2024 **Action Plan Progress**: Barriers Encountered

Action Plans	Action Plan Update

Resolve Facilities Issues

Unit Goal: Develop a plan to address the numerous facilities issues in BT and resolved 50% of the items by the end of 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)
  • Stewardship - Objective 4: X

Action Plans	Action Plan Update
Action Plan Status: Active **Action Plan:** Obtain funding to address facilities needs in BT **Action Plan Cycle:** 2022 - 2023, 2023 - 2024, 2024 - 2025	**Submission Date**: 01/12/2024 **Action Plan Update**: The Dean met with the Director of Events and Operations to develop plan to address the various facilities issues. The VPI provided funding for some of the electrical and data upgrades to improve instructional classroom functionalities. Some work orders have been completed at no cost. A plan for effective classroom utilization to meet the instructional needs is partly in place. There are some barriers in community and meeting storage needs. The building's HVAC and electrical issues are still unresolved, but documented. **Update Year**: 2023 - 2024 **Action Plan Progress**: On Track
Action Plan Status: Active **Action Plan:** Realign BT's GFU budget to assist with smaller facilities and equipment needs. **Action Plan Cycle:** 2022 - 2023, 2023 - 2024, 2024 - 2025	**Submission Date**: 01/12/2024 **Action Plan Update**: The GF budget review and discussions with the Chairs, Vice President, and Director of Business Services has produced a plan for GF realignment for 24-25. **Update Year**: 2023 - 2024 **Action Plan Progress**: On Track

Revise Service Outcomes and Action Plans

Unit Goal: Revise service outcomes and action plans for the Dean's office to reflect the current support needs of BT by the end of 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
- Community - Objective 4: X
- Scholarship - Objective 2: X

Action Plans	Action Plan Update
Action Plan Status: Active **Action Plan:** Improve communication practices and office procedures within BT **Action Plan Cycle:** 2022 - 2023, 2023 - 2024, 2024 - 2025	**Submission Date**: 01/12/2024 **Action Plan Update**: In discussions with contract faculty, it was decided to utilize Canvas as the main communication and information hub for the school. Announcements, deadlines, documents and forms can now be found in the BT Canvas Shell. Teams is utilized for course schedule development, hiring committees and meetings. There are positive responses to these changes and we continue to make improvements on them. **Update Year**: 2023 - 2024 **Action Plan Progress**: On Track

Program Review

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

Leadership - Dean, Exercise Science, Health Education and Athletics Office

Summary and Reflection

<div style="background:#0a5c5c;color:white;text-align:center">2022 - 2026</div>

Executive Summary

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

Challenges:
The past few years have been a bit trying in terms of student retentin and enrollment, especially since COVID. It seems as though a lot more students are taking online classes at a higher rate and we are noticing less and less students on campus at Mesa. Because of the nature of our programs, we thrive with on campus involvement and this downward trend in on campus course taking patterns has had a real impact on our programs.

Budget challenges have been constant and continue to this day. The national rate of inflation is pushing prices up at a higher rate than our budgets can keep up with, making our dollars worth less and less each year. This was extremely problematic in the area of transportation.

Support personnel are also needed in our area. The following positions/ functions would help our school meet our goals and objectives:
- A 3rd full-time athletic trainer
- Sports Information Specialist
- Equipment attendant
- FT Coaches
- 2nd Athletics Grounds Keeper
- 2nd Athletics Counselor
- Permanent Athletic Retention Technicians

Successes:
- Hired FT EXSC, Men's Basketball coach
- Hired FT EXSC, Softball coach
- Launch of our Aquatics Certificate
- Launch of our Health and Wellness Coaching Certificate
- Opening of the OZone student-athlete study space
- Over $2.4 million in student-athlete scholarships to transfer institutions
- Dance had two more successful semesters of concerts in the on-campus theater
- New bleachers in the gymnasium-this project also included bathroom upgrades and path of travel improvements to meet ADA standards
- 1st Annual Olympian Olympics

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 Health and Wellness Coaching certificate is up and running. We are looking forward to further expansion of the program through internship opportunities for our students.

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

Our Atheletic Retention Technicians (ARTs) have done an amazing job of engaging with our student-athletes and helping them along their academic journey at Mesa. Additionally, ARTs are staffing our new OZone (student-athlete study area) when they are further deepening their relationships and availability for student-athletes across the program.

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

Reviewed & Accurate

Summary and Reflection
Related Documents for Charts and Graphs

Executive Summary Complete

Yes

Data Reflection

Trends observed in program/service area's data.

Enrollment Trends:
Dance: Since COVID, our enrollments in dance have steadily increased. 20/21 had enrollments of 487, 21/22 had 488 enrollments, and 22/23 has had 585

EXSC: Since COVID, our enrollments in exercise science have steadily increased. 20/21 had enrollments of 3496 , 21/22 had 4581 enrollments, and 22/23 has had 5539

HEAL: Since COVID, our enrollments in health education have varied, but overall increased. 20/21 had enrollments of 1656, 21/22 had 1619 enrollments, and 22/23 has had 1933.

Athletics participation has also increased from approximately 450 student-athletes to over 600 student-athletes engaging in our 19 intercollegiate athletics programs. This is great news, as most of the state experienced significant retraction of participation in their athletics programs, especially on the women's teams.

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

Of our 608 student-athletes that responded, the ethnicity breakdown for athletics is as follows:
African American- 75 (12%)
Asian- 11(2%)
Filipino- 9 (1%)
Latinx- 230 (38%)
Multi-Ethnicity- 71(12%)
Native American- 3 (<1%)
Pacific Islander- 6 (1%)
Unknown- 24 (4%)
White- 179 (29%)

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.

Our Athletic Retention Technicians have made a HUGE impact on our ability to retain our student-athletes.

Our Dance faculty have made efforts to build community and relationships, keeping dance enrollments on a

Summary and Reflection

steady incline.

Our Exercise Science faculty have reimagined the ways that EXSC content can be delivered to students... online, hybrid, etc. Resulting in new and exciting courses and modalities for our students to enjoy.

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

AB 928 will most definitely have a lasting impact on our course offerings, but we are working closely with our state-wide leadership teams (two of which members of our department serve on or are actively engaged) to get ahead of the issue and to be proactive with potential solutions.

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?

Equity-Centered Professional Development

Unit Goal: Provide equity-centered professional development for all faculty and staff.
Goal Status: 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
- Scholarship - Objective 1: X
- Scholarship - Objective 2: X
- Scholarship - Objective 4: X

Action Plans	Action Plan Update
Action Plan Status: Active **Action Plan:** Goal 1 Action List 1. Change the format of our school and department meetings to include more opportunities for professional development and growth 2. Continue to support our faculty in their pursuit for knowledge of best practices and professional growth opportunities. **Action Plan Cycle:** 2022 - 2023, 2023 - 2024, 2024 - 2025	

Increase Transfer/Completion Rates

Unit Goal: Increase the rate at which our student-athletes complete/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 2: X
- Completion - Objective 1: X
- Completion - Objective 3: X

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

Action Plans	Action Plan Update
Action Plan Status: Active **Action Plan:** Goal 2 Action List 1. Continue to expand on the Coaches' Corner model that was introduced in this academic year (learning from one another) 2. Increase the knowledge of, and access to, transfer advice and planning. This includes educational planning as well as relationships with transfer institutions. **Action Plan Cycle:** 2022 - 2023, 2023 - 2024, 2024 - 2025	

Expand Dance Program Partnerships

Unit Goal: Expand partnerships with high school and university dance programs in Southern California to establish a true pipeline for our dance 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
- 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 Plans	Action Plan Update
Action Plan: Goal 3 Action List 1. Continue outreach to our San Diego area high school dance programs in an attempt to create and cultivate lasting relationships that are mutually beneficial for the feeder high school and Mesa Dance. 2. Continue to support opportunities to share the great work that is done in our dance department. (Tabling at fairs, outreach events, etc.) **Action Plan Cycle:** 2022 - 2023, 2023 - 2024, 2024 - 2025	

Program Review

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

Leadership - Dean, Health Sciences and Public Service Office

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.

Successes:
Many of the programs in allied health boast high retention rates and job placements in field of study. The healthcare field overall has steady growth of upwards of 15% for careers that pay a livable wage. Some highlights:
• MEDA student success rates increased over the past year from 87% to 94% in 2021-2022
• Integrated technology to improve student learning and develop critical thinking necessary for employment in a healthcare setting (PhysioU, ICE Videos, electronic documentation).
• Positive 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.
• DENA has gone low-cost or no-costs for textbooks
• Opening of the Health and Wellness Community Clinic
• Increased AS degrees from 131 to 173 year over year
• Increased BS degrees from 28 to 34 year over year

Challenges:
Tina Recalde, who previously served as the Dean of HSPS, has relocated to a different role, creating a vacancy for both a new Dean and an acting Dean. The full-time position is currently open and needs to be filled.

With a focus on cohort-based retention, programs should aim to enroll more students than needed, anticipating that some attrition will occur over time.

Our accrediting body has identified specific facility improvements that must be made to maintain the program's good standing.

Additional resources are needed to expand the hours of operation for the Health and Wellness clinic.

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.

- Community Clinic for dental has given the students and the neighboring community the opportunity for no cost dental services that included full mouth X-rays, coronal polishing, pit and fissure sealants. For both PTA we have been able to assist both students and underinsured members of the community.
- Added RADT 70 (orientation to Xray Equipment) prior to starting rotations
- May 2020 Vet tech program became AVMA accredited
- Healthcare 401 upper division comm class added to HIMS
- NUTR piloted 4 week courses for 150 and 153 with positive reults (2022-2023). Classes average a fill rate of 98-100%, 84% pass rate (compared to a 75% pass rate for 8 week classes) and 90% retention.

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

- Fall 2022 VTAH hired a FT faculty for the program, this will help us make needed curriculum updates in 23-24
- No director for NDTE, currently only adjunct faculty are teaching in the program
- Increased staffing and support in the community clinic (this will also allow us to expand DENA and PTA program), we need additional student hours to reduce time in clinical rotations

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.

In terms of labor market analysis, healthcare is projected to add more jobs than any other industry between 2019 and 2029. Specifically, healthcare will add roughly 2.4 million new jobs during this period, representing a 15% increase in employment. Many of the programs in allied health boast high retention rates and job placements in field of study (of 100%). The majority of Mesa's allied health programs, upon graduation, offer a livable wage in the career trained for.

Overall awards for HSPS have increased by 42% year over year, primarily in our AS awards.

Figure 1 Link: https://platform.nuventive.com/viewDocument/xXUdX1P98VXd/Figure 1. Awards by Academic Year.docx

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

Our students have to deal with financial instability to achieve financial stability. This directly impacts students academically.
We still have equity gaps in many of our programs though we are working to reduce them. The 2 largest being underrepresented students in the 18-24 range (-28.6%) and males (-22.90%). Individual programs are also making an effort to close equity gaps. In Nutrition, the equity gap for African American students in spring 2021 was negative 12% and 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%. 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%.

Figure 2 Link: https://platform.nuventive.com/viewDocument/LDhWvDOTd37Y/Figure 2. Awards Dashboard Image.docx

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

N/A

Related Documents for Charts and Graphs

Figure 1. Awards by Academic Year.docx
Figure 2. Awards Dashboard Image.docx

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.

Faculty taking advantage of MOST cohorts and coaching to close equity gaps for online courses through course redesign. Two faculty will be part of the humanize community of practice in the summer and be reporting back in our HSPS leadership meetings for further actionable ideas for the group.
 - Nutrition re-design to shorter stackable courses. The model should be reviewed to determine if we could utilize the design in other programs throughout HSPS.

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

- There are several legislative changes occurring in Child development that will impact curriculum design with CAP 8 and Universal TK. Alignment will allow students to have more access and shorten the time necessary to receive certification and/or their AA.
- Students continue to prefer online classes in may areas regardless of other pedagogical approaches they may benefit from. When City and Miramar are offering the same class online, it is hard for us not to do the same.

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?

Dual Enrollment/Transfer Pipeline

Unit Goal: Creating CCAP and partnership agreements with 3 – 5 new schools in the San Diego County to support our dual enrollment/transfer pipeline.
Goal Status: 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:** Goal 1: Creating CCAP and partnership agreements with 3 – 5 new schools in the San Diego County to support our noncredit/ dual enrollment/transfer pipeline. Actions: 1. Work with NUTR on articulation to SDSU for transfer students in the major (transfer pathway). 2. Work with faculty to develop 3-5 articulation/CCAP agreements for appropriate pathways. 3. Speak at 1-2 engagements focused on building these relationships. 4. Continue to build partnerships with noncredit through NCAL a. Host district wide health discipline meeting b. Participate in child development district discipline meeting 5. Collaborate with area discipline deans on scheduling practices for our areas to see how we can streamline offerings and build a more comprehensive schedule district wide. Areas to resolve: a. Child Development b. Nutrition	

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

HSPS Equity Audit

Unit Goal: HSPS Equity Audit; collaborative effort between all programs that will help us examine our policies, procedures and practices to identify any potential biases, barrier that may disproportionately impact certain 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 1: X
- Scholarship - Objective 2: X

Action Plans	Action Plan Update
Action Plan Status: Active **Action Plan:** Goal 2: HSPS Equity Audit; collaborative effort between all programs that will help us examine our policies, procedures and practices to identify any potential biases, barrier that may disproportionately impact certain groups. Actions: 1. Host meeting to work with faculty on reviewing and equitizing syallbi for fall. 2. Implement monthly open meetings with faculty to continue and expand on these discussions. 3. Monthly engagement of faculty in conversations surrounding our practices and policies. 4. Take findings from audit and turn into actionable list for programs to implement. **Action Plan Cycle:** 2022 - 2023, 2023 - 2024, 2024 - 2025, 2025 - 2026	

Increase Efficiencies within Deans' Office

Unit Goal: Develop internal processes to increase efficiencies within Deans' office, especially the utilization of teams.
Goal Status: 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 2: X

Action Plans	Action Plan Update
Action Plan Status: Active **Action Plan:** Goal 3: Develop internal processes to increase efficiencies within Deans' office, especially the utilization of teams. Actions: 1. Move and recreate items that can be electronic to teams (forms, etc). 2. Encourage the use of teams over email whenever possible. 3. Deans office will cross train individuals and develop tools that will increase efficiencies for team. **Action Plan Cycle:** 2022 - 2023, 2023 - 2024, 2024 - 2025, 2025 - 2026	

Expand the Health and Wellness Community Clinic

Unit Goal: Expand the Health and Wellness Community Clinic to both increase the number of patient and the number of students.
Goal Status: Active
Beginning Year: 2022 - 2023
Projected Completion Year: 2023 - 2024, 2024 - 2025, 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 Plans	Action Plan Update
Action Plan: Goal 4: Expand the Health and Wellness Community Clinic to both increase the number of patients and the number of students. Actions: 1. Find alternative funding opportunities for both staffing and development of clinic. 2. Collaborate with Mesa's health center and faculty for additional potential pathways offered in clinic. 3. Work with key stakeholders to develop plan for building/program that would increase capacity for both community and students. **Action Plan Cycle:** 2022 - 2023, 2023 - 2024, 2024 - 2025, 2025 - 2026	

Allied Health Application Admission Process

Unit Goal: Review and make recommendations to update application and admission process for allied health to increase student retention and impact.
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 2: X
- Completion - Objective 3: X
- Scholarship - Objective 3: X

Program Review

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

Leadership - Dean, Humanities Office

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.

COVID: I am certain all departments at Mesa (& for that matter all industries around the world) have tried to respond to COVID the best way possible. For the School of Humanities this has primarily meant offering a class schedule that meets the needs of our students. Since the last comprehensive program review, we experienced a total change of modalities for our courses going from in-person to all remote classes during spring of 2020. After that semester several disciplines transitioned to some in-person classes to all disciplines offering in-person classes. As we know, the journey to get to pre COVID offerings has not been easy and we still are lagging behind especially with our in-person classes.

Our fill rates for each discipline plus the school total is as follows

FILL RATES- SPRING 2023:

COMS: 71%

ELAC: 31%

ENGL: 88%

HUMA: 70%

JOUR: 74%

SOH Total: 80%

A few items to mention in regards to student enrollment in the SOH classes. First, it seems like in-person classes might be making a come back….don't want to get overly excited but there are some promising enrollment numbers for our summer and fall 2023 courses. Not reflected in the data above is summer 23 registration which began just a few weeks ago. Our English 101 in-person class was one of the first to fill. I don't see getting back to pre-pandemic modalities as I think there is a significant number of students who discovered asynchronous teaching and want to stick with that modality.

A second challenge has been our enrollment in our ELAC program. Details of this can be found below.

UPDATE: 2023-24

Since the School of Humanities' last program review there are a few items that I would label as a success and also a challenge. We continue to try to find the sweet spot for in-person and asynchronous classes when building a student-centered schedule. We have scheduled approximately 65% in-person and 35% online (asynchronous, remote, hybrid). As of the end of November, our spring 2024 term numbers look good. In-person classes continue to strengthen in numbers compared to two years ago or even last year.

One challenge related to staffing has been to find adjunct faculty willing to teach in-person classes. Once the pandemic hit our enrollment took a deep dive, which created much fewer opportunities for adjunct faculty to teach classes. Each semester, we hoped numbers would increase and we could again offer adjunct faculty classes. Fast forward to fall 2023. Our numbers have increased and we have finally reaching a stable climate. Unfortunately, many adjunct faculty moved on and found other employment or moved out of the area. This semester we could have offered several more English and Communication Studies classes but unfortunately, we were unable to find faculty.

Although I would identify the above teacher shortage as a challenge the good news is our numbers are up in the School of Humanities, which means our productivity numbers are also up. While the School of Humanities will never have high productivity numbers due to the caps for English composition classes, we are trending upwards, which is obviously good for our college and district's financial stability.

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.

Probably the largest curricular change in the SOH is the lack of students enrolling in our ELAC courses. This has been a tough situation for ELAC not only at Mesa but statewide. Several variables affected enrollment in ELAC coursework. First and possibly foremost, was the implementation of AB705 and AB1705. As students

Summary and Reflection

can enroll directly in college-level English 101 or 105 students may not think they need second language acquisition classes. What this has meant at Mesa is extremely low enrollment in all sections of ELAC 15, 23, 25, 33, 35 and 145. For the past few years we have combined levels to avoid canceling a class; however, the enrollment continues to decline. We had to cancel the ELAC 35 and 145 class as zero students enrolled in 35 and only three students in 145. The faculty have held numerous meetings to determine the best course of action. Sadly, the decision was made to only offer ELAC 145 for the next academic year. The reasoning behind this is the course is easier to promote as it transfers as elective units to four-year schools.

A second curricular change is within the English discipline due to requirements associated with AB1705. The English discipline made an important change several years ago related to co-requisites and basic skills courses. As of one year ago, we no longer offer any course below ENGL 101 with the exception of the co-requisite class of ENGL 101/31. There is more details to follow-up on with AB1705 but we have faculty who recognize the importance of having students complete English 101 class during their first year of college and have overwhelmingly supported this change in education philosophies.

UPDATE 2023-24

We have continued with the decision to only offer ELAC 145 in our ELAC program. Some good news is that this semester the class enrolled over cap. The course is on the schedule for spring 24 and Donna Duchow is scheduled to teach the class. She has reached out to CE and meeting with some higher level classes.
At this point no updates on AB1705 in regards to English.

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.

Related Documents for Charts and Graphs

Executive Summary Complete

Yes

Data Reflection

Trends observed in program/service area's data.

Prior to the start of the semester, I created and shared documents with my chairs that include term comparison data from our Mesa Dashboards. The data reported was from 19/20 through to 22/23. I included FTES, FTEF, Capacity, Enrollment, Fill Rate, Productivity and number of sections. A couple of noteworthy points:
1. In the English discipline from summer 2019 to summer 22 we have gone from 54 sections to 37. Reviewing enrollments (as of May 4, 2023) over half of our classes are completely full in English. Keeping an eye on the enrollments in case we need to open up a few additional sections.
2. Looking at spring semester data for English we have declined by 10 sections from spring 2020 to spring 2023.
3. In the Communication Studies discipline term data indicates that we have been pretty consistent with number of sections for all terms with the exception of spring. During spring 2020 we offered 80 sections and spring 2023 we have gone down to 70 sections. In addition, our productivity has lowered significantly in Communication Studies from 15.10 (spring 2020) to 13.81 (spring 2023).

Summary and Reflection

UPDATE 2023-24
Although the School of Humanities will never be as productivity as other schools on campus we have been increasing those numbers. Our productivity duirng fall 21 was 12.08, fall 22 it increased to 12.59 and this semester we have a 12.94 productivity rate. Fill rates have also increased - fall 21 87%, fall 22 88% and fall 23 we are at 93%.

Our best year for productivity and fill rates would be the most current terms. Of course, we are uncertain how our spring semester data will look but I am optimistic that those numbers will also exceed spring 23.

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

All of the disciplines housed within the School of Humanities have reported on their equity gaps in their program review report. To support disciplines working to narrow these equity gaps, we have created the School of Humanities, Call to Action. Our specific focus was to work on the equity gaps for Black/African American and Hispanic students in both retention and success.
One of our goals for the School of Humanities office is as follows:

The School of Humanities will promote and environment that is encouraging of equity-based discussion and practices in our office, our classrooms and in general practice.

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

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

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

N/A

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?

Equity-Based Discussion and Practices

Unit Goal: The SOH will promote an environment that is encouraging of equity-based discussion and practices in our office, our classrooms and in general practice.
Goal Status: 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: The SOH will promote and environment that is encouraging of equity-based discussion and practices in our office, our classrooms and in general practice. Action: Continue the School of Humanities Call to Action program during 2023-24. Action: Encourage faculty presentations in the school meetings that focus on equity-minded practices. UPDATE 2023-24 For the past two years, the SOH has implemented a Call to Action that asks faculty to respond to equity gaps by taking a look at their classroom practices. The Call to Action has been similar but included differences each semester we have offered it. This semester, faculty were presented with approximately 8 classroom practices that could make a difference. Faculty were asked to choose a few or several practices and incorporate them into their teaching. Mid-semester and at the end of the semester the participating faculty were required to complete a survey that asked for feedback when integrating these practices into their classroom. Data from this survey will be included in next year's program review. **Action Plan Cycle:** 2022 - 2023, 2023 - 2024, 2024 - 2025	

Student-Centered Class Schedule

Unit Goal: The SOH will seek continuous improvement in building a student-centered class schedule.
Goal Status: 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

Action Plans	Action Plan Update
Action Plan Status: Active **Action Plan:** Goal 2 The SOH will seek continuous improvement in building a student-centered class schedule. Action: Collaborate with chairs about class schedule, specifically focused on modality, days/times, degree requirements. Action: Solicit feedback from other departments, such as counseling to ensure we are offering classes that benefit students the greatest. Action: Continuous improvement. Analyze student enrollment patterns beginning at the start of registration up to first day of classes **Action Plan Cycle:** 2022 - 2023, 2023 - 2024, 2024 - 2025	

Classroom Experince Solutions

Unit Goal: The SOH will create a professional environment that responds and looks for solutions to faculty concerns regarding the classroom experience.
Goal Status: 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: Goal 3 The SOH will create a professional environment that responds and looks for solutions to faculty concerns regarding the classroom experience. Action: A survey is sent out annually specifically asking for feedback from SOH faculty on how our office might respond differently to issues in the classroom. **Action Plan Cycle:** 2022 - 2023, 2023 - 2024, 2024 - 2025	

Program Review

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

Leadership - Dean, Learning Resources and Academic Support

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.

In the Mesa 2030 report, Students identified the LRC in their Campus Experience as their favorite place to study due to the proximity of resources, friendly staff and the variety of spaces that offer individual study areas as well as collaboration spaces. The staff in the LRC is proud of this distinction and use it as motivation to continue to strive better serve students.

The School of Learning Resources and Academic Support identified several areas of accomplishment since the physical building reopened as students returned to in person study:
- A return to some sense of normalcy
- Adapting to the changed needs for space, support, and ways in which they are accessed for students, employees, and community.
- Adaptability and flexibility of staff in serving students as they utilize space differently than they did previously
- Quick adaption, development and delivery of services to online modes, resulting in increased access
- Collaboration among staff from different service areas and departments
- Development of quality services both in-person and online, synchronously and asynchronously
- Transforming spaces for students to eat, study, collaborate, interact, rest, play
- Overall philosophy of "being kind to self and those we serve"
- Improvement to access and overall availability of resources in library collection
- Development and delivery of online faculty evaluation system
- Providing spaces for part-time instructors to hold office hours and teach online classes
Some of the persisting challenges faced include:
- Insufficient staffing to maintain adequate service hours
- Increased workload for staff
- (12 staff left, retired, passed away over the past 5 years, though beginning in fall 2022 hiring has commenced)
New challenges:
- Keeping up with technology needs of students
- Maintaining an adequate supply of laptops, hotspots, and other items to meet student demand
- Meeting needs of students with the way in which they utilize spaces and services (more private study rooms and spaces needed)
-      Financial resources to maintain and expand programs in library studies, honors, tutoring, professional development and teacher education, among others

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.

Since the last comprehensive program review, the LRAS services were all adapted for online delivery. During the pandemic, all services were 100% online. Since returning to on campus delvery of services, the online services have remained to ensure access for all students. Laptops and hotspots for students have continued to be checked out through the library checkout system to ensure those who otherwise did not have access to resources and services online are able to do so remotely. In the Learning Opportunities for Transformation (LOFT), our professional learning program, remote synchronous and asynchronous offerings and programs have been created to support faculty and improve the quality of online learning at Mesa. Extended hours requests and new duties for current employees have increased the demands on current workforce and limit the ability to meet the needs of students.

Summary and Reflection

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

During the pandemic, HEERF and other funding was utilized to support students, faculty, and staff in accessing services, technology, materials, and professional learning. The funding helped to expand, physical library books and materials, as well as eBooks, LibGuides, streaming media resources, and databases available online. Online delivery of tutoring and professional learning that were implemented during the pandemic were retained and further developed to increase access and participation. As employees and more and more students have returned to campus, the services proved to still be in demand. Increased funding also supported the procurement of technology for check out to students. The LRC continues to expand the availability of this technology to meet the overall demand from students. Funding also allowed for the hiring of several NANCE in the absence of sufficient staffing to maintain services. The impact of the recent hiring of a new Library Services Instructional Support Supervisor, 2 tenure-track faculty – one in Teacher Education, and a second in Embedded Tutoring – as well two new Classified Professional hires – a Media Clerk, and an administrative Technician, has yet to be assessed. Funding to transform student spaces with new carpeting and a furniture refresh are in progress. More funding is needed to expand areas of demand including apprenticeship and ZTC 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.

Since March 2020, there have been over 1800 student laptop checkouts and around 70 hotspot checkouts. The more recent trend show between 200-236 steady laptop checkouts per semester and around 35 hotspot checkouts. Students continue to need technology to access their classes and do school work remotely. According to the Bureau of Labor Statistics, there has been a 1041% increase in textbook costs between 1977 and 2015, More and more faculty are taking OER/ZTC professional learning opportunities and utilizing what they have learned in their courses and programs. This trend has resulted in over $1 million in savings to students per year and over $4 million in savings to students since 2019. Presently, and the number increases each semester, students are able to complete 14 ZTC degrees and certificates across various disciplines. The number of students using LRC Space also continues to grow over the past few semesters – The total gate count of people using the LRC spaces and services was 34,835 for 2021-2022, or a daily average of 231 patrons, and 119,884 so far for 2022 – 2023, or roughly a 685 average patrons per day.
Evaluations – 219 total evaluations done electronically fall 2020 through spring 2023. Online student evaluations continue to produce few returns in completed evaluations. The Mesa Faculty Evaluation team is working with the District to improve the electronic evaluation process.
Professional Learning – 14 major programs/events with 100s of participants from faculty, classified professionals, supervisors, and administrators both online and in person. The addition of the Mesa Online Support Team has increased participation of faculty in aligning their courses with the CVC – OEI rubric. The New Classified Institute also began during the present year. With over 30 people per month attending their activities.
Tutoring had a high of over 99,233 hours of contact in 2018 – 2019. That number lowered drastically during the pandemic and is steadily growing from semester to semester with 23,377 total hours (both online and in person) from fall 2021 through fall 2022. The success trends for those utilizing tutoring in all ethnic groups is higher than the overall Mesa average.
In our Fall 2022 LRC Student Survey, 22% of all students indicated they had not heard of the LRC. That percentage decreased to 4% by the end of the semester. The in person utilization of the LRC spaces and

Summary and Reflection

services increased over the online usage over the term of the semester from 35.4% to 79.2%. The majority of students coming to the LRC had a frequency of from more than twice per week (42.1%), to 1 – 2 times per week (also 42.1%). The most used services/resources were study rooms, technology, and quiet study on the third floor with most indicating they were satisfied or very satisfied with the services. Students expressed that they enjoyed using the quiet study areas, that they feel cared for, and that the staff are all really helpful and kind. Areas for growth based on their comments include the need for more study space, moveable tables and chairs in study spaces, better furniture and whiteboards, and to open the café again. Several also asked for expanded service hours. Online students also predominately use the services at least 1 to 2 times or more per week. All of these students expressed being satisfied or very satisfied with the services.

A new student survey is currently in process to gather information on student perspectives and uses of spaces. Foot traffic counters have also been recently installed and data from those improvements are yet to be determined but should help with service hours and services offered.

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

A few of our service area have a solid data collection and analysis system that is able to show the positive impact on decreasing equity gaps. Other services are working to create research agendas to better discern their impact. We have not previously asked for demographic information for our LRC student study and are considering this for future surveys.

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

During two leadership meetings and a school meeting, the school employees reflected on the colleges theme of "Shining a Light on Equity" and identified areas in which light could and should be shined on the School of Learning Resources and Academic Support. Four areas of action were identified for focus in 2022-2023 to better serve patrons:
- Space Utilization
- Website improvement
- Communication, including signage and marketing
- Hiring and Onboarding

The Leadership team and staff also reviewed survey results of students that was deployed across all Canvas courses, flyers utilizing QR codes for access, and Posters with QR codes throughout the LRC. The first survey received well over 800 responses and the second a disappointing 25. The discussion of the data collected helped to gauge student knowledge and usage (both in-person and online) of the LRC and its services and frequency of use, opportunities for better serving students, reflection on the quality of the questions and how to improve them to gain the quality of information that is being sought, satisfaction of services provided, recommendations for services and equipment needed to support, and desired hours of service.

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 School of LRAS office is focused on supporting the many student support services that are housed within the school. There is also a concerted effort to make our spaces welcome and inviting. Each of the service areas produce their own program reviews with an analysis of the data and the impact that their practices have on identified equity gaps. The hiring of an Equity and Engagement and an OER Librarian were intentional to focus on being in spaces that our minoritized students are and to remove the barrier of textbook and materials costs that often impede their enrollment in and/or completion of their educational programs. Likewise, the expansion of the number of databases and eBooks to support students and faculty also supports the effort to

Summary and Reflection

provide increased access and eliminate gaps.

The Mesa Tutoring and Computing Centers (MT2C) engaged in a research agenda that has continued to eliminate equity gaps for disproportionately impacted students.

Expansion of professional development opportunities for employees and expansion of MOST has allowed for more focused-sessions on DEIA and CTE programs that look to address gaps for special populations.

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

As mentioned previously, alternate funding sources have been used to augment our services and collection. We have just begun to hire more faculty, supervisor, and classified positions and their impact will be gauged as we move forward. The addition and continuation of online services have also impacted the way we serve students and employees and maintain access to support and materials. This too will be assessed as to the impact on equity gaps in future data collection and review.

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

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

Yes

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

Yes

Space Utilization and Resource Access

Unit Goal: Space Utilization and Resource Access - LRAS infrastructure will continue to provide resources and transform and create welcoming services and spaces to meet the needs of students, faculty, staff, 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)
- Community - Objective 2: X
- Completion - Objective 4: X

Action Plans	Action Plan Update
Action Plan Status: Active **Action Plan:** Goal 1 Action List 1. Continue to deploy student survey on utilization of LRC resources, services, spaces, and feedback on quality of same each fall and spring. Ask for student thoughts on environment, culture, and what can be done to develop and improve. 2. Spring 2023 – carpeting on first second, third, and fourth floors. Transformation of LRC fourth floor to create more collaborative study spaces and private study rooms. and summer 2023 – Furniture refresh for 3rd floor and fourth floor landing and LRC room 4000. Carpeting of stairs. **Action Plan Cycle:** 2022 - 2023, 2023 - 2024, 2024 - 2025	**Submission Date**: 11/21/2023 **Action Plan Update**: Surveys continue to be distributed to students about space usage and service needs. Carpet replacement needed on all floors not previously part of the refresh. 1st and 2nd floors need refresh of furniture and student-use items. **Update Year**: 2023 - 2024 **Action Plan Progress**: Barriers Encountered

Promote Equity

Unit Goal: Promote equity and encourage an environment of equity-based decision making in our office, our learning spaces throughout the LRC, and in general practice.
Goal Status: 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
- 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:** Goal 2 Action List 1. Continue to secure funding for innovative and equity focused professional learning programs such as Faculty Inquiry Groups, Mesa Online Support Team, ClassiCon, New Faculty and New Classified Institutes. 2. Hire Instruction Librarian to develop informational literacy program. Continue to support funding for Online Electronic Resource (OER) team to research and provide materials to instructors and their students toward the creation of more Zero Textbook Cost classes, degrees and certificates. Expand embedded, on the floor, and online tutoring which has proved to reduce equity gaps as well as continue to build and strengthen Tutor to Teacher pipeline through Hoover and other high schools. 3. Work with Basic Needs and Facilities and Maintenance to open The Stand satellite site, lactation room, and parenting room in Café on first floor of LRC. **Action Plan Cycle:** 2022 - 2023, 2023 - 2024, 2024 - 2025	**Submission Date**: 11/21/2023 **Action Plan Update**: Need to provide more funding for apprenticeship efforts as well as ZTC program and grant management. Need to reorganize LRC employee duties to have more efficiency in completing tasks for program betterment. Need more staffing for service desk to assist students. Need to improve connections to CTE through Strong Workforce, WBL and other initiatives with professional development, OER, and teacher education. **Update Year**: 2023 - 2024 **Action Plan Progress**: Barriers Encountered

Up-to-date Computer Equipment and Other Technology

Unit Goal: The LRAS will maintain up-to-date computer equipment and other technology within the LRC and for student checkout/employee use to ensure smooth operation of services and maintain access to online services, classes, training, and resources.
Goal Status: 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 4: X
- Scholarship - Objective 1: X
- Scholarship - Objective 5: X

Action Plans	Action Plan Update
Action Plan Status: Active **Action Plan:** Goal 3 Action List 1. Work with Campus Technology Services to procure and maintain sufficient inventory of laptops, hotspots, and other technology to check out to all students who are in need. 2. Continue to increase staffing to support more open hours in the LRC to support student need of study space, Internet, and support services. Increase available online resources and ebooks to support student success. **Action Plan Cycle:** 2022 - 2023, 2023 - 2024, 2024 - 2025	**Submission Date**: 11/21/2023 **Action Plan Update**: Hotspots and laptop needs have increased and we currently do not have enough to meet student needs. Need investment in more technology to better serve students. Need new multifunctional printers in circulation desk and LRC 124 for employee printing needs that go beyond LRC use. Will need commitment from technology areas on campus and other grant resources to meet these needs. New potential classified contract terms might impede the ability to maintain current staffing hours at the library and may even lead to a reduction in service hours. Need more staffing options in order to maintain or increase availability for student requirements. **Update Year**: 2023 - 2024 **Action Plan Progress**: Barriers Encountered

Program Review

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

Leadership - Dean, Math and Sciences Office

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.

There have been two large challenges: COVID-19 and multiple changes in leadership at the Dean level. As a result, this has impacted the what, how, and when employees come to the office.

Examples include:
• Policies & Expectations: employees, especially those hired within the last 3-4 years, are not familiar with what they are to report (example: leaves), nor who they are to report to (some email only department chairs and not the Dean when reporting leaves). Many things became more "flexible" during the pandemic, coupled with several changes in leadership (4 Deans, including myself since 2020) without clear nor consistent communication, if at all, to employees.
• Modalities: All classes were converted to remote/web starting in Spring 2020, and while many (especially lab-based) have transitioned back to face-to-face, many remain as some form of online/hybrid. This has brought challenges, questions, and changes all around. There are faculty members that have never set foot in the Dean's office, nor have had any interaction with us. This has also resulted in lowered attendance at school meetings and less involvement/service overall to the college.
• Service (of the office): Before the pandemic one of the largest functions of the office was to help students, including the petition process. Since that process has transitioned to JIRA (online) there are significantly fewer students seeking help. The switch to online modality and the difficult transition for many back to face-to-face courses also plays a role.
• Overall community: Community and individuals' interactions with each other has suffered. Some faculty have left over the last three years, where others have joined (or joined right before the start of the pandemic). Dean leadership changes have left employees feeling disjointed and apprehensive, a lack of consistency has affected trust and community. Many employees do not visit the office, further adding to the disconnect. All this coupled with the pandemic and state legislature (AB705/1705) has made it ever so apparent that rebuilding trust and community is crucial.

Two main areas of success are resilience and enrollment.

While we could say that enrollment has also been a challenge (adding "less classes, less students, less faculty" to all of the factors listed above) the School still has healthy enrollment. Top majors at the College continue to be Engineering and Biology (Allied Health). Throughout the remote teaching timeline of the COVID-19 pandemic we continued to offer classes for students: Chemistry labs were the first to be held on campus and Biology followed shortly after. Additionally, we continued to offer several courses, like Microbiology, that many nearby colleges did not. As a result, the School played a vital role in the "reopening" of Mesa College with safety our main priority. There has been a reduction in sections/courses over the last several years with some courses affected more than others, but we haven't experienced major struggles, and have started to see our enrollment trends back towards the positive.

Resilience. Our employees are tired- affected by multiple factors over the last several years, a pandemic (which resulted in continual educational challenges like modality changes, academic integrity, impact to students (life, retention, motivation, health, academic success), all while, as individuals, we were living through a pandemic filled with uncertainty as well as physical & mental health concerns, from isolation and a lack of community. District changes, campus changes and climate upon returning (as well as during remote instruction), multiple changes in leadership at the School level, and curriculum concerns (articulation concerns over online modality, state legislation) also have had an impact. I'm proud that we are still here, with employees that dedicate their time and energy to students.

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.

While many lab-based science courses have returned to face-to-face instruction since the COVID-19 pandemic (and many chemistry and biology classes were the first to return at the campus) there are still multiple courses that have maintained an online modality.

Math courses have had a slower return to on campus. A decline in enrollment was exacerbated by the pandemic and several disciplines and programs have not fully recovered- there was also a loss of instructors who retired or left during this time. Further AB705, has exacerbated enrollment with the elimination of many courses and this will continue with the cessation of Math 92 and 96.

The overall impact includes:
• Less students and instructors on campus with many working and attending meetings remotely
• Less familiarity with campus policies and services (see above)
• Less community and connection

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

HEERF funds have been extremely valuable in the ability to maintain course offerings and hands-on lab instruction during the pandemic and aid in student success and retention since the return to the classroom. Lab equipment, lab supplies including those for student take-home kits, laptops, microscopes and access to field trips are a few examples of purchased made with this resources.

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

Related Documents for Charts and Graphs

Executive Summary Complete

Yes

Data Reflection

Trends observed in program/service area's data.

Enrollment has been declining since before the COVID-19 pandemic, yet has become more stable recently with higher fill rates observed, though the number of course offerings remain reduced. Fall 2020 had 491 sections, an enrollment of 11,132 students, and a fill rate of 69.6% where Spring 2023 had 371 sections, an enrollment of 9,593 students, and a fill rate of 82.2%. Interestingly enrollment was at the highest for Spring 21, with 11,524 students and then decreased in Fall 21 to 9,071 students, with a further drop in 22 (Spring 8,221 and fall 8,615). The myriad of effects to our student population including the pandemic and economy as well as access to learning resources, support services, course modalities, and student community play a large role in this.

An analysis of awards granted within the school has seen a couple changes of note. In the 2018-19 academic year, the top 5 awards within the School were 1. Biology: Allied Health (65), 2. Engineering (35), 3. Biology: Transfer (30), 4. Mathematics for Transfer (24), and 5. Physics (21). In the 2021-22 academic year, Biology: Allied Health remains #1 (75), #2 was Biology: Transfer (63), 3. Liberal Arts & Studies: Mathematics & Pre-engineering (29), and 4. Mathematics for Transfer (21). It is wonderful that there was an increase in the number of Biology awards, yet not so great that the number of Engineering awards went from 35 (and the 2nd highest) to only 9 (and not in the top 5 award categories)- also several of those awards were "replaced" with LAS- Pre-engineering awards. Further, Biology went from the 2nd highest academic plan in the college in 2018-19 *excluding the high amount of undecided/unreported* to #1 in 2021-22, while Engineering remained at #5.

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 was a reduction in the equity gap for both number of awards given to females (13.9% disproportionate gap in 2018-1 to 2.3% gap in 2021-22) and African American students (3.4% gap to 2.7% gap). It's important to note these gaps still remain. Additionally, there is still a significant equity gap for number of awards granted to Latinx students (5.7% in 2021-22).

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.

There are multiple initiatives currently in progress that are aimed at decreasing equity gaps, specifically in low-income and LatinX student populations, as well as increasing overall student success. These include:
• HSI E3 grant
• Peer mentoring: This has shown great success in our STEM major courses where students work with peers that have recently completed the course in active group work and discussion.
• Interdisciplinary Curriculum workgroup: Goals include: reducing overall units for students (engineering) and analysis of student "maps" and course sequencing between disciplines (faculty work to discuss what prerequisite material from one course/discipline is needed for subsequent courses/ disciplines and how to create an improved and seamless transition for students)
• Path to STEM success: Fall and Intersession orientation events for both new and current students includes industry panels, access to our STEM counselor, content workshops and refreshers with faculty and helpful campus information; Registration workshops held in mid-May where students could ask questions to faculty and counselors about courses/programs for Summer and Fall; Noche de la Familia: planned Summer orientation event for family members of STEM students to introduce them to STEM "culture" and provide access to resources and information and a space to ask questions.
• NSF grant
• Provides field experiences for students outside the classroom with an aim at increasing students' STEM identity. This includes a field trip in Biol210B Introduction to the Biological Sciences II and a summer 10-day field trip for students interested in geological sciences.
• I3 grant
• Faculty from Biology, Business and English worked together to develop a citizen science project for students; Students from any major were invited to apply and the first cohort started in Spring 2023. Students participated in a 10-week project that utilized multiple skillsets and perspectives as applicable to a "real-world" job scenario. The workshop culminated with student presentations.
• MESA program
• We will be receiving funds to start a MESA (Mathematics, Engineering, Science Achievement) program to support students majoring in calculus-based programs. The funding will support "academic excellence workshops" which are structured almost identical to our current Peer Mentoring program and extra support for mathematics courses due to AB1705. Students will also be placed in cohorts which will aid in increasing a sense of belonging and community as well as group support for their classes. A MESA center will also be an established physical space where students can go- not only for social and academic support, but have access to services like counseling, models and technology. The program will involve several departments across campus, including Student Services, Puente, Counseling, and Institutional Effectiveness.

Summary and Reflection

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

The COVID pandemic, and AB705/1705 have definitely impacted student success and equity.

The pandemic had a great impact on education, as not only were individuals suffering in this scary and unknown time (and many students to a greater effect in regards to job and housing insecurity), but also adjusting to a sudden switch in learning modality. While the faculty in the school provided online/remote classes for students (Mesa being the only college in the region for some lab-based courses) this modality had a disproportionate impact on some students, mainly underrepresented groups have been shown to have lower success rates without an in-person component. Further, in online courses faculty were concerned about academic integrity so may have implemented examination and assignment structures that also had a disproportionate effect on students. While laptops were provided to students, technology and internet access still remained a barrier. Finally, since the return to face-to-face courses, faculty have reported lower levels of preparedness in students – both in mathematics skills and content from an earlier course in a sequential course series (ex. Chem152 to Chem200).

AB705/1705: While the (hopefully) positive effects of this legislature are yet to be seen in mathematics (below transfer-level courses, Math 92 and 96 will no longer be offered starting Summer 2023) in terms of more equitable placement for students, there are many concerns on the impact to students moving forward, especially in the STEM programs. As described above, faculty are noticing lower level of math preparedness in science courses. As intermediate algebra (Math 96) was a prerequisite for biology and chemistry courses, thus faculty have concerns about the impact of the loss of these courses. Additionally, AB1705 will result in the (potential) loss of the transfer-level prerequisite courses, trigonometry and pre-calculus, for calculus courses for both non-STEM (mainly business) and STEM programs. The legislation is focused on questioning whether there is a beneficial impact of these courses on a student's overall success IN calculus, but fails to acknowledge the content in those courses is also necessary for science courses- ironic as the calculus course requirement (which the state is using as their foundational rationale for the legislation) is there for biology, chemistry, physics and engineering majors, not just math majors (and Biology and Engineering are the top majors at Mesa College).

Related Documents for Charts and Graphs

Practice Reflection Complete

Yes

Mid-Cycle Updates

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

Updates: to Challenges (Policies & Expectations and Community)In general, the challenges surrounding these areas has subsided. As leadership has now been consistent due to my presence in the role for 3 semesters, I have reinforced policies and have worked to create an empathetic and compassionate community. I communicate out policies and expectations at School meetings as well as in regular emails. I created a FAQ document that was distributed to all School employees based on the common questions and topics that my office receives. While I still spend a considerate amount of time emailing specific individuals in regards to leaves (either letting me know that they are or will be out, reporting the time using the correct code and/or the correct number of hours, etc) I have found that by asking them to correct the details before I approve, has at least put the responsibility on them in hopes of them doing it correctly the next time. Further, I always follow up with employees when they're out, for example, to ensure everything is OK and if there's any way I can help support. I hope this lets them know that I care and for them to reach out when the need, or if an issue, arises. Additionally, in terms of community, I have instilled monthly meetings with all the School ILTs and semester "check ins" per department (I do the same with Chairs, for reference). This has created space for them to feel valued and heard, for us to clarify processes, and for me to learn and understand the individual needs and challenges unique to each discipline. As a result, worker morale and communication has increased. While there are still isolated cases of concern, the increased communication and trust means I've been made aware

Summary and Reflection

of them to which I can now dedicate time and effort to resolving. Finally, overall community within the School has increased. People stop by the office to simply say hello, we have had multiple School celebrations ("potluck" style events), and there is more collective calmness and ease overall.

New challenges:
Over the last year, I'd also state that some consistent challenges have become more visible. These would be lab support staffing and acquiring resources. As for staffing, our labs are run by ILTs and supplemented in some cases by NANC employees. It has been difficult to find individuals to fill the NANCe positions and there is also high turnover. This is mainly due to the type of work and skill necessary coupled with the pay- as a result the individuals filling these positions tend to be students. This then results in more time to train them, working around their class schedules, and needing to find replacements when they graduate or transfer. This Fall in the Biology department two ILT employees went out on FMLA leave consecutively (and also overlapping dates). The reorganization of class preps amongst the ILTs in order to cover all courses led to some employees feeling overworked. While the department did hire two NANC employees, the time it takes to find someone interested in the position and the time to clear the HR process made it very difficult to meet the needs of the classes with the number of employees. I have been proactive in requesting "extra" Board approved NANCe positions to ensure when the need arises the departments can have support. Case in point, one of our Chemistry ILTs recently informed me of his retirement at the end of January- so we will now use that NANCe position to provide some extra support until a replacement is hired.

Further, it has not been easy to obtain replacement classroom supplies and equipment and employee office needs in a timely or effective manner. We experienced several fridges and freezes breaking in the microbiology department over the course of a month earlier this year, as well as routine supplies that wear out over time. As many scientific tools are over $200, and thus count as "equipment", it has been a struggle to obtain resources within the purchasing processes, and funding options, that exist. In addition, things like computers, chairs, and related tech for employees are not always provided in a timely manner once the employee begins work or when needs come up throughout the semester. As stated previously, the Block Grant and HEERF funds have been immensely helpful in acquiring new resources (and some replacements or upgrades necessary) they are not a sustainable revenue source at the College nor do all items needed qualify under the grant's criteria. It has also been a learning experience in understanding the different steps of the purchasing process and all the way to delivery and maintenance. While there has been progress in communication, we still have large specialized equipment that remains unusable due to oversights in the process. I will continue to work with ILTs and faculty to mitigate hurdles in the future.

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

No updates

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

Updates to MESA program:
The MESA Director, Robert Monroy, has been hired and has started as of December 8, 2023. The location for the MESA Center has been determined and furniture renovations are underway. There are plans to participate in Welcome Week and Intersession's Path to STEM Success events to recruit students.

"Human-First" Culture

Unit Goal: To provide a consistent, inclusive and safe "human-first" culture and environment that prioritizes (and reestablishes) community and team work.
Goal Status: 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
- Scholarship - Objective 2: X

Action Plans	Action Plan Update
Action Plan Status: Active **Action Plan:** Goal 1 Action List 1.　　I will continue to provide empathetic, consistent and effective communication. This includes updates to School, College and District policies and procedures, support for faculty in terms of academic and student service resources, professional learning opportunities, and events. 2.　　I will continue to offer a welcoming and inclusive environment, both conceptually and physically – that centers a "team" approach. This has been initiated so far in my position with social events for the School, acknowledgement of "Team Wins", and having meetings where employees can discuss ideas and concerns openly. **Action Plan Cycle:** 2022 - 2023, 2023 - 2024, 2024 - 2025, 2025 - 2026	**Submission Date**: 12/04/2023 **Action Plan Update**: In regards to #1: I have continued to lead a human-first community environment. I strive to ensure employees understand any personal or family needs "come first". For example, if an ILT informs me they are out sick, I contact their colleagues and department Chairs to first let them know and second to ensure the needs of the class can be met and if not I help make accommodations. Additionally, I forward important College emails on to all School employees- regarding items such as book requisitions, student opportunities and campus events. I usually include Toni Parsons and Brian Mackus in my communications as I consider the HSI grant an extension of the School and thus our collaboration and team work is essential. While there are still some areas that aren't as smooth as I'd have hoped -like the communication when a faculty member is out (this is mainly having faculty let me know when they're out and if applicable, the sub) things have vastly improved and are more consistent. I believe employees appreciate and value the communication. **Update Year**: 2023 - 2024 **Action Plan Progress**: On Track **Submission Date**: 12/04/2023

Action Plans	Action Plan Update
	Action Plan Update: In regards to #2: I am on track with this goal, and believe it is one of the most important shifts that has occurred in our School since the pandemic. Our School office is a place where people "stop by" either with questions, or to say "Hello". This open communication is essential as while it's enjoyable in the happy and good moments it also fosters trust so that people bring forth questions or concerns. And people have let me know of the issues. I consider that a "win" from my perspective- as now I can help guide employees if there are interpersonal relationship conflicts, address student and/or safety concerns, and also ease concerns and questions over larger District or State initiatives. Another goal or plan of mine is to bring the work our faculty and staff are doing across campus into the "fold" of the School. It is important to help the School become more involved and informed in our instructional and student support areas and for our representatives to help understand our needs as well. For example, the School has two tutoring liaisons, Paige Hu in Biology and Gisue Kharrati in Math. They have great communication within their departments but I have not had any conversations with them regarding their role nor have they reached out to me. Thus, I invited both of them to one of our School Chairs meeting- for them to share updates and progress and for us to share questions and concerns. I think leading these conversations are important and I will be asking them to attend a meeting once a semester I plan to do this with more of our School liaisons, like our WBL and MOST representatives. Celebrating and finding community with each other is also important. At each semester's School FLEX meeting I introduce all the new hires and acknowledge those that have moved on. Additionally, we had a School potluck/lunch to celebrate Halloween. During the last School Meeting in Spring 2023 I celebrated Don Barrie's retirement and did the same this semester with Rob Fremland and Sandy Belew. It was a great way to not only spend a Friday afternoon in December but really allowed us to laugh and find joy in why we are all here. **Update Year**: 2023 - 2024 **Action Plan Progress**: On Track

Student Success & Equity

Unit Goal: To center student success & equity through interdisciplinary projects, professional learning, and opportunities with both internal and external partners.
Goal Status: Active
Beginning Year: 2022 - 2023
Projected Completion Year: 2023 - 2024, 2024 - 2025, 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:** Goal 2 Action List: 1. I will provide encouragement to faculty for participating in professional learning opportunities and space for them to share with the rest of the School. By recognizing achievement and faculty hearing from their peers the importance and effect to their discipline I hope more individuals will participate themselves. 2. I will start to discuss equity data – and our obligation and expectation to decrease equity gaps and increase overall student success. As scientists and mathematicians, faculty and staff are comfortable looking at data, so I will take that approach. 3. I will continue to help lead and facilitate the multiple initiatives discussed above including AB1705, MESA, and multiple grants. **Action Plan Cycle:** 2022 - 2023, 2023 - 2024, 2024 - 2025, 2025 - 2026	**Submission Date**: 12/04/2023 **Action Plan Update**: In regards to #2: I have not begun this- and will reflect over winter session break on how to start doing this. One thought I have had for a bit now, has been to send a monthly newsletter to the School (of course I also acknowledge the amount of work that would entail in keeping up with a monthly frequency). Such a newsletter would actually address several of my goals (not just this equity one) and experiences in the position over the last year – like having commonly asked questions that would help save me time repeating similar messages to employees, a "did you know" section to share new (or perhaps not as familiar or "forgotten") initiatives or opportunities on campus, and a "equity data point" of the month. The same sentiment on equity could be achieved by presenting one specific data point at the initial School FLEX meeting each semester to set a goal for the semester or academic year. Further, sharing data on some of our grant initiatives would be beneficial for the entire School. **Update Year**: 2023 - 2024 **Action Plan Progress**: On Track **Submission Date**: 12/04/2023

Action Plans	Action Plan Update
	Action Plan Update: In regards to #3: The initiatives related to the School of Mathematics & Natural Sciences, like AB1705, MESA, our NSF grant and HSI STEM Equity Excellence and Exito grant, take up a significant portion of my time. AB1705 involves not only the Mathematics department but the science disciplines that have math courses as prerequisites, like Biology, Chemistry, Physics, and Engineering. This Fall semester I hosted two School focusing solely on AB1705 information and facilitated faculty questions and discussions and in addition I sent multiple email updates. I have also attended weekly or monthly District Discipline meetings led by Shelly Hess- most of these were math discipline meetings but I also initiated and led a joint Business and Math Discipline meeting. The focus of the latter was on how to address the Math 116 prerequisite to Math 121 for Business majors as the verification for non-STEM majors was due in September to the State Chancellor's office. Further, I have attended some of the HSI STEM Equity, Excellence, and Exito Curriculum workgroup meetings, to update faculty and facilitate questions and discussion. Finally, I am finalizing the details of the AB1705 funding plan, prioritizing professional learning, student tutors, and "X" classes, as well as larger campus processes including Institutional Data analysis and student communication. My plan is to lead a discussion with the Math department initially on their role in AB1705 implementation and to ensure they're prepared and supported. We have hired a MESA program director, Robert Monroy, who will begin on December 8th. I have submitted the position justification form to hire an administrative assistant. The MESA center will be in MS120 with MS118 serving as an adjacent room for peer mentoring and other event space for the program. I will work with Robert over the next couple months to develop a plan for student recruitment, furnishing of the MESA center, and initial steps for the Program. We will be working closely with Toni Parsons and Amanda Fusco on the overlap of program goals with the HSI STEM grant. I have kept the School updated throughout this process and will have a more definitive plan to announce during the Spring School FLEX meeting. **Update Year**: 2023 - 2024 **Action Plan Progress**: On Track **Submission Date**: 11/30/2023

Action Plans	Action Plan Update
	Action Plan Update: In regards to #1 "encouragement to faculty": I have initiated School Mathematics & Natural Sciences Equity MVP awards. I purchased small trophies with a little STEM spinning star to physically hand out I awarded the first one to Amanda Fusco of Chemistry during the Fall 2023 FLEX School meeting for her work on the free online Homework system as part of the Title III HSI STEM Equity Excellence and Exito Grant. I made a call for nominations this semester for my next one (that I had planned to distribute mid-semester), but received no responses. Perhaps I will develop a form for anonymous submissions next semester. I have decided to give the second award out in January's School FLEX meeting to Synthia Chang for her work on initiating the Chemistry Club and integrating Work-based learning speakers and field trips into her class. While I highlight faculty doing various professional learning and grant initiatives at School meetings, as well as share opportunities that are emailed to me, I will reflect on what else I can do to effectively encourage MORE (mainly different faculty) to start participating. I do think the action of having faculty sharing their experiences is helpful as I know after Bulent Bas and Christina Huynh discussed their experience with Humanizing Online STEM Academy during a School meeting in Spring 2023, there were a few faculty that signed up for the next cohort. Thus, my conclusion is this is an effective strategy and I should continue to do what I'm doing and not be so hard on myself. Finally, with Mesa College having received funding for AB1705 funding, my plan includes the prioritization of professional learning. Thus, this will be an additional way for faculty that are teaching our calculus classes (and related science courses) to participate in a professional learning opportunity to continue to grow and develop more equitable practices to support our underserved student populations. This is another way I can demonstrate the importance of professional learning and equitable teaching strategies is to reserve funding for such opportunities. **Update Year**: 2023 - 2024 **Action Plan Progress**: On Track

Program Review

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

Leadership - Dean, Social and Behavioral Science and Multicultural Studies Office

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.

Since the last program review for the School of Social/Behavioral Sciences and Multicultural Studies, Architecture and Environmental Design (SBSMS) there have been many successes including:
• Hiring of new contract faculty in Asian American Pacific Islander Studies (first AAPI faculty at Mesa and in the District), Chicana and Chicano Studies, Political Science, Building Construction Technology, Black Studies (Spring 2024), and Architecture (Fall 2024). Geography and Native American Studies positions have also been approved.
• SBSMS remains the second largest school at Mesa by FTES generated, FTEF, and productivity. Efforts in Enrollment Management include offering a variety of course modalities and sessions when appropriate and review of historical student demand data when building the schedule. The School of SBSMS was active in the Enrollment Management Task Force during AY 22-23, in developing a 3-Year Strategic Enrollment Management plan with several faculty serving on teams and the SBSMS Dean as a tri-chair for the Task Force.
• The SBSMS Dean has provided leadership in implementing the College's first Title III Asian American Native American Serving Institution (AANAPISI) Grant and served as the Interim Director. A permanent AANAPISI Director has been hired and has transitioned to reporting directly to the Vice-President of Instruction.
• Support for student research/stipends and conference travel opportunities through Student Retention Funds for Psychology, Pathways to Law, and grants such as SEEDS 2.0 and AANAPISI Grant.
• For Career Education programs in Architecture and Environmental Design, have resumed in-person student, industry, and community/high school outreach. However, more support is needed to revise curriculum to meet industry needs and transfer institution requirements.

During Summer 2023, there was furniture replacement and electrical outlet site improvement plan in the SB 3rd floor student study lounge that has improved the usability of students to independently work and to collaborate with the many electronic devices commonly utilized.

The main challenge for the School of SBSMS is overall reduced enrollment that began before the pandemic and has been exacerbated. Moving to fully online instruction was difficult for faculty and students initially and as we have returned to campus, the mitigation for COVID-19 has been dynamic and requiring a high level of communication and supplies such as PPE and software. We have increased the number of face-to-face classes each term and are piloting evening on-campus classes for General Education courses. We continue to monitor student enrollments with faculty feedback when building the schedule. Faculty have been encouraged to develop program maps, review and revise curriculum as needed, and explore ways to increase student retention and completion.

Lastly, there are challenges with facilities maintenance, repairs, and needed upgrades especially in the Z-building/Design School.

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.

Implementation of Ethnic Studies has been a critical area for the school, including the CSU Area F approvals, scheduling of CHIC 110A/B and BLAS 100, and curriculum development of AAPI courses and planning for a degree program. There will be additional work for additional CSU, UC, and CCC Ethnic Studies GE approvals and implementations of ADT degrees in Ethnic Studies when Transfer Model Curriculum (TMC) is developed. AAPI 124 and BLAS 140A/B have resubmitted for consideration of CSU Area F approval.

As described under successes above, Mesa College working with sister colleges has been developing new AAPI Studies courses to be part of an AAPI degree program. Mesa has hired an AAPI contract faculty

Summary and Reflection

member, Dr. (Hai) Ly Tran that has begun teaching AAPI 124: Introduction to Asian American and Pacific Islander Studies starting in Fall 2023 and has been actively developing AAPI courses with wide student and employee feedback at Mesa and consultation with other 2-years and 4-year institutions that offer Asian American Studies. Dr. Tran works closely with the AANAPISI grant goals for institutionalizing AAPI Studies.

There has been strong demand for Ethnic Studies courses with requirements across California public higher education as well as through high school partners. We have increased offerings of Ethnic Studies courses meeting the CSU Area F: Ethnic Studies requirement at the college and in dual enrollment programs to meet student demand. It has been challenging to staff enough classes to meet demand and additional contract and part-time faculty are needed in Chicana/o Studies and Black Studies.

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

Since the last comprehensive review, the addition of an Instructional Lab Technician (ILT) to the Architecture and Environmental Design Department has allowed the growth and support for student learning and use of the Model Shop where physical and digital projects are completed. There is also additional monitoring, maintenance, and repair for the specialized equipment for this area. During the pandemic lockdown, the Architecture ILT was instrumental in developing and distributing instructional kits for Architecture, Building Construction, and Interior Design classes that had never been taught in an online format. After returning to campus, the department continues to loan kits to students as a way to remove financial barriers and improve student retention and success.

With the hiring of four additional Contract faculty, there will be a necessary large investment of time for the upcoming tenure review process for evaluation committees.

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

Related Documents for Charts and Graphs

Executive Summary Complete

Yes

Data Reflection

Trends observed in program/service area's data.

At the school level, SBSMS enrollment trends from the SDCCD Enrollment Dashboard Historical for like terms are listed below from Fall 2020 – Spring 2023.

F20: FTES: 675 | FTEF: 69 | Productivity: 9.82
F21: FTES: 743 | FTEF: 67 | Productivity: 11.14
F22: FTES: 971 | FTEF: 65 | Productivity: 17.81
F23: FTES: 1,047 | FTEF: 64 | Productivity: 16.37

Sp21: FTES: 999 | FTEF: 67 | Productivity: 14.87
Sp22: FTES: 922 | FTEF: 65 | Productivity: 13.69
Sp23: FTES: 999 | FTEF: 66 | Productivity: 15.15

Su21: FTES: 181 | FTEF: 11 | Productivity: 16.41
Su22: FTES: 187 | FTEF: 13 | Productivity: 14.18
Su23: FTES: 280 | FTES: 15 | Productivity: 18.18

Summary and Reflection

Int21: FTES: 15 | FTEF: 0.8 | Productivity: 18.15
Int22: FTES: 33 | FTEF: 1.8 | Productivity: 18.12
Int23: FTES: 81 | FTEF: 4.0 | Productivity: 20.29
Int24: FTES: 80 | FTEF: 4.0 | Productivity: 20.03

FTES generated have greatly increased in Fall and Intersession terms and remained similar for Spring and Summer terms. Productivity has increased for Fall and Spring semesters, while there has been a decline in productivity for summer likely with re offering Architecture and Interior Design courses. Of particular note are the trends for Intersession doubling FTEF each year with very high productivity 18+. There has been an overall shift to offering more short-term and high-demand courses during intersession summer, and during Fall/Spring that is likely increasing overall enrollment and productivity.

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 school level, equity gap analysis was conducted using the Mesa College Institutional Effectiveness data dashboard. Overall, the school success rate since 2016 is 71.7% and below the campus success rate of 73.2%. When disaggregating data by ethnicity, there is disproportionate impact for Latinx, Black/African American, and Pacific Islander students for enrollments, retention rate, and success rate. Additional analysis shows an equity gap by age 18-24, gender for males, online-asynchronous modality, and first generation students. There is much reflection that we can do at a school, program, and faculty level to work on closing equity gaps.

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.

As stated above with equity gaps, there is much opportunity for the school to engage and collaborate. Faculty members are strongly encouraged to participate in professional learning opportunities on diversity, equity, inclusion, and accessibility. Through MOSAIC (Mesa's Open Shared Accessible Inclusive Content), many SBSMS faculty have implemented open educational resources (OER) courses for textbook affordability and reduce financial burdens for students. Many SBSMS faculty have participated in CEER (Curriculum Equity and Excellence) Institute to review instruction and curriculum through an equity lens.

As professional learning opportunities are often not widely utilized, there could be more done with data-informed unit dialogue, curricular changes, and community outreach. One promising project is increasing partnerships between Architecture and the five San Diego Unified high schools with diverse students in the Architecture Pathways.

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

The COVID-19 pandemic has had a large impact on above data trends and equity gaps. SBSMS is offering a higher percentage of fully online, asynchronous courses and there is a clear equity gap in this area. Enrollment may be higher overall however, we need to make sure we are providing student support and best practices for online course design. It is also important to increase diversity of faculty in the school to better reflect Mesa's student population.

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?

Updates were made to the Executive Summary above to reflect new contract hires (Black Studies, Architecture) and additional approved hires (Geography, Native American Studies). Another update was the furniture refresh and addition of electricity to the SB 3rd floor student lounge.

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

Updates were made for FTES, FTEF, and Productivity numbers for the school

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

No edits or updates

Addressing Equity Gaps

Unit Goal: Examine and improve school equity gaps.
Goal Status: Active
Beginning Year: 2022 - 2023
Projected Completion Year: 2023 - 2024, 2024 - 2025, 2025 - 2026

Action Plans	Action Plan Update
Action Plan Status: Active **Action Plan:** Goal 1 Action List 1. Introduce and discuss DEI in Curriculum: Model Principles and Practices 2. Share school equity gap data **Action Plan Cycle:** 2022 - 2023, 2023 - 2024, 2024 - 2025, 2025 - 2026	**Submission Date**: 01/12/2024 **Action Plan Update**: DEI in Curriculum: Model Principles and Practices was shared with department chairs for discipline conversations. Institutional Effectiveness will be providing a training and deep dive of equity data during Spring 2024 school meeting. **Update Year**: 2023 - 2024 **Action Plan Progress**: On Track

Increase Enrollment and Program Completion

Unit Goal: Increase enrollment and program completion.
Goal Status: Active
Beginning Year: 2022 - 2023
Projected Completion Year: 2023 - 2024, 2024 - 2025, 2025 - 2026

Action Plans	Action Plan Update
Action Plan Status: Active **Action Plan:** Goal 2 Action List 1. Continued enrollment management focus and curriculum review 2. Analysis and use of relevant data **Action Plan Cycle:** 2022 - 2023, 2023 - 2024, 2024 - 2025	**Submission Date**: 01/12/2024 **Action Plan Update**: Enrollment has overall increased across the school in the last year, especially with the approval of Ethnic Studies Area F classes. Since Fall 20, there has been a 36% growth in FTES - Fall 20: 675 FTES to Fall 23: 1,047.4 FTES. We have not started examining data on program completion yet but this is planned in next program review cycle. **Update Year**: 2023 - 2024 **Action Plan Progress**: On Track

Student Success and Retention

Unit Goal: Collaborative planning for school-wide student success and retention efforts.
Goal Status: Active
Beginning Year: 2022 - 2023

Projected Completion Year: 2025 - 2026

Action Plans	Action Plan Update
Action Plan Status: Active **Action Plan:** Goal 3 Action List 1. Examining data at program level 2. Faculty review best practices and implement strategies for student success and retention. **Action Plan Cycle:** 2022 - 2023, 2023 - 2024, 2024 - 2025	**Submission Date**: 01/12/2024 **Action Plan Update**: Many departments have begun working on student success and equity efforts but there is more time needed to devote on school-wide efforts. There has been heavy emphasis on enrollment management in the last year and improving communication. **Update Year**: 2023 - 2024 **Action Plan Progress**: Barriers Encountered

Faculty Hires Supporting Equity

Unit Goal: Successful collaboration with faculty departments on advocacy, hiring, and on boarding of new part-time and contract faculty using equity lens
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)

- Stewardship - Objective 6: X

Action Plans	Action Plan Update
Action Plan Status: Active **Action Plan:** Continuing to hire new and replacement faculty for high growth areas including Ethnic Studies and to replace critical vacancies (i.e. Geography) **Action Plan Cycle:** 2025 - 2026	

Program Review

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

Leadership - Dean, Student Affairs Office

Summary and Reflection

Program Review

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

Leadership - Dean, Student Development Office

Summary and Reflection

<div style="background:#0a6b5f;color:#fff;text-align:center">2022 - 2026</div>

Executive Summary

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

Success:

Successes experienced by the School of Student Development since the last program review has been the increased buy in and use of online resources to support students and improve services. Prior to the last program review (before the pandemic), there was more reluctance in terms of figuring out ways to provide services outside of the norm (face-to-face).Since returning to campus, all areas within the school of student development have been willing to use and provide alternate options for serving students through the use of technology. There has also been a increase in the number of Personal Growth instructors who are certified to teach online which is now 95%.

On the other hand, the benefits of online services have created a new set of challenges for the school of student development, Programs and departments have found themselves in situations where they are not only providing online services, but also face to face services. They continue to try to find a delicate balance in providing various options for students.

Success specific to the School of Student Development include the following:
• Completion of the Veterans Success Center
• Updated Mesa virtual orientation and campus tour with student testimonials. The students reflected on the videos are actual Mesa students that reflect the diversity of the institution and programs.

The links below will allow you to access the videos and testimonials.
o Video Tour: https://www.youtube.com/watch?v=QCEonUsBV50
o Career Before Ed Planning: https://www.youtube.com/watch?v=t4CjwqaelTg
o Paying For College: https://www.youtube.com/watch?v=1WzGdf97JNc
o Resource Center: https://www.youtube.com/watch?v=TIGxlfUI-mo
o Academics: https://www.youtube.com/watch?v=omhq7HTzp8E
o Student Life: https://www.youtube.com/watch?v=m-env7XiVUQ
o Student Services: https://www.youtube.com/watch?v=h_iJBlgSs4E
• Coordination of the APIA Employee and Student Gathering and support received to continue organizing events that support activities that ties into Mesa's Student Equity Plan in terms of the continued commitment to the following:
o Viewing students from an asset based perspective
o Viewing our work through an equity lens
o Commitment to addressing and eliminating systemic barriers
• The availability of HEERF funds has allowed the School of Student Development to incentivize participation in re-engagement activities designed to increase student retention and success, such as the education plan campaign, Handshake. Furthermore, these funds have made it possible to hire additional hourly employees and adjunct counselors to support Admissions, Veterans Services, Transfer and Career, General Counseling.
• Increased partnership with Instruction has resulted in collaborative efforts between student services and instruction. Including course offerings, students' needs and impact on completion, and enrollment management

Challenges:
• A main challenge that the Student Development Department is experiencing is the lack of consistent in person staff support for the Dean. The clerical support for the Dean of Student Development has been working from home since April 2020 due to a medical accommodation. There are many daily office tasks that need to be done face to face, which have been greatly impacted due to the lack of staffing.
• There continues to be unfilled positions in the Student Development division, due to promotions, and the

Summary and Reflection

leads are diligently working to fill 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 Counseling Department had a recent approval for PERG 160 - Stress Management and Well Being in the Modern World, and also received approval for the Personal Development and Self-Advocacy Certificate Program. I am proud of the department for this accomplishments.

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.

Related Documents for Charts and Graphs

Executive Summary Complete

Yes

Data Reflection

Trends observed in program/service area's data.

Demand for services in Student Development division continue to be high, but services have shifted and departments are not only providing face to face, but also remote options for services.

Many processes handled by the Student Development Office shifted online due to the JIRA platform. The office continues to work with the Evaluations and District Office to look at ways to support students' needs by removing the barrier. For example, we learned that many students experience hardships with using Adobe Acrobat and PDF, so we have removed this requirement and are shifting to the online platform. District student services has been incredibly helpful in addressing these concerns and providing support to improve the student experience.

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

The Student Development division follows the same data as the institution. The following are equity gaps for Mesa College. The equity gaps below are aligned with the San Diego Mesa College Student Equity Plan.

Successful Enrollment
Black or African American
• 1-year outcome: Increase Black or African-American sense of belonging measured using survey data
• 2-year outcome: Increase Black or African-American sense of belonging measured using survey data
• 3-year outcome: Increase Black or African- American enrollment by 5%
Native Hawaiian or other Pacific Islander
• 1-year outcome: Increase Pacific Islander sense of belonging measured using survey data
• 2-year outcome: Increase Pacific Islander sense of belonging measured using survey data
• 3-year outcome: Increase Pacific Islander enrollment by 5%

Completed Transfer-Level Math & English
Black or African American
• 1-year outcome: Increase Black or African-American sense of belonging measured using survey data
• 2-year outcome: Increase Black or African-American sense of belonging measured using survey data

Summary and Reflection

• 3-year outcome: Increase Completion of Transfer Level Math & English for Black or African-American by 5%
Hispanic or Latino
• 1-year outcome: Increase Sense of Belonging for Latino/a/x measured using survey data
• 2-year outcome: Increase Sense of Belonging for Latino/a/x measured using survey data
• 3-year outcome: Increase Completion of Transfer Level Math & English for Hispanic or Latino a/x by 5%
Native Hawaiian or other Pacific Islander
• 1-year outcome: Increase Sense of Belonging for Pacific Islander measured using survey data
• 2-year outcome: Increase Sense of Belonging for Pacific Islander measured using survey data
• 3-year outcome: Increase Completion of Transfer Level Math & English for Native Hawaiian or Pacific Islander by 5%

Persistence: First Primary Term to Secondary Term
Black or African American
• 1-year outcome: Increase sense of belonging for Black or African American measured using survey data
• 2-year outcome: Increase sense of belonging for Black or African American measured using survey data
• 3-year outcome: Improve Black or African American retention from primary term to secondary term by 5%
Hispanic or Latino
• 1-year outcome: Increase sense of belonging for Hispanic or Latino/a/x measured using survey data
• 2-year outcome: Increase sense of belonging for Hispanic or Latino/a/x measured using survey data
• 3-year outcome: Increase Hispanic or Latino/a/x, retention from primary term to secondary term by 5%

Transfer
Black or African American
• 1-year outcome: Increase Sense of belonging for Black or African American measured using survey data
• 2-year outcome: Increase sense of belonging for Black or African American measured using survey data
• 3-year outcome: Increase Black or African American transfer by 5%
Hispanic or Latino
• 1-year outcome: Increase Sense of Belonging for Hispanic measured using survey data
• 2-year outcome: Increase Sense of Belonging for Hispanic measured using survey data
• 3-year outcome: Increase Hispanic transfer by 5%
Native Hawaiian or other Pacific Islander
• 1-year outcome: Increase Sense of Belonging for Pacific Islander measured using survey data
• 2-year outcome: Increase Sense of Belonging for Pacific Islander measured using survey data
• 3-year outcome: Increase Pacific Islander or Hawaiian Native transfer by 5%

Completion
Black or African American
• 3-year outcome: Increase the completion rate for Black Students by 5%
Hispanic or Latino
• 3-year outcome: Increase the Completion Rate for Hispanic Student by 5%

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

Dean of Student Development continues to work with division leads to engage in dialogue on course, service, and program area outcomes. The Dean of Student Development works alongside the Acting Dean of Student Success and Equity to include equity-minded discussion items in school meetings. Additionally, presentations and discussions continue to be centered around equity and the Student Equity Plan for Mesa College, to ensure that we are aligning our efforts with the comprehensive strategic plan and working together with various programs, services, and instruction to eliminate equity gaps based on intentional practices.

Examples of places and spaces where Mesa's Student Equity Plan has been presented include the following:

• Success, Equity, and Transformation Committee (SET)
• President's Cabinet
• Academic Senate
• Instructional Deans

Summary and Reflection

- Chairs Council
- Committee for Diversity, Action, Inclusion, and Equity
- Classified Senate
- Counseling Department
- Student Services Council

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 Dean of Student Development has been taking intentional approaches towards facilitating equity discussions as applicable. Examples include the following:
- Encouraging faculty and staff to present in Spotlight on Equity and Excellence during President's Cabinet
- Interview questions and decisions centered around equity
- Equity considerations in the heart of decisions in areas concerning employment, review of policies and procedures.
- Ensuring that the Student Equity Plan is presented to faculty, staff, student services, and instruction
- Discussing equity in enrollment and discussions during instructional deans
- Equity goals added in faculty and staff evaluations
- Promoting opportunities that allow us to address ways equity minded approaches through the use of HEERF and Retention and Success Funds (Ed Plan campaign for African American/Black, Hispanic/Latino/a, AANHPI students)
- Bringing on board project assistants to support the Asian American Native Hawaiian Pacific Islander (AANHPI) initiative to promote a sense of belonging and inclusive campus environment

Dean of Student Development has been taking a more active role in supporting Mesa's disproportionately impacted student groups (African American/Black, Latino/a/e/x, AAPI). In addition to supporting the cross cultural solidarity activities and workshops for KUP - Kapwa, UMOJA, Puente, and serving as the lead for AANHPI - SAP - Asian American Native Hawaiian Pacific Islander Student Achievement Program.

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

Other factors that might impact the data trends on equity gaps may include the following:
- The pandemic has dramatically impacted our students, more so those from the disproportionately impacted student groups, and most vulnerable student population such as our African American/Black, Hispanic/Latino/a/x, APIA student population. Specifically, the pandemic exacerbated the problems experienced by students, making it more difficult for them to recover.
- We need to focus on rebuilding our community and working towards increasing the sense of belonging for our students. It becomes more critical that we create spaces and opportunities that allow students to engage with each other and be seen in their unique spaces.

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, The Counseling Department had a recent approval for PERG 160 - Stress Management and Well Being in the Modern World, and also received approval for the Personal Development and Self-Advocacy Certificate Program. I am proud of the department for this accomplishments.

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

No

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

Dean of Student Development has been taking a more active role in supporting Mesa's disproportionately impacted student groups (African American/Black, Latino/a/e/x, AAPI). In addition to supporting the cross cultural solidarity activities and workshops for KUP - Kapwa, UMOJA, Puente, and serving as the lead for AANHPI - SAP - Asian American Native Hawaiian Pacific Islander Student Achievement Program.

Equity

Unit Goal: Encourage student development leadership team to improve equity knowledge by attending a conference and/or professional learning opportunity related to their areas each semester. (examples include taking a class, attending a conference and/or workshop, 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)
- 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
- Scholarship - Objective 1: X
- Scholarship - Objective 2: X
- Stewardship - Objective 5: X

Action Plans	Action Plan Update
Action Plan Status: Active **Action Plan:** Goal 1 - Encourage student development leadership team to improve equity knowledge by attending a conference and/or professional learning opportunity related to their areas each semester. (examples include taking a class, attending a conference and/or workshop, etc.) Actions: 1. Report back to the Student Development Leadership Team 2. Increased awareness of equity minded practices and processes **Action Plan Cycle:** 2022 - 2023, 2023 - 2024, 2024 - 2025, 2025 - 2026	**Submission Date**: 09/11/2023 **Action Plan Update**: The Student Development Leadership Team agrees and supports the importance of professional development. The team continues to work towards attaining this action plan and has been actively involved in looking at professional learning opportunities. **Update Year**: 2023 - 2024 **Action Plan Progress**: On Track

Improve Program/Service Area Processes

Unit Goal: Encourage student development leadership team to improve program/service area processes through equity minded approaches by the end of 2023.
Goal Status: 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 1: X
- Completion - Objective 2: X
- Completion - Objective 3: X
- Pathways and Partnerships - Objective 5: X
- Scholarship - Objective 1: X
- Scholarship - Objective 2: X
- Scholarship - Objective 5: X
- Stewardship - Objective 5: X

Action Plans	Action Plan Update
Action Plan Status: Active **Action Plan:** Goal 2 - Encourage student development leadership team to improve program/service area processes through equity minded approaches by the end of 2023. Actions: 1. Implement practice changes that improve the student experience 2. Identify policy that needs to be reassessed to be equity minded **Action Plan Cycle:** 2022 - 2023, 2023 - 2024, 2024 - 2025, 2025 - 2026	

Professional Development/Learning Centered Around Equity

Unit Goal: Encourage student development leadership team to improve equity knowledge by attending a conference and/or professional learning opportunity related to their areas each semester. (examples include taking a class, attending a conference and/or workshop, etc.)
Goal Status: Active
Beginning Year: 2023 - 2024
Projected Completion Year: 2025 - 2026
Mapping
<u>Mesa College Strategic Plan: Roadmap to Mesa2030:</u> (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
- Scholarship - Objective 1: X
- Scholarship - Objective 2: X
- Stewardship - Objective 5: X

Action Plans	Action Plan Update
Action Plan Status: Active **Action Plan:** Goal 1 - Encourage student development leadership team to improve equity knowledge by attending a conference and/or professional learning opportunity related to their areas each semester. (examples include taking a class, attending a conference and/or workshop, etc.) Actions: 1. Report back to the Student Development Leadership Team 2. Increased awareness of equity minded practices and processes **Action Plan Cycle:** 2022 - 2023, 2023 - 2024, 2024 - 2025, 2025 - 2026	

Improve Program/Service Area Processes

Unit Goal: Encourage student development leadership team to improve program/service area processes and practices through assessment, analysis, and feedback (with a focus on equity minded approaches) by the end of 2025.

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

Action Plans	Action Plan Update
Action Plan Status: Active **Action Plan:** Goal 2 - Encourage student development leadership team to improve program/service area processes through equity minded approaches by the end of 2023. Actions: 1. Implement practice changes that improve the student experience 2. Identify policy that needs to be reassessed to be equity minded **Action Plan Cycle:** 2022 - 2023, 2023 - 2024, 2024 - 2025, 2025 - 2026	

AANHPI and AANAPISI

Unit Goal: Support equity efforts by working with AANHPI student success fellows and partnering with AANAPISI to create opportunities and events centered around creating a sense of community and belongingness for Asian American Native Hawaiian Pacific Islander 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 3: X
- Community - Objective 4: X
- Completion - Objective 1: X
- Completion - Objective 2: X
- Completion - Objective 3: X
- Pathways and Partnerships - Objective 1: X
- Scholarship - Objective 1: X
- Scholarship - Objective 2: X
- Scholarship - Objective 5: X
- Stewardship - Objective 5: X

Action Plans	Action Plan Update
Action Plan Status: Active **Action Plan:** Goal 3 - Support equity efforts by working with AANHPI student success fellows to create opportunities and events centered around creating a sense of community and belongingness for Asian American Native Hawaiian Pacific Islander student population. Actions: 1. Hire two AAPI student success fellows to help create opportunities and events centered around creating a sense of community and belongingness for AANHPI student population 2. Take additional efforts to support retention programs and working **Action Plan Cycle:** 2022 - 2023, 2023 - 2024, 2024 - 2025, 2025 - 2026	

Program Review

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

Leadership - Dean, Student Success and Equity

Summary and Reflection

<div style="background: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.

Successes:
• Through equity-minded practices and a strengths-based understanding of our students, Student Success and Equity supports the college in closing equity gaps historically experienced by many of our students. The office accomplishes this through direct support to students, by supporting campus programs and activities, and by continuing to inquiry into practices as researchers and change agents.
• The School of Student Success and Equity plays a unique role in creating and supporting innovative programs and activities meant to move the equity needle and create institutional change.
• The collaborative effort across the School of SSE to support student success, for example; faculty within DSPS and EOPS have facilitated workshops to support campus wide programs such as Cruise and Jumpstart Your Success.
• Collaboration with community and public institutions to support program growth and services to students including: San Diego Continuing Education, the County of San Diego Health and Human Services' contractors, ResCare and PCG, San (Public Consulting Group, Feeding San Diego, San Diego Food Bank, California Community College Foundation, CalCoast Credit Union, etc
• Implemented and/or expanded services to affinity groups. Creating Inclusive Spaces – Foster a campus environment to raise awareness and develop a sense of community for marginalized groups. Mesa will prioritize addressing racial inequities over discomfort through creating and supporting inclusive spaces.
• Partner with schools and departments to cultivate intentional, institutional, transformational programs and services that serve Mesa's disproportionately impacted student populations as stated in Mesa's Student Equity Plan who are students that identify as Black, Latinx, and Asian Pacific Islander. An intentional focus on race and integrate our planning with initiatives across the campus that are designed to improve outcomes for our marginalized students.
• Work towards increasing the institutional scope of addressing racial inequities. Dismantling institutional barriers while intensifying our resolve to achieve racial equity in outcomes for our students of color. The campus has begun efforts to work towards promoting Black, Latino/a, and APIA student success. By creating opportunities and increasing access to minoritized groups (as opposed to all students), we hope to specifically point to the student groups that face larger disparities, including racially minoritized and low-income students.
• Focusing efforts on addressing the challenges students face by addressing financial barriers, food insecurities, housing insecurities, and safety, all while providing culturally relevant systems and programs. The continued growth and expansion of our basic needs supports to our students has been exceptional, we have secured a larger space that will allow for the continued growth of supportive services to students to include supports to counteract food and housing insecurity, build community, and provide a resource place for student success. For instance, currently in the process of establishing the Fresh Success Program to launch in Fall 2023, Fresh Success supports students that receive CalFresh gain education and training that will lead to better employment and a path to economic self-sufficiency.
• Collaborate with different departments and constituencies across campus to develop, implement, and evaluate personal, professional, and academic related equity minded strategic opportunities for students and employees.
• Support the College's enrollment management efforts to by providing registration open labs, communication to students, tailored support to student at risk of being dropped such personalized phone calls and emails.
• Conduct equity-minded and student-centered presentations and facilitate courageous dialogue that include and are not limited to New Faculty Institute, Classified Senate, New Classified Institute, Classi-Con, Outreach Ambassador and Peer Navigator trainings.
• Partner with the LOFT to provide professional learning opportunities aimed at addressing equity minded
• teaching and learning strategies
• HEERF, Outreach and Retention Funds, and COVID 19 Block Grant funds have provided significant support in offering a plethora of support for students to access, stay connected, and complete their goals throughout

Summary and Reflection

their time at Mesa College.
• Transitioned leadership as Larry Maxey moved on to the role of the Vice President of Student Services, Leticia Diaz has transitioned Acting Dean of Student Success and Equity.

Challenges:
• The campus continues to transition back from the pandemic and determining ways to better serve our students. The pandemic exacerbated racial inequities that impeded equitable outcomes for marginalized students. Many students experienced greater racial, social, and health inequities due to the pandemic. As a result, we are determined to rebuilding community and a sense of belonging. We also want to ensure the comprehensive support system provided to students is effectively delivered as we pivot and tailor the way that courses and services are offered to students online/remote vs in person. We also consider influencing factors such as inflation, cost of living, employment opportunities, 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.

• Foster a campus environment to raise awareness and develop a sense of community for marginalized groups. Student Services will prioritize addressing racial inequities over discomfort through the creation and support of inclusive spaces such as Black Leadership Fellows, Rite of Passage, Avanza Engagement Center, Borderless Scholars, Latinx Alliance, Amplify the voices and stories of Asian American students and leaders, and opened the Pride Center.

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.

Related Documents for Charts and Graphs

Executive Summary Complete

Yes

Data Reflection

Trends observed in program/service area's data.

• The campus continues to transition back from the pandemic and determining ways to better serve our students. The pandemic exacerbated racial inequities that impeded equitable outcomes for marginalized students. Many students experienced greater racial, social, and health inequities due to the pandemic. As a result, we are determined to rebuilding community and a sense of belonging. We also want to ensure the comprehensive support system provided to students as we pivot and tailor the way that courses and services are offered to students (online/remote vs in person). We also consider influencing factors such as inflation and cost of living.

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

As a college we are committed to eliminating disproportionate impact. The equity gaps below are aligned with the San Diego Mesa College Student Equity Plan:

Successful Enrollment
Black or African American
• 1-year outcome: Increase Black or African-American sense of belonging measured using survey data
• 2-year outcome: Increase Black or African-American sense of belonging measured using survey data

Summary and Reflection

• 3-year outcome: Increase Black or African- American enrollment by 5%
Native Hawaiian or other Pacific Islander
• 1-year outcome: Increase Pacific Islander sense of belonging measured using survey data
• 2-year outcome: Increase Pacific Islander sense of belonging measured using survey data
• 3-year outcome: Increase Pacific Islander enrollment by 5%

Completed Transfer-Level Math & English
Black or African American
• 1-year outcome: Increase Black or African-American sense of belonging measured using survey data
• 2-year outcome: Increase Black or African-American sense of belonging measured using survey data
• 3-year outcome: Increase Completion of Transfer Level Math & English for Black or African-American by 5%
Hispanic or Latino
• 1-year outcome: Increase Sense of Belonging for Latino/a/x measured using survey data
• 2-year outcome: Increase Sense of Belonging for Latino/a/x measured using survey data
• 3-year outcome: Increase Completion of Transfer Level Math & English for Hispanic or Latino a/x by 5%
Native Hawaiian or other Pacific Islander
• 1-year outcome: Increase Sense of Belonging for Pacific Islander measured using survey data
• 2-year outcome: Increase Sense of Belonging for Pacific Islander measured using survey data
• 3-year outcome: Increase Completion of Transfer Level Math & English for Native Hawaiian or Pacific Islander by 5%

Persistence: First Primary Term to Secondary Term
Black or African American
• 1-year outcome: Increase sense of belonging for Black or African American measured using survey data
• 2-year outcome: Increase sense of belonging for Black or African American measured using survey data
• 3-year outcome: Improve Black or African American retention from primary term to secondary term by 5%
Hispanic or Latino
• 1-year outcome: Increase sense of belonging for Hispanic or Latino/a/x measured using survey data
• 2-year outcome: Increase sense of belonging for Hispanic or Latino/a/x measured using survey data
• 3-year outcome: Increase Hispanic or Latino/a/x, retention from primary term to secondary term by 5%

Transfer
Black or African American
• 1-year outcome: Increase Sense of belonging for Black or African American measured using survey data
• 2-year outcome: Increase sense of belonging for Black or African American measured using survey data
• 3-year outcome: Increase Black or African American transfer by 5%
Hispanic or Latino
• 1-year outcome: Increase Sense of Belonging for Hispanic measured using survey data
• 2-year outcome: Increase Sense of Belonging for Hispanic measured using survey data
• 3-year outcome: Increase Hispanic transfer by 5%
Native Hawaiian or other Pacific Islander
• 1-year outcome: Increase Sense of Belonging for Pacific Islander measured using survey data
• 2-year outcome: Increase Sense of Belonging for Pacific Islander measured using survey data
• 3-year outcome: Increase Pacific Islander or Hawaiian Native transfer by 5%

Completion
Black or African American
• 3-year outcome: Increase the completion rate for Black Students by 5%
Hispanic or Latino
• 3-year outcome: Increase the Completion Rate for Hispanic Student by 5%

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

The School of Student Success and Equity (SSE) regularly meets to with the Deans and VPSS of Student Services Division to discuss how to collectively progress towards goals. The Success, Equity, and

Summary and Reflection

Transformation (SET) Committee discusses data and goal setting in connection with outcomes assessment. The School of SSE meetings bi-weekly.

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.

• Develop and implement frameworks to create communities that can provide more targeted delivery of educational resources and support services.
• Partner with the LOFT to provide professional learning opportunities aimed at addressing equity minded
• teaching and learning strategies
• HEERF, Outreach and Retention Funds, and COVID 19 Block Grant funds have provided significant support in offering a plethora of support for students to access, stay connected, and complete their goals throughout their time at Mesa College.
• Ensuring that the Student Equity Plan is presented to faculty, staff, student services, and instruction.

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

Other factors that might impact the data trends on equity gaps may include the following:
• The pandemic has dramatically impacted our students, more so those from the disproportionately impacted student groups, and most vulnerable student population such as our African American/Black, Latino/a/x, AAPIA student population. Specifically, the pandemic exacerbated the problems experienced by students, making it more difficult for them to recover.
• Impact of influencing factors that are drastically changing such as inflation and cost of living makes us reconsider how courses and services are also provided. When making changes, we also need to reconsider if this is the best for students that are most vulnerable student population.
• Focus on rebuilding our community and working towards increasing the sense of belonging for our students. It becomes more critical that we create spaces and opportunities that allow students to engage with each other and be seen in their unique spaces.

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.

Access and Completion

Unit Goal: Creating opportunities, and increasing access and completion to diverse student populations.
Goal Status: 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

Action Plans	Action Plan Update
Action Plan Status: Active **Action Plan:** Goal 1 Action List •　　Develop and implement frameworks to create communities that can provide more targeted delivery of educational resources and support services. •　　Support to strengthen and concentrate efforts for African American/Black, Latino/a/x, AAPIA Mesa students. •　　Registration and FASFA/CADAA Open **Action Plan Cycle:** 2022 - 2023, 2023 - 2024, 2024 - 2025, 2025 - 2026	**Submission Date**: 01/12/2024 **Action Plan Update**: - Allocated more funds towards professional development for this year only. Partnered with the LOFT to make these opportunities available. More employees and students have had the opportunity to attend on campus and off campus trainings and conferences. - Student Equity funds have been allocated to support African American/Black, Latino/a/x, AAPIA Mesa students via educational and cultural events and student leadership opportunities. - Partnered with Financial Aid to promote the new Financial Aid application such as placing posters around campus and obtaining current lists from the district to contact them via text, email, and constant contact. **Update Year**: 2023 - 2024 **Action Plan Progress**: On Track

Data Informed Decision Making

Unit Goal: Use student success and equity data and research to inform college practices.
Goal Status: 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
- Scholarship - Objective 1: X

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

Action Plans	Action Plan Update
Action Plan: Goal 2 Action List: " Partner with different divisions on approaching work from an equity lens and focusing on race such as having equity integrated with Mesa Pathways, Mesa 2030, Enrollment Management, and Strong Workforce. " Continue offering Professional Learning opportunities through the LOFT and across campus efforts to raise awareness and implement/strengthen effective practices. **Action Plan Cycle:** 2022 - 2023, 2023 - 2024, 2024 - 2025, 2025 - 2026	**Action Plan Update**: Same as 22-23. " Partner with different divisions on approaching work from an equity lens and focusing on race such as having equity integrated with Mesa Pathways, Mesa 2030, Enrollment Management, and Strong Workforce. " Continue offering Professional Learning opportunities through the LOFT and across campus efforts to raise awareness and implement/strengthen effective practices. **Update Year**: 2023 - 2024 **Action Plan Progress**: On Track

Program Review

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

Leadership - Office of Communications

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.

Overview:
The Mesa College Office of Communications provides public relations, community engagement, social media, web development and support, graphic design, event promotions, photography, videos and other marketing and communications support to the campus community. We additionally serve in a liaison capacity with the District, the region, elected officials, community and industry groups and the greater San Diego region. Office of Communications office staff are skilled in their areas of expertise, and have won industry awards for writing, social media, web, photography, video, graphic projects, and printed publications. We embrace new challenges and direction with positive spirit. We improve our skills through training, webinars and independent research. We work diligently to provide services, solve issues and create better processes for the College and better access for students. The office engages in open and constant communication which is maintained with and by all members ? including those that work part?time.
The team works well together and has been instrumental in taking on new tasks, learning new skills, and embracing new communication tools and platforms. Via the newly implemented Project Request system, staff are able to track projects, meet deadlines, offer creative solutions, and uphold the college branding guidelines. The Office of Communications is customer oriented, and maintains contact with internal and external clients. We enjoy working with our campus clients and vendors to create materials and assist with events and programs that promote and create conditions for students to succeed. Based on a variety of feedback, the staff are well-regarded by district colleagues and campus clients, as well as vendors, the Foundation, members of the community, the media and other college partners.

Successes:
Successes in the past year include: Deployment of new academic program and academic and career pathways webpages, providing photography and video support at over 100 events, including major events such as the Equity & Excellence fundraising event, and annual events such as the Scholarship Awards Ceremony and Commencement. Annually, we have successfully produced the Annual Report, the Faculty & Staff Handbook, as well as promotional and support materials, for nearly 60 events. We implemented – in conjunction with Regional, District and Mesa partners - enrollment marketing campaigns (in both English and Spanish) for Fall 2022, Spring 2023 and Summer 2023, resulting in meeting and/or exceeding enrollment targets. We produced videos for Strong Workforce programs, Commencement, academic programs, Pathways, the Career Launchpad Guidebook and athletics. We also supported enrollment and participation in specific programs and events such as Allied Health applications, the Promise Program, CRUISE and JumpStart. Despite a 4 month vacancy in the Digital Communications Specialist position, and with the assistance of categorical funding and a consultant, we were still able to increase our social media engagement and reach by nearly 10%. We arranged and conducted multiple successful media events for fundraisers, art exhibitions, athletics, grand openings, and events including elected officials. We have shared, written and posted nearly one hundred stories highlighting campus, student, faculty and staff successes. We have participated in committees for scholarship, commencement, pathways, canyon classroom, enrollment management, program review, PCAB, information technology, strong workforce, advancement, DEI, LatinX Alliance, AANAPISI, BSU, professional development, Mesa2023, regional marketing, district marketing and outreach, and have served as liaisons for a variety of community groups. We have contributed to and promoted multiple college-wide initiatives including equity, pathways, and basic needs.

Mesa College 60th Anniversary Planning and Implementation:
In early 2023, the Office of Communications began planning for the Mesa College 60th Anniversary in 2024. We served as members of the 60th Anniversary committee to help create and plan for the College's milestone year. All staff members - both full-time and part-time - assisted with this effort. We began by creating the logo, branding and slogan for the 60th Anniversary. We conducted ten months of research - reviewing thousands of photos, hundreds of documents and over 50 hours of archival video footage. We collected information from

Summary and Reflection

our own office archives as well as the Mesa College LRC, the District office, the San Diego Public Library, the City Clerks office , the Mesa College Foundation, the World Arts Collection, and news stations CBS8 and KPBS. We were able to use the photos and the footage to create banners and promotional graphics, as well as nearly 30 historical photo albums, allowing us to share over 500 photos in the Mesa College Flickr album with the campus community. We created a 60th Anniversary commemorative video, and a 60th Anniversary Playlist on YouTube, showing casing nearly a dozen archival videos. We designed and created a 60th Anniversary webpage (www.sdmesa.edu/60thAnniversary), which showcases and houses links to all the assets, including a calendar of events. We ordered shirts, lapel pins and buttons. We conducting months of publicity, reaching out to alumni, elected officials, the campus, students and the public in anticipation of the event kick-off, which we successfully planned and held in January 2024. Into 2024, we are continuing to directly manage and support Alumni engagement efforts as well as multiple signature events, including the culminating Fundraising Gala, schedule for October 2024.

Challenges:

Staffing:
Currently, digital engagement is increasing. Website and media traffic has increased by over 35%. As engagement, traffic and users increase, workload, production needs and marketing maintenance increases. This creates a cycle where we do not have the capacity to improve our efforts or keep pace with demand. For example, in the past year, the Office has provided support for over 200 events – both on and off campus (in-person and on-line) . As the number of campus events continues to rise, so does the need for event support. Communications staff has provided logistical support, materials creation, web page updates and event photography as well as promotional support (public relations and social media promotions) for the majority of events both on and off campus. Currently the office is limited in its ability to respond and serve campus needs. We are frequently reactive, with very little opportunity to be pro-active. In the next 3-5 years, we anticipate increases in social media usage, and with the implementation of new technology and webpages, the need to train more faculty and staff on communications methods. Additional staff would allow for increased workflow to fulfill multiple requests made for services which would increase productivity, and provide much-needed additional support in the areas of content creation for promotions and priority initiatives. Otherwise, the Office of Communications would continue to function as is, with a reduced capacity to fully fulfill the needs of the campus community.

Budget:
Our Office is currently funded at $25,000 per year. This is less than $1.00 per student per year.
According to a 2019 SimpsonScarborough survey, 4-year educational institutions frequently spend between $429 and $623 per enrolled student, per year, on marketing. As a result of the pandemic, and the changing digital landscape, new and more frequent methods of marketing and communications are needed to reach both younger (HS pipeline) and older (return to college) prospective students. Generation Z has been dubbed as "digital natives" and they do not engage in the same way or display the same psycho-graphics and behaviors as generations before them. New modes and methods – and more frequent – marketing and promotions are needed. In the past year, the Office of Communications has been able to take advantage of categorical funding for advertising, and we have seen increased correlation with our KPIs to include engagement, attendance at events and enrollment. This demonstrates that our office needs an updated, appropriate and increased budget (at least $5-10 per student per year) that will allow us to increase marketing and promotions in the broader community and to a greater variety of stakeholders across multiple demographics, regarding Mesa courses, programs and services. We feel that it is imperative to keep an active and engaged pipeline of interested incoming students, and to increase and impact enrollment trends.

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.

With growing demand to implement and promote new programs and services, the office is still challenged with serving our campus clients and protecting the campus brand. We are working to streamline and improve how we do business, and trying to find solutions when there are capacity and bandwidth issues.

Summary and Reflection

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

In the past year, the Office of Communications has been able to take advantage of categorical funding from Pathways, Strong Workforce, HEERF and the Block Grant. This has increased our ability to hire part-time staff and consultants to support our work in the areas of web development/design, social media, event support, news, photography and marketing. It has also allowed us to place paid advertising across multiple channels such as television, radio, digital streaming platforms, social media and web. Preliminary analytics on enrollment trends confirm that this additional infusion of resources (PT staff, consultants and budget) has correlated directly with increased the effectiveness, reach and therefore success of our efforts in the areas of engagement and enrollment.

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

Related Documents for Charts and Graphs

Executive Summary Complete

Yes

Data Reflection

Trends observed in program/service area's data.

In the past year, the Office of Communications has:

Received over 700 work requests, from over 200 unique clients.
• This is a 14% increase since last year, and a 17% increase since 2021, and more than twice the amount of requests we were receiving just 5 years ago.
• This is an average of 63 request each month.
• During every month, there were over 100 requests in the queue each month.
• During 5 of those months, there were over 200 project requests in our queue at one time, with 3 month having over 250 request at once
• Over 500 of the 700 requests included more than one element, such as design, photography, social media and/or PR requested at one time.
• Project Request completion can take anywhere from1 - 60+ days, depending on the project components, availability of assets, prioritization, and requested/required due dates.

Office of Communications engagement impacts:
• Website: Over 7 million total pages views, and 35% increase in the past 2 years
• Photos: Added over 50 albums and over 15,0000 photos to Flickr (62,000 photos and counting)
• News: Issued over 65 news stories, media advisories and articles, and been mentioned over 250 times in local, regional and national news and trade publications.
• Social Media: Over 53,000 followers across all platforms
• Radio and streaming (local radio and Pandora): Over 2,600,000 impressions to promote Spring/Summer 2023 enrollment
• Video: Streaming and cable: Over 115,000 Impressions to promote Spring/Summer 2023 enrollment.

Committee work: Office staff have/are participating in nearly 20 committees, task-forces and work-groups across campus, the district and the region.

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 Office of Communications does not/cannot collect demographics in our advertising analytics (GA), we remain committed to providing equity in all of work, and creating content that reaches multiple and diverse audiences, and is culturally responsive. We work actively with academic and student support services (such as Ethnic Studies, HSI, AANAPISI and LGBTQ+) to promote programs and services designed to close any equity gaps revealed in the data. For example, upon reviewing the Equity Analysis for Scholarships with the Office of Institutional Effectiveness and Student Affairs, we immediately adjusted the way that we promote and advertise scholarship opportunities, which resulted in the closure of multiple equity gaps. Prominent support and publicity for our Dreamers, FAST, BSU, and Pride Center, along with Basic Needs and other equity initiatives, has allowed more students to become aware, and take advantage of those services, and feel included and supported.

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

The Office of Communications has been actively engaged with the Regional and District efforts to gather new data on students' needs since the pandemic. We have reviewed our own office goals, in order to crosswalk them with the goals in Mesa2023. We have also conducted analysis of recent enrollment trends, as well as marketing strategies and tactics that may be more effective than those used previously. These are ongoing discussions in our unit, as we believe in pursuing the best course that can reach and assist 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.

In addition to supporting campus equity initiatives as stated above, Internally, we review and analyze our own processes and methods to achieve equity, such as having information available online and via digital means which has shown success in removing many barriers for our students. Our goal is to continue to provide strategies and implement tactics using online and social media platforms, as well as traditional methods that best fit the needs of our students. Ultimately, the ability to provide more information and resources will be reflected in our ability to be more equitable and serve more students - particularly those that have been traditionally underserved. Providing digital assets and universal access helps removes economic barriers for students – and makes accessing materials and information easier and more streamlined. Students at Mesa have utilized on-line textbook resources and collectively saved millions of dollars. We have seen a similar trend in website access and usage; students are accessing the Mesa College website to get the information they need when they need it – and from wherever they are.

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

Both internal and external factors will impact trends and our ability to close equity gaps, including legislation, new and emerging technology, programs offered by competitors, staffing and budget (see above), and increased requests to support new District and college-wide initiatives, activities of the Mesa Foundation and new grants.

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?

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

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

Increase Awareness of Mesa College

Unit Goal: Conduct a variety of communications, marketing, advertising and promotions to increase awareness of Mesa 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)
- Completion - Objective 3: X
- Pathways and Partnerships - Objective 1: X
- Pathways and Partnerships - Objective 3: X

Action Plans	Action Plan Update
Action Plan Status: Active **Action Plan:** Goal 1: Conduct a variety of communications, marketing, and promotions to increase awareness of Mesa College and close equity gaps. Actions 1. Promote course offerings, initiatives, events, activities, programs, and services to drive enrollment 2. Work with departments and offices to analyze equity trends and provide focus in needed academic and student support areas 3. Promote accomplishments and manage community engagement **Action Plan Cycle:** 2022 - 2023, 2023 - 2024, 2024 - 2025, 2025 - 2026	

Meet Communication Needs

Unit Goal: Fulfill the communications needs of campus clients and the District in a timely manner.
Goal Status: 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 4: X

Action Plans	Action Plan Update
Action Plan Status: Active **Action Plan:** Goal 2: Fulfill the communications needs of campus clients, the District and the region. Actions: 1. Provide support with graphic design, photography, event panning/execution, multimedia (web and social media). 2. Serve on committees and liaise with colleagues 3. Issue news releases and stories to support Mesa, District and regional public relations/media. **Action Plan Cycle:** 2022 - 2023, 2023 - 2024, 2024 - 2025, 2025 - 2026	

Communications Subject Matter Experts

Unit Goal: Serve as communications subject matter experts for campus clients.
Goal Status: Active
Beginning Year: 2022 - 2023
Projected Completion Year: 2023 - 2024, 2024 - 2025, 2025 - 2026
Mapping
Mesa College Strategic Plan: Roadmap to Mesa2030: (X - Highlight the X to Align)
- Pathways and Partnerships - Objective 1: X
- Scholarship - Objective 2: X

Action Plans	Action Plan Update
Action Plan Status: Active	

Action Plans	Action Plan Update
Action Plan: Goal 3: Serve as communications subject matter experts for campus clients. Actions 1. Provide training and guidance to increase administrators, faculty and classified professionals knowledge of marketing and communications best practices. 2. Monitor current trends and strategies (via Professional development, research, conferences, etc.) to maximize the success of college promotional efforts **Action Plan Cycle:** 2022 - 2023, 2023 - 2024, 2024 - 2025, 2025 - 2026	

New, Effective and Efficient Methods of Communication.

Unit Goal: Implement (where feasible) new, effective and efficient methods of communication.
Goal Status: 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
- Pathways and Partnerships - Objective 5: X
- Stewardship - Objective 2: X

Action Plans	Action Plan Update
Action Plan Status: Active	

Action Plans	Action Plan Update
Action Plan: Goal 4: Implement (where feasible) new, effective and efficient methods of communication. Actions 1. Building and leveraging digital infrastructure for both internal and processes via the website. 2. Research, recommend and implement updated/emerging social media, digital promotions and web applications. **Action Plan Cycle:** 2022 - 2023, 2023 - 2024, 2024 - 2025, 2025 - 2026	

Program Review

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

Leadership - Office of Institutional Effectiveness

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.

(For Program Review Year: 2022-23)

Successes:

Since the last comprehensive review, the Institutional Effectiveness Office (IE) has experienced many successes linked to the implementation of innovative solutions to foster continuous improvement within the unit and beyond, amplifying the unit's service across all areas of the college, and maintaining a team that is robust and nimble enough to continue to serve the college community through challenging times.

S1 - Innovation & Continuous Improvement - In fall of 2018, IE began producing a variety of data dashboards that made data accessible to all. To date, the Institutional Research website contains links to 36 dashboards (some of which have been retired), providing the campus with timely information to make decisions, evaluate their programs, engage in program improvement, and comply with reporting requirements. IE, was an early adopter of Microsoft (MS) 365 products and was able to create efficiencies by leveraging different software. Before the college officially transitioned to a fully remote environment during the COVID-19 pandemic, the IE team adopted MS Teams to streamline office communication. IE also leveraged Sharepoint to support the collection of evidence for accreditation, and leveraged other MS applications to link and automate the Research Request form and the Project Log. Moreover, the Research Request form was revamped to tie all new research requests to Mesa 2030. During this period, IE also led the transition to a better platform for program review, replacing Taskstream with Nuventive. Lastly, in fall of 2022, IE created the position of Associate Dean of Research & Innovation and presented to the President's Cabinet its plan for innovation, re-inventing the office by revising its name, mission, and description.

S2 - Service - IE is embedded across all areas of the college. Since the last comprehensive review, IE has supported a variety of grants (Projecto Exito, Conexiones, E3, AANAPISI, and NSF) in various capacities, including supporting grant writing, planning, evaluation, and reporting. IE has been deeply engaged in supporting the campus during a program review transition (different cycle and different software, and a condensed program review year during Spring 2023 which required thorough and fast paced planning, frequent pivot decisions, and a higher level of campus support.) and in leading Mesa's strategic planning efforts that led to the creation of the Mesa 2030 Roadmap, which now informs all the work done by the college. Additionally, IE was invested in cross-departmental data and research training, supporting the data coaching program, and welcoming into the team a fellow and a student intern .

S3 - Flexibility - IE successfully transitioned to an in person to an online and hybrid modality as a result of the pandemic. This was possible to the team's ability to quickly adopt new technologies and adapt to a new environment. Since the last comprehensive review, IE has expanded the service it is able to provide to the campus, aided by new technology and leveraging part-time temporary positions.

Challenges:

The transition to a new data database and the creation of a new data warehouse, office staffing issues, and the perceptions and expectations of our office held across campus have been a source of challenges for IE.

C1 - New database and data warehouse – In summer of 2019, IE transitioned to a new database that populated data from Campus Solutions, instead of ISIS. This meant that any project that required data from

Summary and Reflection

before and after Summer 2019, required researchers to duplicate data queries and merge results. The transition to a new database was not smooth, and to date, many bugs identified in various data element have gone unresolved, resulting in a dramatic increase in the amount of data manipulation needed to create a good data product. Moreover, not all the student application data was converted into Campus Solutions and some application data was completely lost, which required researchers to always have to link back to the old database to fill in blanks as much as possible. Adding to the complexities introduces by the new database, Hyperion, the data querying tool used by researchers stopped being maintained at the end of 2021, requiring the migration of our data to a new data warehouse. The process to create a new data warehouse, like the process of creating an new database, have drained lots of time from researchers and more work is still needed. IE personnel will need to set time aside to learn the new tools (Power BI and Azure) and rebuild dashboard and data queries.

C2 - Staffing - In 2019, IE had seven members, including a dean, an associate dean, three research analysts, an administrative technician, and an administrative assistant. Since then, the team has been missing one to three members due to retirement, departures, and promotions from within. Currently, the IE office is short two research analyst positions. Only two positions are funded by Mesa general fund, one position is funded by the district, and the remaining rely on categorical funds, which makes it challenging to re-hire a new individual when a position becomes vacant. Due to challenges with staffing, IE had to adapt its strategies in order to meet the demands of the campus. This has included relying on NANCE positions, having exempt staff work overtime, removing the cross-validation/external-validation step (and only do self-validation), sacrificing time needed for knowledge-sharing and professional development, increasing the time it takes to deliver products, and declining certain projects due to lack of resources. However, these strategies are not sustainable in the long term. The temporary and part-time nature of NANCE positions has resulted in a high employee turnover, diminishing the return on investment of the time invested in onboarding and training new employees. It usually takes at least a month, and often more, for IT to grant access to all the software needed by IE employees, and it takes much longer for a new employee to begin working semi-independently. Likewise, forgoing knowledge sharing and professional development in the long term, will be detrimental to the office and the campus as a whole, as the nature of the field requires IE members to stay current in order to be able to share with the campus new ideas and best practices.

C3 - Campus Expectations and Perceptions of IE - In light of staffing challenges, IE has been actively participating in various committees and workgroups across campus. Full-time staff allocates an average of 35% of their time to recurring meetings. In the 2022/23, IE team members attended a total of 85 committees and workgroups, showcasing the commendable integration across campus. However, sustaining this expanded role proves challenging without adequate support to fill vacant positions. Another noteworthy challenge is how IE is perceived campus-wide. While our team is qualified in diverse topics, unfortunately some still perceive IE members as primarily focused on number crunching and compliance, leading to resistance when proposing innovative solutions to existing issues.

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.

As highlighted earlier, since the last comprehensive review, IE has broadened its role across campus by implementing data dashboards, aiding diverse programs, grants, and initiatives, and engaging in multiple committees and workgroups. This increased workload has, however, impacted our capacity for further institutional innovation and effectiveness work rooted in best practices and the education research body of literature.

Summary and Reflection

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

As noted under the successes and challenges prompt, since the last comprehensive review, IE has faced staffing issues. Because most positions are funded by categorical funds, it has been difficult to secure funding to fill positions when they become vacant, stretching the capacity of team. Additionally, ideally, there should be allocated budget for researchers to stay current in the field and attend annual conferences that most researchers in the state attend annually, such as the RP Research Conference and the California Association for Institutional Research (CAIR).

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

Related Documents for Charts and Graphs

Executive Summary Complete

Yes

Data Reflection

Trends observed in program/service area's data.

Decline in full-time staff – In 2018/19 IE had seven full-time employees, and as of March 2023, IE had four active full-time employees (three of them in acting capacity), and a fifth employee is in sabbatical.

Increase in initiatives/projects supported – As new initiatives are rolled out, older initiatives continue, increasing the workload for IE. For example, despite Proyecto Exito (HSI Title V grant) or STEM Conexiones (HSI Title III grant) coming to an end, initiatives that started under them continue to require IE support, such as CRUISE or STEM Center Tutoring. Yet, IE must find a way to support new initiatives, such as new AANAPISI and E3 grants, or Strategic Enrollment Management.

Since August 2022, IE worked on 166 projects, most of which are ad-hoc requests (90), followed by recurring projects (74). Approximately every three days IE receives a new ad-hoc research request. A project may consist of updating dashboard (4 to 16 hours), creating a new dashboard (40+ hours), conducting a survey and summarizing findings, or querying a specific type of information from our database. Projects have different level of recurrence (e.g., daily, weekly, by semester, etc.). When accounting for recurrence, the total number of projects add up to 1353 – meaning our office work on 6 projects daily on average.

Committee/Workgroup participation – In 2022/23 IE team members participated in 61 distinct committees or workgroups at the campus, district, regional and state level. Because these committees or workgroups often have more than one IE representative, the unduplicated count of committee/workgroup participation added up to 90. On average, full-time IE members spend 35% of their time participating in these committees or workgroups.

Increase reliance on part-time/temporary workforce – Since 2018, we have employed 14 part-time employees. The part-time and temporary nature of these assignments is not conducive to employee retention. This means that IE has to constantly invest substantial resources in recruiting, training, and supervising to keep up with the demand for IE support. This is both inefficient and unsustainable. HERF funds were leveraged to hire these positions, and it is uncertain if there will be additional sources of funding in the future to maintain IE part-time workforce.

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 one of the areas we aim to improve. Currently, we lack a convenient method to analyze our projects based on different areas to determine which areas have requested our services more frequently. Our ideal

Summary and Reflection

approach is to prioritize our services based on the areas that require the most assistance, while also aligning with the goals and initiatives of the campus, such as Mesa2030. Furthermore, we intent to prioritize our office capacity according to the percent of funding allocation to our research from different areas.

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.

Implementation of New Research Request Form & Project Log – With the implementation of the new research request form and the new project log in fall of 2022, IE has been more intentional about capturing and measuring our workload by asking stakeholders to submit a research request using our new form. The new form requires requestors to link their request to at least one of Mesa 2030's strategic objectives. The intention is for the work to be aligned with the institutional goals. However, it is very rare for the office to decline a project request. The adoption of the new research request form has been somewhat slow, as at least half of the research requests were entered by an IE member on behalf of the requestor. A large number of research requests unfortunately tend to come in a few days before they are due, despite the office's guideline to allow for at least 10 business days. IE manages to fulfill last minute request by working extra hours in the evening or weekend and by shifting priorities. Despite managing last-minute requests with extra effort, it may inadvertently convey a false impression of sufficient staffing and capacity. In reality, fulfilling these urgent requests means diverting resources from other essential areas of our work.

Areas that require IE attention –

• IE has made a lot of data available, but not everyone is using it or is aware of it. IE needs more time and resources to increase awareness and help move the institution from data consumption to data-driven action.

• IE continues to produce reports for a variety of programs, but have fallen behind updating our report warehouse.

• IE created a feedback survey for research requests, but have not been able to implement consistently and leverage this tool.

• IE frequently modifies the office's work priorities to accommodate research request, at the cost of neglecting the IE department's goals and mission. There is a desire in IE to be more intentional in improving our internal effectiveness and efficiency as well as driving innovation on campus, but currently lack the capacity.

• The field of Institutional Effectiveness and Research requires continued learning and staying current with the research and best practices. Unfortunately, difficulties securing funding have prevented IE staff to attend annual conferences regularly attended by researchers and IE staff at other institutions.

Reliance on NANCE personnel – IE has relied heavily on NANCE personnel to keep up the expanded role of IE at Mesa College. As mentioned in previous sections, this is not a sustainable way to run an IE office, as funding is always uncertain and the heavy investment of resources to onboard and train new members that are unlikely to stay for a long time.

Summary and Reflection

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

We appreciate the ability to take advantage of the HERF/Block Grant funding; however, we also acknowledge that there is a need to find a more sustainable solution as those grants will expire and it takes significant resources to constantly train a team of new NANCE virtually every 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?

(January 2024 Update)

In 2023, the office faced significant challenges due to personnel transitions and a severe staff shortage, impacting our ability to progress towards established goals. Internal projects and activities were put on hold to prioritize college support. Some of these internal projects included:

- Power BI districtwide training - On Hold

- Database transition participation - Partially On Hold

- IE team building - On Hold

- IE knowledge sharing - On Hold

- Dashboard updates - Partially On Hold

- Bachelor's Degree Program involvement - Partially On Hold

- Surveymonkey training - On Hold

- Surveymoney account distribution - On Hold

- Foundation meeting participation - Partially On Hold

- Team professional development - On Hold

- Research documentation processes - Partially On Hold

- COA tangible activities for improvement - Partially On Hold

With only one researcher for several months out of the year (previously, we had four, including the associate dean), the strain was evident.

Our reliance on NANCE positions has proven ineffective and inefficient in utilizing personnel and campus resources. The temporary and part-time nature of these roles has resulted in a high turnover, diminishing the return on investment in onboarding and training. Typically, it takes at least a month, often more, for IT to provide access to the necessary software, and even longer for new employees to achieve semi-independent work. As all NANCE positions in our office require supervision and we lack sufficient full-time researchers for oversight, it leads to unproductive utilization of their time.

Therefore, a more strategic approach is to redirect the funds intended for hiring two NANCE positions and

Summary and Reflection

utilize them, along with additional funds, to establish one full-time, restricted position. We are grateful for the support from colleagues across the campus, enabling the creation of a restricted researcher position to support two grants over a two-year period. Additionally, we have collaborated with regional partners to advocate for and secure a restricted researcher in CTE (sunset in June 2025). This additional staff support, despite its restricted nature and one position expires in 1.5 year, is crucial for partially resuming the planned activities at least in the next 1.5 year, assuming there is no other transition. Finally, it is lesser known that there are two divisions within IE. One is Institutional Effectiveness, and one is Institutional Research, and while they are related, the nature of work is not the same. Thus, we are very grateful and excited for the possibility of having the Associate Dean of Research to lead the Institutional Research function (and to do the research work too because the Associate Dean traditionally has been a researcher role). This will free up the Dean's time to focus on serving the needs for Institutional Effectiveness on campus.

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

N/A (Data reflection is included in other update sections)

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

(January 2024 Update)

Despite being significantly understaffed in 2023, with several months operating with only one researcher, we successfully processed over 210 projects in the 2023 calendar year. This number is likely an underestimate, as we estimated about 10% to 20% of projects were not documented due to time constraints. It's important to acknowledge that the dean of IE had already managed workload expectations at various areas on campus, yet we still processed a high number of projects. This in a way is a good news because it highlights the substantial use of data and research in various aspects at Mesa.

Here are examples of some of the projects:

Institutional Research:

- Facilitated the successful launch of the Strong Workforce Counselor Institute, providing individualized data dashboard access and one-on-one sessions with faculty.

- Supported institutional applications for the Aspen Prize and ESCALA State Department Award.

- Aligned enrollment management data metrics between Mesa and the District Office, revising syntax for accurate Mesa context.

- Conducted the campus-wide Student Parent Survey to assess support for parenting students.

- Completed major external mandated reporting for two Federal grant APRs for HSI Title III E3, AANAPISI.

- Performed online vs. in-person analysis across campus and the School of Humanities.

Institutional Effectiveness:

- Initiated broader conversations on institutional effectiveness through training on SMARTE goals and Measures.

- Implemented new and improved business processes using the Office 365 platform to enhance institutional capacity and efficiency.

- Received the Mesa Foundation Innovation Grant and hosted the Outcomes Summit.

- Guided the successful transition to the new platform for Outcomes Assessment and Program Review

Summary and Reflection

through various support initiatives, including the development of a handbook, a series of guided videos, a series of workshops, and over 100 individual support sessions

- Collected information about the current status towards Mesa 2030.

- Successfully delivered ACCJC's ISER and the supplemental evidence request.

- Developed Project Log 2.0 with a better user interface and sharing abilities.

- Developed governance guidelines for committee chairs.

- Initiated discussions on CTE research agenda and the impact of activities/programs.

Alignment with Mesa 2030

Unit Goal: Prioritize research request based on potential for impact in alignment with Mesa 2030.
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
- Completion - Objective 3: X

Action Plans	Action Plan Update
Action Plan Status: Active **Action Plan:** 1. Being clear about IE project timeframe and available capacity – allowing researchers to focus on a project at a time. 2. Triage project requests that are directly related to Mesa2030, mandated reporting, and potential high impact. 3. Build a research request prioritization logic tree and integrate it into the research request.form. **Action Plan Cycle:** 2022 - 2023, 2023 - 2024	**Submission Date**: 01/18/2024 **Action Plan Update**: Activity 1. Completed. The Dean communicated with the campus several times through different means about the office capacity and timeline for resuming certain activities. Activity 2. In progress. Activity 3. In progress. **Update Year**: 2023 - 2024 **Action Plan Progress**: On Track

Leverage existing data

Unit Goal: Leverage existing data products to increase equity-minded action on campus.
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
- Completion - Objective 3: X

Action Plans	Action Plan Update
Action Plan Status: Active	**Submission Date**: 01/18/2024

Action Plans	Action Plan Update
Action Plan: 1. Link more district and Chancellor's Office resources on our website. 2. Leverage our NANCE workforce to develop a resource page and video trainings of how to use existing data products (short clips). 3. Increase the frequency of posts on IE Twitter account with more data snip-its. **Action Plan Cycle:** 2022 - 2023, 2023 - 2024, 2024 - 2025	**Action Plan Update**: Activity 1. Not completed due to capacity issue. Activity 2. Not completed due to the lack of full-time staff to supervise the NANCE/lead this work Activity 3. Not completed due to capacity issue. **Update Year**: 2023 - 2024 **Action Plan Progress**: Barriers Encountered

Best practices

Unit Goal: Identify, share, co-create, and establish sustainable, innovative practices and systems that advance equity and excellence, and increase efficiency.
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 3: X
- Pathways and Partnerships - Objective 1: X

Action Plans	Action Plan Update
Action Plan Status: Active	**Submission Date**: 01/18/2024 **Action Plan Update**: Activity 1. Completed. Even though it is restricted position, it is still very helpful and more beneficial for the college in the next 2 years. Activity 2. Partially completed. It was not done systematically. Activity 3. Incomplete. Activity 4. Partially completed. The effort started in CTE area. **Update Year**: 2023 - 2024 **Action Plan Progress**: On Track

Action Plans	Action Plan Update
Action Plan: 1. Increase IE capacity by filling full-time positions and finding more time through project prioritization. 2. Conduct a self-evaluation using the state's SSM Dashboard data to identify positive progresses Mesa college has made, contact the relevant departments to learn and disseminate best practices. 3. Leverage databases, such as What Works, to learn about best practices that IE can introduce to the college. 4. Secure funding for researchers to attend research conferences annually. 5. communicate with campus about the IE's role in institutional effectiveness effort such as short and long term planning **Action Plan Cycle:** 2022 - 2023, 2023 - 2024, 2024 - 2025	

Program Review

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

Leadership - Office of Resource Development

Summary and Reflection

Executive Summary

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

2023/2024 UPDATES
The unit has made significant gains in key challenge areas from the prior year, and has been met with new and exciting challenges:

SUCCESSES:
- Staff Turnover to Stabilization -
    -Successes:
        - With the hire of Administrative Technician Heidi Brogren and the blessing of a NANCE position, we have now had consistent staff that have developed critical institutional knowledge needed to get out of a "continually training and backfilling" cycle.
        - With the hire of Evergreen CPA services, our Foundation now has the benefit of dramatically improved financial administration, management, and oversight with skilled expertise that functions at all levels; from book-keeping to CFO-level Board relations.
    -Next Steps:
        - Ms. Brogren will be expanding her role to take on additional operational and administrative functions (namely: scholarships, reporting) in order to free up the Director for more fundraising.
        - As Evergreen finishes "cleanup" of prior year accounting, their capacity will shift to producing routine reports and, again, freeing up additional Director time.

- Operational/Systems Improvements -
    -Success: Staff (Director) worked with a NANCE in the office of Institutional Effectiveness to develop a web-based solution for review, approval, and ranking of Innovation Grants using tools already bundled into the purchase of Office 365 licenses. This streamlines the process and reduces manual labor for both the Office of Resource Development and the campus at large. It also increases accuracy and establishes the foundation for capturing key metrics year-over-year.
    -Next Steps:

- Strategic Planning & Alignment -
    - Success: Staff (Director) worked diligently with an Ad Hoc Strategic Planning Committee and full Board to undergo the Foundation's first ever Strategic Plan, which will span the next five years and which outlines significant growth goals, including reaching 2.5 million in revenue (see attached document for details)
    - Next Steps: launch the strategic plan among various stakeholder groups, including campus community at convocation, donors, alumni, volunteers, etc.

CHALLENGES & OPPORTUNITIES-
- Continued Capacity Constraints -
Continued capacity constraints include grant-writing and grant portfolio management and marketing/communications/social media content development for direct-to-donor correspondence. The use of AI to fill some of this gap is an interesting potential to explore, but it is important to note that in a benchmarking activity comparing like organizations to inform the Strategic Plan, the San Diego Mesa College Foundation was found to be the second lowest in terms of staff and yet mid-range in terms of fundraising results, making us one of the most efficient teams. That efficiency does come at the cost of significant untapped opportunity. Based on findings, greatest overall efficiency is correlated with about $5 million in revenue and a team of about 7 (see attached document). Additional pain points can be observed on the Operational Health Assessment (attached), which ranks SDMCF very low in key performance areas. Providing adequate resources to our team would increase revenue and impact to students and the campus, reduce burnout, and improve morale.

Summary and Reflection

-Operational Compliance-
Closely related to capacity constraints and the hire of Evergreen CPA as an improvement is the challenge of the timely completion of audited financial statements and 990 tax filing, with a corresponding impact on the Foundation's status with the California Attorney General's Office. Prior to onboarding Evergreen, our office--along with all Foundation offices and the District offices--faced significant challenges in timely collaboration with the external auditing firm. The Director put in countless hours to project management, escalation, and direct hands-on completion of documents that led to an eventual resolution, but in the meantime the Foundation was temporarily ineligible for grants. The good news: The Foundation will have a new auditing firm for the FY22-23 audit and is already off to a much more promising and professional start.

-DEI Efforts-
While San Diego Mesa College is relatively advanced in their Equity journey, the San Diego Mesa College Foundation is further behind, as evidenced by the attached baseline DEI Assessment. This provides opportunity for focused efforts at specific actions that can help move the needle rapidly and meaningfully, while simultaneously taking the time to do more nuanced work on culture and belonging.

-Fundraising and Donor Feedback-
A baseline donor survey and follow-up Board survey were completed to assess stakeholder support. The findings show that many are very satisfied with the Foundation's mission and impact, but would appreciate more opportunity for meaningful engagement and connection.

_____
_____

2022/2023
This unit has faced both significant challenges and experienced noteworthy successes since the last comprehensive review in 18/19. During this period, the department encountered various obstacles, including staff turnover, the impact of a global pandemic, and ongoing operational challenges, particularly related to fiscal management. Despite these setbacks, the unit demonstrated resilience and achieved notable accomplishments. This report will outline the specific challenges, the corresponding impact on fundraising efforts, and the subsequent recovery and growth experienced by the department.

Staff Turnover:
One of the major challenges faced by the unit was staff turnover. The departure of key personnel significantly disrupted operations and created a lack of continuity within the team. The director's absence due to maternity leave, followed by the interim director leaving prematurely to accept another position, posed a considerable strain on the department. Furthermore, the RD Admin Tech, who was responsible for critical administrative tasks, went on extended leave and later resigned. Given the lean staffing structure, the absence of cross-trained individuals for these roles further exacerbated the challenge.

Impact of the Global Pandemic:
The outbreak of the global pandemic presented unprecedented challenges for the department. To ensure the safety of staff and stakeholders, all operations were transitioned to remote work. This sudden shift required a rapid adjustment to new remote work practices, including the remote management of donor stewardship and cultivation efforts. Fundraisers across industries struggled to adapt to social distancing measures while attempting to build meaningful engagements with donors. As a result, the department experienced a significant reduction in fundraising results across sectors.

The combination of staff turnover and the impact of the pandemic resulted in a notable decrease in revenue during the fiscal year 2020-2021, as well as "bumpy" operations wherein we were over a year behind in our audited financial statements, 9 months behind in routine monthly financial processes, and unable to uphold our commitment of acknowledging donors within 2 weeks of their donation.

Despite the challenges faced, the unit was able to regain stability and achieve above-average results in the subsequent fiscal year, 2021-2022. We were able to leverage a transition of leadership and retirement of President Emeriti Dr. Pamela Luster to host our first fundraising event, the Celebration of Equity and

Summary and Reflection

Excellence, and established a #MesaGivingDay to augment our annual scholarship appeal. We were able to complete our audited financials and file our FY20-21 990, as well as catch up on monthly reports, select a new vendor for our CPA/bookkeeping firm, and increase the automation of our scholarship processes and touchpoints.

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

6f_SDMCF_ 2023 DEI Assessment_ Summary_ DRAFT_ 6 July 2023_ (2).pdf
BenchmarkingResearch - Summary.pdf
DonorSurvey6-28-23_Summary.pdf
DonorSurveyData_Detail.pdf
OHA-San Diego Mesa College Foundation.pdf
SDMCF Strategic Plan - 2024-2029 FINAL (1).pdf
Mesa_Foundation_Survey_2022_Summary_PDF.pdf

Executive Summary Complete

Yes

Data Reflection

Trends observed in program/service area's data.

The combination of staff turnover and the impact of the pandemic resulted in a notable decrease in revenue during the fiscal year 2020-2021. The average revenue, which was previously $429,000, dropped to a low of $261,620. This reduction affected all fundraising appeals, but the most significant decline was observed in campus events, which had to be completely shut down. As a result, the department experienced a loss of $15,000 compared to the previous year.

Despite the challenges faced, the unit was able to regain stability and achieve above-average results in the subsequent fiscal year, 2021-2022. The revenue yield increased to $493,150, demonstrating a strong recovery. Moreover, this positive momentum has been sustained in the current fiscal year, with revenue amounting to $458,770, even with one less appeal compared to the prior year. This achievement is particularly noteworthy considering the absence of a fundraising gala or event, such as the Celebration of Equity and Excellence, which had traditionally contributed to fundraising efforts. However, there is an alarming trend when it comes to donor retention, acquisition, and attrition. The number of new donors decreased in FY19/20 (294 down from 367), 20/21 (178), bumped slightly in 21/22 (245) and is back down in 22/23 (134). Our attrition rate is at nearly 70% and reactivated donors, which peaked at 80 last year, is down to 38 this year. The total number of donors peaked in FY21/22 at nearly 500, and we are down to roughly 300 this year and our net promoter score is currently at 15, well below a desirable 40. However, our donors are saying that we are acknowledging them well and the process of donating is easy.

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 office works with the Office of Institutional Effectiveness each year to conduct an equity analysis of our scholarship portfolio. While we do not have the most recent year's results yet (expected by fall of 2023), we now have 3 years of data that began immediately following the most recent comprehensive review. The results showed that, while the number of applicants and awardees by racial and ethnic group is largely consistent with the larger Mesa population, we originally noted disparities in the average award amount per awardee along racial lines, with the number of awards and value of awards for African American students being disproportionately lower than white an Asian counterparts in 2019. This tells us that, because of the way we have structured our scholarships, we were not closing equity gaps but rather reinforcing systems that do not well serve our BIPOC students. In response to these findings, we worked alongside the Dean of Student Affairs and the Dean of Student Success and Equity to make immediate adjustments to our processes and established the Resiliency Fund to provide a more needs-based method of tapping into philanthropic dollars with fewer barriers to access. The 2020 and 2021 data is promising, with a possible trend in the opposite direction towards a higher average award amount for African Americans and an increased number of Awards Received such that both African Americans and Latinx students received more than the average number of awards. We are continuing this assessment and work, and this year for the first time have data on the intentions of our donors in creating scholarships (to award academic merit, address economic need, support a subpopulation, or honor a loved one's legacy). We will use this data to better understand: 1) the balance of our scholarship portfolio based on donor's intentions; and 2) any gap between a donor's intentions and the scholarship eligibility criteria.

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

The Scholarship Equity Analysis was presented at the San Diego Mesa College Foundation's Impact Committee and Board. What's more, continued data points regarding our revenue results to our Advancement Committee, Finance Committee, and Board. This year, we also have an Ad Hoc Strategic Planning Committee that meets monthly to review the following data points: a Diversity, Equity, and Inclusion Audit; an Organizational Health Assessment by the ProActive Leadership Group; Benchmarking Data; a Change Agenda activity from our 2022 Board Retreat; a multi-year Board Survey; and a Donor Survey currently being conducted. All of these data points are being shared and synthesized for our upcoming 2023 Board Retreat.

Related Documents for Charts and Graphs

2021 Scholarship Equity Analysis.pdf
6f_SDMCF_ 2023 DEI Assessment_ Summary_ DRAFT_ 6 July 2023_ (2).pdf
BenchmarkingResearch - Summary.pdf
DonorSurvey6-28-23_Summary.pdf
DonorSurveyData_Detail.pdf
Mesa_Foundation_Survey_2022_Summary_PDF.pdf
OHA-San Diego Mesa College Foundation.pdf
SDMCF Strategic Plan - 2024-2029 FINAL (1).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.

Upon the initial results of the scholarship equity analysis, we put together a scholarship equity task force to evaluate our practices and make adjustments. Through this: we were able to eliminate the reference requirement for the overwhelming majority of scholarships; host workshops and a donor event to share the results of the equity assessment and spur thinking about the ways in which all stakeholders (donors, scholarship leads, reviewers) could better serve students given structural barriers; adapt scholarship essay questions and rubrics; and consolidate the number of "unique criteria" so that students could better find scholarships that suited their needs. This included a remarkable speech by Tiffany, a student who explained,

Summary and Reflection

"it's hard to volunteer in the soup kitchen when you are in line in the soup kitchen." Upon the onset of COVID-19, we were able to pivot rapidly and immediately disburse all scholarships in full to support the financial needs and economic instability of our students, as well as raise over $20,000 to distribute weekly to students experiencing setbacks related to the pandemic. Additionally, we focused on expanding our strategies to include the Resiliency Fund, so that students have a means of accessing funds beyond an annual, competitive scholarship cycle wherein criteria are set by donors and into a programmatic fund designed by our Basic Needs Coordinator and Dean of Student Success and Equity. We were able to establish a permanent source of support in the form of an endowment. We also established the first-ever Diversity, Equity, and Inclusion Committee for the San Diego Mesa College Foundation Board and conducted and audit that revealed we have a lot of growing to do in order to catch up on the intentionality, formalization, and codification of our commitment to equity.

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

There are many additional factors that could impact our equity data, both internal and external. We currently only have equity data on our scholarships, but not those who we serve through Innovation Grants, as a fiscal admin for academic or student service programs, the Resiliency Fund, or other areas of support. So, additional record-keeping would allow for more precision in knowing exactly who we are serving. Additionally, the composition of our staff and Board, as well as our donor base, is critical to our equity outcomes. We do not currently have data on the demographics of reviewers or donors, but philanthropy has historically been overrepresented by white donors and underrepresented by BIPOC communities. We are aiming to grow our Board to continue to represent various and varied perspectives from our community, as well as start and continue conversations about the intersection of philanthropy and anti-racist work on and beyond our campus.

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

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

Yes

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

No

Increase Fundraising

Unit Goal: Increase fundraising activity to include: an annual fundraising event held each year, increased support for grant-seeking across the campus, grow #MesaGivingDay, and maintain annual scholarship appeal.
Goal Status: 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:** Goal 1 Action List: 1. Plan and execute annual fundraising gala 2. Increase grantseeking activity and tracking 3. Increase non-ask touchpoints to donors 4. Complete Strategic Planning for Foundation with growth goals **Action Plan Cycle:** 2022 - 2023, 2023 - 2024, 2024 - 2025, 2025 - 2026	

DEI & Belonging Plan

Unit Goal: Use DEI Audit as a starting point to create and implement a DEI & Belonging Plan for the Foundation; re-launch Scholarship Equity Task Force; and begin campus communications about trust-based philanthropy and anti-racist philanthropic practices.
Goal Status: 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
- Scholarship - Objective 2: X

Action Plans	Action Plan Update
Action Plan Status: Active	

Action Plans	Action Plan Update
Action Plan: Goal 2 Action List 1. Launch Scholarship Equity Task Force 2. Present on DEI in Philanthropy at Convocation 3. Develop DEI Action Plan **Action Plan Cycle:** 2022 - 2023, 2023 - 2024, 2024 - 2025, 2025 - 2026	

Increase Efficiency of Operational Practices

Unit Goal: Increase efficiency of operational practices including financial and scholarship management so as to open up more capacity for relationship management–friend and fundraising, which can be measured by reduction in meeting time, adherence to fiscal deadlines, and increased automation of scholarship processes.
Goal Status: 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:** Goal 3 Action List: 1. Transition to new CPA/Bookkeeping firm 2. Transition to new banking institution 3. Embrace Texting technology to reach out to donors, scholarship leads, and reviewers and prepopulate all touchpoints and timeline 4. Increase number of volunteers for scholarship review **Action Plan Cycle:** 2022 - 2023, 2023 - 2024, 2024 - 2025, 2025 - 2026	

Program Review

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

Leadership - President's Office

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.

Challenges:
The COVID-19 Pandemic continued into the Spring 2022 Semester and work / communication was in a remote status for many classified professionals, administrators, and faculty. The college had received a large-format zoom account in spring 2020 which continued to be used to broadcast campus-wide meetings such as Convocations and President's Cabinet meetings. A main challenge during this time was fulfilling the President's Office Administrative Unit Outcomes #4 – to increase opportunities for professional development for faculty and staff. Another challenge was changes to process and procedures due to the remote status.

Successes:
1) The President's Office staff remained on a hybrid on-campus / remote status throughout the pandemic and was back on campus full-time as of the Spring 2022 Semester. This hybrid work schedule helped by forming a "home base" on campus which also included the assistance of on-campus stockroom and facility staff to assist in keeping lines of communication open as well as receiving mail, other deliveries, and keeping the campus grounds and buildings maintained.

2) The president created a webinar Campus Community Forum held twice a month to communicate campus and district updates and answer questions from the webinar attendees. This Forum was created and launched on April 8, 2020 which had hundreds of attendees in a live discussion, both on Zoom and a live-stream to the Mesa College YouTube channel, where it was archived so that it could be viewed later by those who could not attend live. These Forums were a platform to provide campus, district and community updates as well as give the campus community a chance to virtually be with each other and ask questions; faculty were offer faculty flex time for virtually attending each Forum. As these Forums continued, department and program presentations were added to provide updates. These Forums continued through May 24, 2022 and contributed greatly to the campus communication, especially for COVID-19 related updates. Also included in some of the Forums were department/program presentations and updates which were very well received and connected the campus community with what was occurring remotely.

The webinar/zoom format was also used to hold bi-annual and annual events such as the President's Community Breakfast meetings, Classified Service Awards, Scholarship Awards, Faculty Recognition, and Commencement.

The President's Office staff maintaining an on campus presence during the remote time period as well as creating Zoom/livestream forums, meetings, and events to maintain campus communications contributed to fulfilling our Administrative Unit Outcomes #1 – sustaining and creating new opportunities to support collaboration, learning, growth, diversity, and equity; AUO #2 – sustaining and creating new opportunities to increase two-way communication to the SD Mesa College campus; as well as AUO #3 – create new student pathways for success.

Post COVID-19, this communication to the campus is now transmitted through weekly emails to the campus via "Weekly Updates from Prez Hands" which are also posted to the President's college webpage. In addition, a weekly report is sent to the Chancellor and SDCCD Trustees with campus updates.

3) A state-wide Basic Needs Virtual Summit was hosted by the President's Office in February 2022 which had hundreds of staff, faculty, and student participants and attendees. A Student Voices Panel was featured at this Summit which was mediated by the Mesa College president, led by a basic needs counselor and participating were students who represented several districts. Participants at this Summit heard directly from students on what had been impactful, where they found support and what recommendations they had to remove barriers and how faculty could provide support. This Summit was one of the ways the President's

Summary and Reflection

Office fulfilled our Administrative Unit Outcomes #3 – creating new student pathways for success.

4) The president sponsored attendees to several remote conferences, such as the National Conference on Race & Ethnicity in Higher Education (NCORE), but there were less opportunities available during the pandemic with the exception of a few conferences; such as the Asilomar Leadership Skills Seminar, Asian Pacific Islanders in Higher Education (APAHE), and the Association of California Community College Administrators (ACCCA) Mentor Program. The continued support of professional development for classified professionals, faculty, administrators, and students are examples of fulfilling the President's Office Administrative Unit Outcomes #4 – to increase opportunities for professional development for faculty and staff.

5) During the pandemic, the work of the Mesa2030 educational and facilities master ten-year plan continued to be developed between fall 2019 and spring 2021, receiving board approval on May 13, 2021. The president served as a major consultant to the Task Force which was scheduled regularly to report their work and progress to the President's Cabinet. Mesa2030 goals were created as a call to action to describe what the College intended to accomplish over the coming decade to achieve the long-term goal of being the leading College of equity and excellence. Leading and guiding the work of the Mesa2030 plan fulfilled AUO #5 – to create a strategic plan that reflects the current and future resource needs of the institution.

6) An overall district-wide improvement that resulted from the remote status was the approval to use digital signatures on documents. Digital signatures have now been approved to continue which has greatly improved the turnaround time for approvals and transmittals; especially for human resource, grants/agreements, department forms, and sabbatical-related documents that required several signatures.

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.

Related Documents for Charts and Graphs

Executive Summary Complete

Yes

Data Reflection

Trends observed in program/service area's data.

The current trend for the President's Office since remote status is an increase of students, faculty, and visitors to the office as well as increased demand for assistance for re-establishing on-campus process and procedures. During the pandemic years, there was no travel, limited remote conferences/training/workshops and professional advancement requests and hiring; but grants, agreements, changes to employees work classifications and assignments, and other processes remained active and some required board approval. The transition to and from remote status caused some confusion on policy and procedures and the President's Office played a large role in communicating the processes to the campus. The President's Office continued to be a main source of information including policy changes that were made following the remote status. The support provided by the President's Office in relaying policy and procedures and additional changes to the campus fulfilled our Administrative Unit Outcomes #1 – sustaining and creating new opportunities to support collaboration, learning, growth, diversity, and equity.

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.)

One unit outcome that was challenging was AUO #3 – creating new student pathways for success. The pandemic created more equity gaps that needed to be identified to assist the students that were not being served on our campus or needed additional assistance. The President worked with the Student Services Vice President and Deans to get more basic needs to students, especially emergency aid for incidences that were keeping students from their classes, such as car problems. The Resiliency fund campaign was presented at the September 3, 2019 President's Cabinet meeting to outline the collaboration between the College and Mesa College Foundation to raise funds to support students. In her retirement gala in June 2022, the outgoing president held a fundraiser to secure the funding for the Resiliency Fund. The work to maintain and grow this fund will continue as additional equity gaps and need for new student pathways are identified. The Resiliency funding is an example of the President's Office fulfilling our Administrative Unit Outcomes #1 – sustaining and creating new opportunities to support collaboration, learning, growth, diversity, and equity.

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

The President' Office is charged with holding governance and campus-wide discussions in addition to the Executive Staff meetings. The Executive Staff consists of the President, Vice Presidents, Institutional Effectiveness Dean, Resource and Development Director, the information officer and EA to the President. This weekly meetings are held to preview discussions on district and campus updates, hiring, dockets and roundtable topics.

In addition, in each academic year the President holds two President's Cabinet Retreats in spring and fall. In the fall, representatives from across the College are invited to review how we do the work of the College; and in spring, the group assesses outcomes of all of our processes, the status of key performance indicators, and other data such as enrollment management.

Convocations are an additional way the President brings the campus together to discuss the state of the College and goals for the academic year. These are held at the beginning of the fall and spring semesters and have included keynote speakers, breakout group discussions, and workshops.

These meetings, retreats, and Convocations are examples of fulfilling our Administrative Unit Outcomes #1 – sustaining and creating new opportunities to support collaboration, learning, growth, diversity, and equity; AUO #2 – sustaining and creating new opportunities to increase two-way communication to the SD Mesa College campus; and Administrative Unit Outcomes #4 – to increase opportunities for professional development for faculty and staff.

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.

For the 2022-2023 academic year, the president held over 30 "Listening and Learning" tours in the fall 2022 semester where she met 1:1 with departments across the campus that were given prompts to frame their discussions before the meetings. In spring 2023, the feedback from those tours has now been summarized into an infographic with common themes such as accomplishments, persisting difficult problems, new challenges, equity and excellence, and opportunities. The first step in addressing these themes will be for the Vice Presidents and direct reports to the president to review this information for future discussions at the Executive Staff Meeting. They have been directed to share 1 or 2 ideas in which their area will address some

Summary and Reflection

of the concerns. The work resulting from the Listening and Learning Tour will continue into the 2023-2024 academic year. This work fulfills AUO #1, AUO #2, and AUO #3.

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

1) Internal factor: Following the Listening and Learning Tours, many of the items brought forward by the departments had factors such as staffing and lack of resources. There is still a hiring freeze in effect for Classified Professionals and reduced opportunities to hire all requested faculty positions and this will greatly affect the support that many of the departments mentioned as one of their greatest needs in order to better serve students as well as strengthening relationships and collaborations.

2) External: SDCCD Reorganization – Changes that have occurred at the District Office regarding the Chancellor's position and the reorganization of Executive Vice Chancellors, Vice Chancellors, Associate Vice Chancellors and other offices has presented challenges. The Chancellor went on leave in late March 2023, resigned on May 1, 2023, and the People, Culture, and Technology Vice Chancellor is the current Acting Chancellor. Other new Vice Chancellors have been hired, such as Kelly Hall for finance and business, and, Laurie Coskey for development and entrepreneurship, and this transition has been something the College has needed to adapt to with changing policy and procedures. One example is that VC Hall no longer requires that Board of Trustee agenda items must be submitted in their funding year and this has changed how our College submits grant and agreement documents. Continuing to adapt to the new policy and procedures brought forth from the District organizational transition is the work we will support through unit goal #1: Maintain the health and stability of the college through the cultivation of a positive campus climate, management of finances, technologies, and infrastructure, adequate staffing levels, modern and functional facilities, and compliance with relevant state, district and college regulations and standards.

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?

Health and Stability of the College

Unit Goal: Maintain the health and stability of the college through the cultivation of a positive campus climate, management of finances, technologies, and infrastructure, adequate staffing levels, modern and functional facilities, and compliance with relevant state, district and college regulations and standards
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
- Community - Objective 3: X
- Community - Objective 4: X
- Completion - Objective 3: X
- Pathways and Partnerships - Objective 1: X

Action Plans	Action Plan Update
Action Plan Status: Active **Action Plan:** Goal 1 - Action Plan List a. Accreditation: ISER preparation and submission; b. BARC, FHP, CHP processes; c. Mesa2030: Facilities Planning Taskforce; d. Bond preparation work; e. Administrator leadership focus on Courageous Leadership and Equity in Action; **Action Plan Cycle:** 2022 - 2023	

Partnerships

Unit Goal: Work in partnership with internal and external stakeholders to address the needs of our students and community.
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 4: X
- Pathways and Partnerships - Objective 1: X

- Pathways and Partnerships - Objective 3: X
- Stewardship - Objective 2: X

Action Plans	Action Plan Update
Action Plan Status: Active **Action Plan:** Goal 2 Action Plan List a. Engaging K-12 partnerships focused on strengthening the Teacher Education Pipeline c. Engaging community partnership focused on Allied Health, Pathways, CE Day f. Generation Hope: FamilyU Cohort participation - focus student parents g. Meetings with elected officials h. Mesa Foundation: Shining Light on Gratitude Event i. Mesa Pathways j. Principal's Roundtable k. Shifting focus from access and completion to access + completion + post college success **Action Plan Cycle:** 2022 - 2023	

Student Support, Teaching, and Learning

Unit Goal: Enhance student support, teaching, and learning by refining organizational processes, communication, and professional development opportunities.
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
- Community - Objective 3: X
- Community - Objective 4: X
- Completion - Objective 4: X
- Pathways and Partnerships - Objective 1: X
- Scholarship - Objective 1: X
- Stewardship - Objective 6: X

Action Plans	Action Plan Update
Action Plan Status: Active **Action Plan:** Goal 3 Action Plan List a. Classified Onboarding Program; b. New Convocation format including professional learning opportunities; c. Enrollment Management Taskforce (campus and District); d. Presidents Weekly Updates; e. Theme: Shining Light on Equity and Excellence; f. Listening and Learning Tour **Action Plan Cycle:** 2022 - 2023	

Equity and Excellence

Unit Goal: Ensure that equity and excellence are at the forefront of decision-making.
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
- 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 3: X
- Pathways and Partnerships - Objective 5: X
- Scholarship - Objective 2: X
- Stewardship - Objective 2: X

Action Plans	Action Plan Update
Action Plan Status: Active	

Action Plans	Action Plan Update
Action Plan: Goal 4 Action Plan List a. Theme: Shining Light in Equity and Excellence; b. President's Cabinet Equity Spotlights; c. AANAPISI and HSI grant implementation ; d. Pursuit of Native American Student Support & Success Program grant; **Action Plan Cycle:** 2022 - 2023	

Mesa2030 and Road Map to Mesa2030

Unit Goal: Maintain Mesa2030 and Road Map to Mesa2030 as dynamic and actionable documents that guide our ongoing progress and planning.
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 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 3: X
- Pathways and Partnerships - Objective 5: X

Action Plans	Action Plan Update
Action Plan Status: Active **Action Plan:** Goal 5 Action Plan List a. President's Cabinet Retreats b. RoadMap to Mesa2030 semester assessments **Action Plan Cycle:** 2022 - 2023, 2023 - 2024	

Program Review

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

Leadership - Vice President of Administrative Services Office

Summary and Reflection

<div style="background:#0a6153;color:#fff;text-align:center;">2022 - 2026</div>

Executive Summary

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

Success:

Mesa2030 Facilities Planning Taskforce

The taskforce has met consistently through the 22/23 year. Outcomes include project ranking based on identified values, increased understanding of bond planning process, reliable body to discuss large-scale facilities planning.

In the year 2023-24, the Mesa2030 Facilities Planning Taskforce will meet to understand the bond process and identify available and appropriate participation in the advocacy process.

New Classified Institute

During 2022-23, San Diego Mesa College supported the first classified onboarding program, known as The New Classified Institute. The program has proven to be quite successful in terms of demand and participant feedback. The key idea behind this program was to ensure that classified professionals feel more grounded in their positions, more connected to other classified professionals and the campus, and feel more equitably included. The aim was to create an onboarding program with intention that centers learning and with input from campus stakeholders. This will improve personnel retention and foster equity-minded campus leaders from every seat. Demand for this program in the pilot year, 2022/23, has increased from 17 confirmed participants in early September 2022 to almost 30 participants after September 2022. Considering Equity and Excellence, the New Classified Institute (2022-23) included part-time professionals.

In the year 2023-24, the New Classified Institute will continue with a second cohort of classified professionals. The institute will keep a similar curriculum and approach as the inaugural year. On the administrative side, VPA will work with NCI leadership and LOFT team to plan a transition to institutionalize NCI within the organizational structure of the LOFT.

Departmental Re-Org

Admin. Services Re-Org to include Events and Operations Division and Admin. Services Division. This change gives authority to two new managers within the area. This increased authority allows for greater scope of work and accountability for department leads.

Admin. Services Leadership Team Building

With the establishment of management structure, VP of Admin. Services can reset and focus on leadership and team building for managers within the division. Successes include working with third party consultants to better understand culture dynamics and working/communication styles. The goal is to increase efficiency and improve culture within the division.

In 2023-24 VPA will continue to work with Admin. Services management team on building community and a culture of respect and kindness. Managers within the division will attend and complete training specifically designed to raise self-awareness and build leadership capabilities with a focus on equity. Moreover, this focus will extend to all members of the administrative services personnel.

Summary and Reflection

Facilities/Affinity Space Request Process

Admin. Services have been creating and looking forward to implementing campus-wide facilities and affinity space request process. This will increase awareness, consistency, and transparency in the request process.

Campus-wide affinity space request process has been conducted. In the year 2023-24, we will identify space and resources needed to remodel available spaces to accommodate the needs of approved affinity groups. Additionally, VPA will advocate for affinity spaces though the upcoming bond process.

Challenges:

Personnel and Culture:

There has been a decrease in personnel with the hiring freeze and a management restructure. This has deepened challenges of personality conflict and inter-departmental efficiencies.

Technology Planning:

The large-scale computer rotation project has highlighted the need for comprehensive technology planning and project execution. The division of authority and labor between district and campus employees will need to be addressed.

In the year 2023-24, the College Technology team will create a rotation plan for all computers on campus. Work is currently being done to pilot new technologies to replace expensive projectors in 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.

N/A

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

Departmental Re-Org

The re-org to divisions with overseeing managers allows for a reset in expectations and an opportunity for shared goal setting.

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

null

Related Documents for Charts and Graphs

Executive Summary Complete

Yes

Data Reflection

Trends observed in program/service area's data.

Increased Grants

Each year, the college is awarded more and more grants and contracts. This increase in funds and funding

Summary and Reflection

reports has increased workload significantly without providing additional staffing.

Increased Events

Post-pandemic, there have been an increasing number of events on campus. Though there has been some staffing augmentation, the increase of events is reaching an unsustainable level. Concerns include staff for event set up, AV, and availability of event space.

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.

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.

N/A

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?

2023-2024: Yes.
1. In the year 2023-24, the New Classified Institute will continue with a second cohort of classified professionals. The institute will keep a similar curriculum and approach as the inaugural year. On the administrative side, VPA will work with NCI leadership and LOFT team to plan a transition to institutionalize NCI within the organizational structure of the LOFT.

2. Admin. Services Re-Org to include Events and Operations Division and Admin. Services Division. This change gives authority to two new managers within the area. This increased authority allows for greater scope of work and accountability for department leads.

3. In 2023-24 VPA will continue to work with Admin. Services management team on building community and a culture of respect and kindness. Managers within the division will attend and complete training specifically designed to raise self-awareness and build leadership capabilities with a focus on equity. Moreover, this focus will extend to all members of the administrative services personnel.

4. Campus-wide affinity space request process has been conducted. In the year 2023-24, we will identify

Summary and Reflection

space and resources needed to remodel available spaces to accommodate the needs of approved affinity groups. Additionally, VPA will advocate for affinity spaces though the upcoming bond process.

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

2023-2024:
1. Increased Grants

Each year, the college is awarded more and more grants and contracts. This increase in funds and funding reports has increased workload significantly without providing additional staffing.

2. Increased Events

Post-pandemic, there have been an increasing number of events on campus. Though there has been some staffing augmentation, the increase of events is reaching an unsustainable level. Concerns include staff for event set up, AV, and availability of event space.

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

2023-2024: N/A

Culture Assessment and Implementation

Unit Goal: Culture Assessment and Implementation

Develop activities, spaces, and programs that support a sense of belonging with a focus on antiracism, historically minoritized groups*, and inclusion
Build a culture of communication that is evidence based, race conscious, institutionally focused, systemically aware, and equity advancing.

Goal Status: Active
Beginning Year: 2022 - 2023
Projected Completion Year: 2025 - 2026

Action Plans	Action Plan Update
Action Plan Status: Active **Action Plan:** Actions: 1. Admin. Services Leadership Assessment and Training 2. Completion of Shared Goals for Admin. Services Areas **Action Plan Cycle:** 2022 - 2023, 2023 - 2024, 2024 - 2025, 2025 - 2026	**Submission Date**: 12/15/2023 **Action Plan Update**: Test **Update Year**: 2023 - 2024 **Action Plan Progress**: On Track

Budget Transparancy

Unit Goal: Budget Transparancy

Establish a college-wide practice and schedule that addresses routine maintenance and renewal of equipment, facilities and technology to ensure access to adequate resources and better serve students.
Increased campus understanding, communication of and transparency in budget and resource allocation.

Goal Status: Active
Beginning Year: 2022 - 2023
Projected Completion Year: 2025 - 2026

Action Plans	Action Plan Update
Action Plan Status: Active	

Action Plans	Action Plan Update
Action Plan: Actions: 1. What does budget transparency mean to you? Activity 2. Continue BARC Learns initiative **Action Plan Cycle:** 2022 - 2023, 2023 - 2024, 2024 - 2025, 2025 - 2026	

Mesa2030 Facilities Taskforce

Unit Goal: Mesa2030 Facilities Taskforce

Establish a college-wide practice and schedule that addresses routine maintenance and renewal of equipment, facilities and technology to ensure access to adequate resources and better serve students.
Increased campus understanding, communication of and transparency in budget and resource allocation.
Develop activities, spaces, and programs that support a sense of belonging with a focus on antiracism, historically minoritized groups*, and inclusion

Goal Status: Active
Beginning Year: 2022 - 2023
Projected Completion Year: 2025 - 2026

Action Plans	Action Plan Update
Action Plan Status: Active **Action Plan:** Action List: 1. Continue Mesa2030 Facilities Planning Taskforce 2. Create communication expectations for capital projects **Action Plan Cycle:** 2022 - 2023, 2023 - 2024, 2024 - 2025, 2025 - 2026	

Program Review

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

Leadership - Vice President of Instruction Office

Summary and Reflection

<div style="background-color:#14675b;color:white;text-align:center;">2022 - 2026</div>

Executive Summary

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

To address the enrollment challenges and the impending end of hold harmless, the Vice President of Instruction assembled a cross-functional, 80-member enrollment management taskforce to draft a 3-year enrollment management plan. The taskforce established 7 workgroups to examine topics such as equity, environmental scan, scheduling tools, etc. Our goal is to offer an equity-infused stable schedule that both meets the needs of students and ensures the fiscal health of the institution.

Mesa has the highest efficiency in the SDCCD and for the past 3 years, under the Vice President of Instruction, the instructional budget has remained either balanced or has enjoyed a significant surplus. This is a far cry from 2019, when the adjunct budget for Mesa was $3,000,000 in the red.

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.

These grants enable instruction and other services on campus to address the specific needs of affinity groups which are experiencing disproportionate impact in several KPIs, such as completion and success. The HSI grant is focusing on accelerated paths for Latinx and low-income students through STEM sequences. Among the many activities, we have a pilot to accelerate success in CHEM courses. Some of the early findings point to the importance of recency of math courses prior to enrolling in Chemistry.

The Vice President of Instruction serves on the statewide AB1111 taskforce as the CIO representative. She also serves on the CIO Board, which frequently meets with Chancellor Office representatives. Thus, she brings information to Mesa, SDCCD and the region to proactively address challenges and opportunities associated with the new laws. The biggest challenge of AB1705 is in mathematics. The department has been working with the dean and the VPI to ensure that we comply with requirements by summer 2023 and beyond.

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

The Vice President of Instruction, in conjunction with the Dean of Math and Sciences and colleagues from across the institution, have crafted a plan to start the MESA program. This grant is timely. The goal of the implementation team is to enhance tutoring and other services for STEM students in compliance with AB1705 requirements.

Mesa College hired a full-time faculty member to teach Asian American Studies. In her first semester, the faculty member received 100% release time to develop curriculum and the program. Mesa is interested in hiring a position in Native American Studies.

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

Related Documents for Charts and Graphs

Executive Summary Complete

Yes

Summary and Reflection

Data Reflection

Trends observed in program/service area's data.

Enrollment trends continue in an upward trajectory, despite the fact that we have not restored FTES or headcount back to 2019 levels. Nevertheless, we have reached the 5,000 FTES threshold for the main terms for the very first time since the start of the pandemic. Also, we have reached 14.14 efficiency, which is higher than in 2019, when the Vice President of Instruction arrived at Mesa.

Transfer remained pretty strong in the pandemic. Also, after a decline in the number of certificates of achievement awarded, Mesa saw a significant increase in the past academic 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 gaps continue to persist and affect mainly Latinx and African American students. Deans Council examines the data and uses it to guide its decision making in regards to the entire student journey in instruction.

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

Data regarding enrollment, student achievement, completion, and equity gaps is discussed at the weekly Deans Council meetings in order to provide direction for all of Instruction. The Deans Council meetings are attended by all instructional deans, a student services dean representative, the Academic Senate president and the Chair of Chairs.

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 Vice President of Instruction will continue to lead efforts to provide professional development opportunities to faculty. Among these are the Curriculum Equity and Excellence Review (CEER), Mesa's Online Success Team (MOST), etc.

The CTE unit has just developed a very innovative program to promote paid internship opportunities for all students, especially those in disproportionately impacted groups. The program, in its second semester, is enjoying great success. We will continue to expand internship opportunities for students beyond CTE.

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

The strategic enrollment management planning process includes not just scheduling, but an examination of many practices at the college and district level that represent barriers for students, from using conflicting scheduling time blocks, to technology limitations in the registration process. Our goal is to identify and address these issues in conjunction with the district as appropriate.

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?

2023-24
The enrollment management plan was submitted by the deadline to President's Cabinet, which approved it in May 2023. In fall 2023, President's Cabinet approved the formation of an enrollment management committee with broad representation from across campus, shared governance groups, etc. The committee spent the fall 2023 strategizing about which items to focus and implement in 23-24. Scheduling practices rose to the top of the priority list. The committee revised a draft of a scheduling practices survey that we had created as part of the taskforce work the year before and sent it to all deans and department chairs. We are in the process of analyzing the results and creating a guide of best scheduling practices to share with the campus.
In addition to the HSI grant, now the program activity manager for the AANAPISI grant, which was hired in January 2023, also reports to the VPI. The AANAPISI grant has increased the level of programing and data analysis to ensure that we meet all the grant objectives.
The VPI continues to serve as the Region X CIO representative on the California Community Colleges CIO Board. She also completed her work as part of the statewide AB1111 taskforce. Mesa College hired a MESA Center director, who started in December 2023, identified a space for the Center, and is planning to be fully functional in spring 2024.

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

All enrollment management KPIs are trending upwards. Most notably, Mesa College earned over 5,600 FTES, reached an efficiency close to 15, and saw over 19,000 headcount. We have superseded our FTES targets for every term, starting with summer 2023 and continuing with fall 2023 and intersession 2024.
23-24
All enrollment management KPIs are trending upwards. Most notably, Mesa College earned over 5,600 FTES, reached an efficiency close to 15, and saw over 19,000 headcount. We have superseded our FTES targets for every term, starting with summer 2023 and continuing with fall 2023 and intersession 2024.
Transfer remained strong in 2023. Mesa's VPI held conversations with our transfer partners, such as USD, to identify pathways for Mesa students to the transfer institutions.
Equity gaps continue to persist. Instruction has prioritized a wide range of equity centered and culturally responsive teaching activities designed to address equity gaps in student outcomes.

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

23-24
As stated above, we hired a MESA Center director and are planning on launching the program in spring 2024.
We continue to focus on AB1705 implementation and are currently discussing how it affects the Business and STEM paths, as many students, particularly students of color, have not taken pre-calculus in high school.
We submitted a Bachelor's degree proposal for Physical Therapy Assistant, which received conditional approval and is currently going through the intersegmental review process.
We continue to see a growing demand of Ethnic Studies courses. The AAPI faculty member we hired in spring 2023 continues to develop curriculum in that area. She submitted courses for area F approval, which were denied. She will resubmit the courses soon.
There are many initiatives coming our way, AB928, AB1111, etc. The VPI continues to participate in statewide conversations that lead the way to the implementation of these initiatives. This allows Mesa to be proactive in its implementation approach.

Establish and Implement an Enrollment Management Plan.

Unit Goal: Establish and implement a 3-year student focused and equity centered enrollment management plan.
Goal Status: 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 4: X
- Stewardship - Objective 3: X

Action Plans	Action Plan Update
Action Plan Status: Active **Action Plan:** Goal 1 Action List: 1. Complete the strategic enrollment management plan by May 2023. 2. Coordinate the enrollment management taskforce to ensure implementation of the plan. **Action Plan Cycle:** 2022 - 2023, 2023 - 2024, 2024 - 2025	

Promote the Values of Equity, Inclusion, and Excellence

Unit Goal: Promote the values of equity, inclusion, and excellence through Instructional Services and practices.
Goal Status: 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: Goal 2 Action List: 1. Continue to provide guidance, leadership and support to professional development initiatives designed to promote diversity, equity and inclusion in teaching and learning. 2. Oversee the implementation of AB1111, AB928 and AB1705. **Action Plan Cycle:** 2022 - 2023, 2023 - 2024, 2024 - 2025, 2025 - 2026	

Eliminate Equity Gaps in Student Achievement.

Unit Goal: Identify and provide support to all programs within the instructional realm with a goal to eliminate equity gaps in student achievement.
Goal Status: Active
Beginning Year: 2022 - 2023
Projected Completion Year: 2023 - 2024, 2024 - 2025, 2025 - 2026
Mapping
Mesa College Strategic Plan: Roadmap to Mesa2030: (X - Highlight the X to Align)
- Completion - Objective 3: X
- Scholarship - Objective 4: X

Action Plans	Action Plan Update
Action Plan Status: Active **Action Plan:** Goal 3 Action List: 1. Continue to foster innovative programs and initiatives. 2. Oversee the implementation of the MESA program. **Action Plan Cycle:** 2022 - 2023, 2023 - 2024, 2024 - 2025, 2025 - 2026	

Program Review

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

Leadership - Vice President of Student Services Office

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.

Successes:
• Supported facilitation of exemplary teaching and learning in the areas of student services.
• Transitioned Student Services back from pandemic: The challenges associated with migrating to online remote services was very difficult, perhaps equally challenging has been the "return". Student services is proud of the fact that the entire student services building is now fully returned and operational, although many of the remote services which served as a convenience to many students, has been implemented into how we serve our students.
• Implemented and/or expanded services to affinity groups
• Support enrollment management efforts of the institution through retention efforts:
Students today need much more support to persist at the college than in the past, supporting the Basic Needs of students has become tied to our mission. In the past, being hungry as a student was a part of the narrative that made going to college an "experience", however, today's struggles cause students to withdraw or just stop attending school. To combat this, Mesa has initiated comprehensive programs through student services, to support the retention and persistence of the students through difficulty, including food and other insecurities.
• Strengthened division goals to be in alignment with Mesa 2030 and other cross institutional efforts
• Transitioned leadership as Dr. Ashanti Hands moved on to the role of the president, Larry Maxey has transitioned into the vice president role.

Challenges:
• Continue to struggle with some aspects of return from pandemic: Faculty and classified professionals alike have experienced fear, anxiety, and uncertainty. Many have expressed fear about returning to campus. Additionally, the pandemic exacerbated racial inequities that impeded equitable outcomes for marginalized students. The pandemic placed additional stresses and pressures on students, putting many of them at risk.

• Implementation of remote work policies:
There are many concerns that center around remote learning as a result of the pandemic. This has created uncertainty that will take time for the college to recover from.

• Changing enrollment patterns of students:
During the pandemic students withdrew from school and most struggled to find ways to support themselves, now as we are beginning to transition back to campus and instruction, many of those students whose pathways were diverted by the pandemic have not returned to college, some have chosen to work rather than come back to education. Many others have preferred to take online courses rather than in person.

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.

• Foster a campus environment to raise awareness and develop a sense of community for marginalized groups. Student Services will prioritize addressing racial inequities over discomfort through the creation and support of inclusive spaces:

Black or African American
o Black Leadership Fellows
o Rebranding of Umoja
o Partnered with athletics, Athletics Retention Technicians
o Rite of Passage
o Black Counselor Collaborative

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Hispanic or Latino/a
o HSI work
o Partnering with Puente
o Raza Grad
o Avanza Engagement Center
o Borderless Scholars
o Latinx Alliance

Asian, Native Hawaiian, or Pacific Islanders
o Offer learning community courses taught from an APIA perspective
o Foster a sense of community through events and spaces
o Amplify the voices and stories of Asian American students and leaders
o Create AAPI gathering spaces
o KAPWA Learning Community taught through an Asian Pacific Islander lens
LGBTQIA
o Opened the Pride Resource Center

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.

Related Documents for Charts and Graphs

Executive Summary Complete

Yes

Data Reflection

Trends observed in program/service area's data.

Demand for services in Student Services Division continues to expand in the areas of Basic Needs and increased retention efforts.

Many services have pivoted due to the pandemic and departments are providing increased remote services and supports.

Many processes have shifted online as technology has additionally expanded and has changed the way we do business in many ways through the JIRA platform.

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 gaps below are aligned with the San Diego Mesa College Student Equity Plan:

Successful Enrollment
Black or African American
• 1-year outcome: Increase Black or African-American sense of belonging measured using survey data
• 2-year outcome: Increase Black or African-American sense of belonging measured using survey data
• 3-year outcome: Increase Black or African- American enrollment by 5%
Native Hawaiian or other Pacific Islander
• 1-year outcome: Increase Pacific Islander sense of belonging measured using survey data

Summary and Reflection

- 2-year outcome: Increase Pacific Islander sense of belonging measured using survey data
- 3-year outcome: Increase Pacific Islander enrollment by 5%

Completed Transfer-Level Math & English

Black or African American

- 1-year outcome: Increase Black or African-American sense of belonging measured using survey data
- 2-year outcome: Increase Black or African-American sense of belonging measured using survey data
- 3-year outcome: Increase Completion of Transfer Level Math & English for Black or African-American by 5%

Hispanic or Latino

- 1-year outcome: Increase Sense of Belonging for Latino/a/x measured using survey data
- 2-year outcome: Increase Sense of Belonging for Latino/a/x measured using survey data
- 3-year outcome: Increase Completion of Transfer Level Math & English for Hispanic or Latino a/x by 5%

Native Hawaiian or other Pacific Islander

- 1-year outcome: Increase Sense of Belonging for Pacific Islander measured using survey data
- 2-year outcome: Increase Sense of Belonging for Pacific Islander measured using survey data
- 3-year outcome: Increase Completion of Transfer Level Math & English for Native Hawaiian or Pacific Islander by 5%

Persistence: First Primary Term to Secondary Term

Black or African American

- 1-year outcome: Increase sense of belonging for Black or African American measured using survey data
- 2-year outcome: Increase sense of belonging for Black or African American measured using survey data
- 3-year outcome: Improve Black or African American retention from primary term to secondary term by 5%

Hispanic or Latino

- 1-year outcome: Increase sense of belonging for Hispanic or Latino/a/x measured using survey data
- 2-year outcome: Increase sense of belonging for Hispanic or Latino/a/x measured using survey data
- 3-year outcome: Increase Hispanic or Latino/a/x, retention from primary term to secondary term by 5%

Transfer

Black or African American

- 1-year outcome: Increase Sense of belonging for Black or African American measured using survey data
- 2-year outcome: Increase sense of belonging for Black or African American measured using survey data
- 3-year outcome: Increase Black or African American transfer by 5%

Hispanic or Latino

- 1-year outcome: Increase Sense of Belonging for Hispanic measured using survey data
- 2-year outcome: Increase Sense of Belonging for Hispanic measured using survey data
- 3-year outcome: Increase Hispanic transfer by 5%

Native Hawaiian or other Pacific Islander

- 1-year outcome: Increase Sense of Belonging for Pacific Islander measured using survey data
- 2-year outcome: Increase Sense of Belonging for Pacific Islander measured using survey data
- 3-year outcome: Increase Pacific Islander or Hawaiian Native transfer by 5%

Completion

Black or African American

- 3-year outcome: Increase the completion rate for Black Students by 5%

Hispanic or Latino

- 3-year outcome: Increase the Completion Rate for Hispanic Student by 5%

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

The Vice President of Student Services facilitates on going bi-weekly meetings where outcomes and assessment are discussed. The Success, Equity, and Transformation (SET) Committee (Student Services Lead) monthly discusses data and goal setting in connection with outcomes assessment. At division-wide Student Services Council meetings (held monthly during the semester) outcomes are regularly discussed and priorities are set.

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.

Examples include the following:
• Encouraging faculty and classified professionals to present in Spotlight on Equity and Excellence during President's Cabinet Meetings
• Interview questions and decisions centered around equity and excellence
• Equity considerations in the heart of decisions in areas concerning employment, review of policies and procedures.
• Ensuring that the Student Equity Plan is presented to faculty, staff, student services, and instruction
• Discussing equity in enrollment and discussions during deans meetings
• Equity goals added in faculty and staff evaluations
• Promoting opportunities that allow us to address ways equity minded approaches through the use of HEERF and Retention and Success Funds (Ed Plan campaign for African American/Black, Hispanic/Latino/a, AANHPI students)

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

Other factors that might impact the data trends on equity gaps may include the following:
• AB1705:
By July 1, 2023, a community college shall not enroll into non-credit coursework students who have graduated from a United States high school or been issued a high school equivalency certificate, as a substitute or replacement for direct placement and enrollment into transfer-level English and mathematics coursework. This will greatly impact the support systems put in place needed to support student success.
• The pandemic has dramatically impacted our students, more so those from the disproportionately impacted student groups, and most vulnerable student population such as our African American/Black, Hispanic/Latino/a/x, APIA student population. Specifically, the pandemic exacerbated the problems experienced by students, making it more difficult for them to recover.
• Focus on rebuilding our community and working towards increasing the sense of belonging for our students. It becomes more critical that we create spaces and opportunities that allow students to engage with each other and be seen in their unique spaces.
• Guided Pathways:
Student Success Teams, Equity, and Data Coaching – Implementation of student success teams to include a Career Peer Ambassador, Faculty Mentor, Career/Transfer Coach, Work-Based Learning Faculty, Career/Transfer Center Supervisor, and Early Alert Technology. Collaborate to plan and implement data-informed, equity-infused practice to support students' education goal completion.

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 Spring of 2024, student services will take a huge step forward in support of our infinity groups and disproportionately impacted groups through the hiring of a permanent full-time Pride Center Coordinator and Umoja Coordinator. In addition, we will be working on expanding supports to Dreamer's through the expansion of the center while creating collaborative affinity spaces to support Latinx, Black/African American,

Summary and Reflection

and Asian American, Pacific Islander students.
• Student Services is working collaboratively in support of developing a college -wide pathways model that well intentionally support transitioning students to identify, enter, and stay on a pathway to career. We are revamping the way that we onboard students to incorporate pathways as early on in the process as possible.

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

None

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

None

Promote Access, Learning Success and Engagement

Unit Goal: Strengthen pathways in Student Services to promote access, learning success and engagement for our diverse student population.
Goal Status: 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:** Goal 1 Action List: 1. Become highly informed on statewide initiatives: AB705 & AB1705, continue to leverage to create college and districtwide change. 2. Work collectively with instruction and admin services to fully implement guided pathways. **Action Plan Cycle:** 2022 - 2023, 2023 - 2024, 2024 - 2025, 2025 - 2026	

Advance Innovative Methods of Service Delivery to Students

Unit Goal: Advance innovative methods of service delivery to students, including technology.
Goal Status: 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 4: X
- Pathways and Partnerships - Objective 5: X

Action Plans	Action Plan Update
Action Plan Status: Active	

Action Plans	Action Plan Update
Action Plan: Goal 2 Action List: 1. Work with district student services to create/seek out new and improved technology resources, including the maximizing of campus solutions. 2. Work with programs/units to develop standards for remote practices such as counseling, service delivery, and/or instruction. **Action Plan Cycle:** 2022 - 2023, 2023 - 2024, 2024 - 2025, 2025 - 2026	

Equity-Driven and Data-Informed Decisions

Unit Goal: Systematically use data to inform decision-making in Student Services with an emphasis on 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 3: X
- Completion - Objective 3: X

Action Plans	Action Plan Update
Action Plan Status: Active **Action Plan:** Goal 3 Action List: 1. Work with IE to develop equity dashboards for all student services programs. 2. Provide training to program leads and classified professionals in how to view, examine, and goal set around data. **Action Plan Cycle:** 2022 - 2023, 2023 - 2024, 2024 - 2025, 2025 - 2026	