SAN DIEGO MESA COLLEGE 2021-2022 PROGRAM REVIEW SUMMARY

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On March 20, 2020, SDCCD and all campus facilities physically closed due to COVID-19.

Classes were converted from onsite to online modalities and in-person operations were transitioned to remote formats.

Overview

This report summarizes the responses received from program review lead writers, representing 106 college areas and programs to the following questions:

COVID-19 Impacts

"In what ways (if any) did changes to an online/remote modality due to COVID-19 impact student success and equity in your area/program?"

College-wide Practices

"What college-wide practices implemented since the last program review cycle have affected your area/program positively or negatively? Identify impacts on student success and equity."
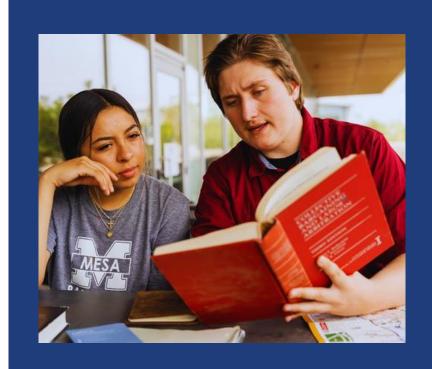
COVID-19 IMPACTS & RESPONSES

Student Success & Equity∗

Access to Resources, Services, & Information

Instruction

SWell-being

∗*Results varied among academic program, instructional modality, course level, course length, student demographic group, and other variables considered.*

Highlights

✓ Some programs saw a reduction in equity gaps, improvement in enrollment, retention, and/or success rates.

✓ Amount/types and access to resources for students/faculty/staff increased.

✓ Communication & collaboration between faculty/staff increased.

✓ Opportunities for professional growth & development created.

✓ Greater schedule flexibility for students.

Challenges

✗ Some programs saw widening of equity gaps, decline in enrollment, retention, and/or success rates.

✗ Physical access to campus restricted, utilization of some services decreased.

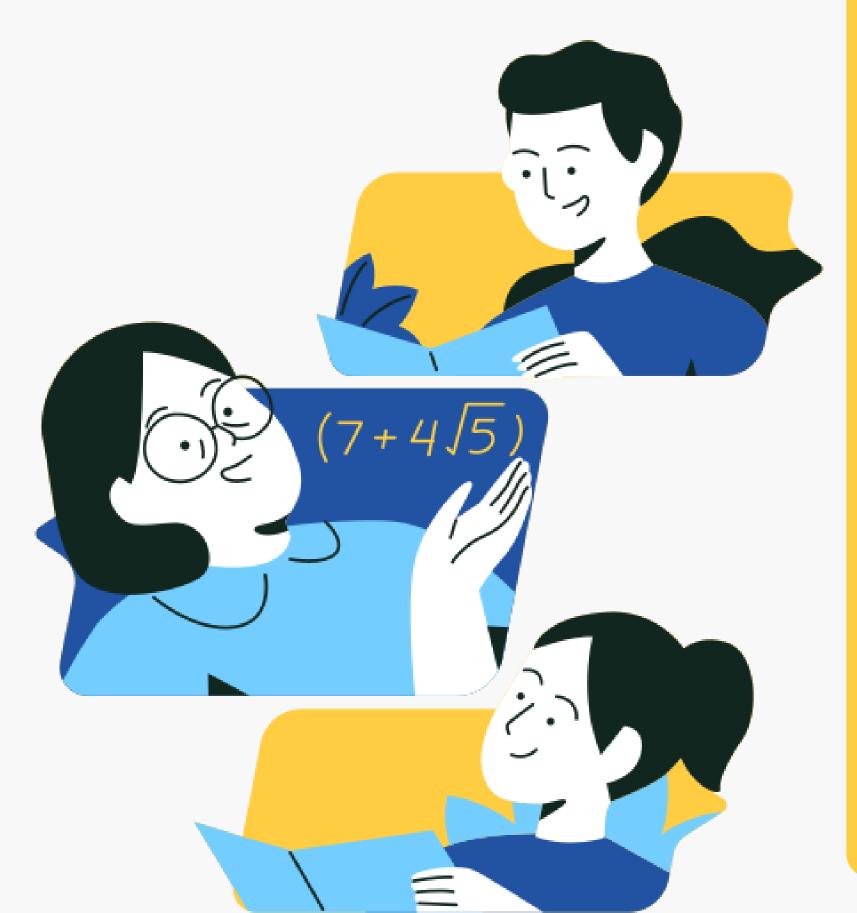✗ Difficulty building community, access to labs while in remote modality.

✗ Increased referrals for academic dishonesty.

✗ Difficult transition to remote operations & instruction.

SAMPLE RESPONSES

"We found that many students enjoyed the flexibility provided of being in asynchronous courses, allowing them to hold jobs or attend to other matters while not being forced to give up college classes."
- Accounting

"Students who were already at a disadvantage due to lacking quality Internet access struggled more, as did students who lacked personal quiet space to join in a Zoom conversation."
- Computer and Information Sciences

"Program instructors who haven't taught online before have received specialized, extensive training in online pedagogy and instructional techniques. For example, one of our longstanding adjunct instructors (Bas) completed a 40-hour online certification course early in the pandemic. Two instructors (Barrie and Bas) participated in a one- or two-semester sequence of workshops sponsored by the National Science Foundation with colleagues from across the country."
- Geology

"While overall math success rates have been increasing, several of our gateway courses have experienced decreasing pass rates. These courses typically involve either more collaborative work and/or more technology."
- Mathematics

EFFORTS MADE TO ENSURE STUDENT SUCCESS AND EQUITY

- Call to Action
- 21 Day Equity Challenge
- Laptops, software licenses, WiFi hotspots
- Direct Student Service Program (The Stand)
- Class kits (i.e., sewing, pottery wheels)
- Virtual live-chat bot on campus website
- Q-Less - appointment scheduling and queue management system
- Campus Community Forums
- Faculty Inquiry Groups (FIGs), Catalyst Teaching Conference, Classi-con, Curriculum Equity & Excellence Review (CEER), Mesa Buddies, Teaching Tree, Fall Flex Week, Chairs Academy, Supervisors PL Series, Equity Minded Teaching Assignments, and many others
- Student Affairs Academic Advisory Committee
- CARES/HERF, United Way, State Emergency, outreach and retention funds
- Feel, Heal, & Be safe spaces created

HIGHLIGHTS

College-wide practices that positively affected college areas/programs

01 Expanded remote services & electronic document processing

02 New funding

03 Access to resources (e.g. computers, internet, books, etc.)

04 Equity efforts & commitment (e.g. Call to Action)

05 Professional development

06 Basic needs assistance

07 Virtual meetings (via Zoom)

08 Guided Pathways

09 Mesa 2030 Master Plan

10 Online instruction

"One of the best practices implemented by the colleges was the extensive loaning of equipment, especially technology. Another was scanning books, both practices that I would like to see the college continue. Also, having a dedicated location for good, drive-up, free, wireless internet access was a great way to help improve equitable access."

- Culinary Arts/Culinary Management

"The farmer's markets, pop up markets, and other food distribution efforts have been highly utilized by our students. The need is real and does not seem to be going away any time soon. I feel very fortunate that the College pays attention to this issue, which impact so many of our students. This work is important and must continue to be available."

- Dean, Exercise Science, Health Education and Athletics Office

"The college-wide Call to Action has reawakened an awareness on campus to support our students. Not only by adding services and opportunities but also by deconstructing and removing barriers for student success. This call has encouraged community, brainstorming across student services, and created new task forces. Our ongoing involvement with Call to Action has been a positive and transformative process. There have been so many insightful programs, lectures, and meetings that have resulted in more awareness and empathy for our socio-economically disadvantaged students, particularly our black students. In our office, Call to Action has been a front-burner issue since its inception, and it's a topic covered in almost every weekly meeting."

- Admissions and Records

"The increase in the offerings of online courses has afforded our students more flexibility. Our faculty have also been more inspired to participate in professional learning to refine their online classes which has been apparent thru faculty evaluations. The campus focus to ensure a commitment to equitable curriculum and online learning has empowered our faculty to make these changes."

- Accounting

CHALLENGES

College-wide practices that negatively affected college areas/programs

01   Hiring

02   Delayed assistance

03   Campus closure & shift to online modality

04   Budget cuts & constraints

05   Vaccination requirements

"Our budgets for books (both physical and ebooks) and databases have not been raised in well over 10 years. As the prices rise and the need for online resources rise we continue to request more funding and are rejected every year. We are extremely concerned with our ability to equitably support the research and information literacy needs of our community without the financial support of our college."
- Learning Resources

"The campus shutdown due to COVID and prolonged shift to distance forms of education have had a deleterious impact on the History discipline. The past 18 months have negatively impacted our courses and students. Issues of Internet access, hardware (computers/laptops/ devices), and comfort level with distance modalities disproportionately impact students from low-income households, students with housing and food insecurity, and students from under represented racial/ethnic groups. As such, equity gaps present before the pandemic were exacerbated by the campus shutdown and shift to online/distance only structures."
- History

"One practice that has negatively impacted college wide is our credit card system called Touchnet which is not functioning properly. It has greatly impact my department because of our inability to process credit card refunds in a timely manner."
- Student Accounting

"The SDCCD hiring requirements and onboarding processes need a serious review at a district level. Also, the hiring freeze has impacted our team, and does not allow us to scale our program to meet the needs of additional programs across campus."
- Mesa Tutoring & Computer Center

"While vaccinations may be beneficial, the vaccine protocol has affected our students negatively. The protocols and the implementation thereof have been imperfect and has caused much confusion amongst students and faculty. The monitoring protocol for vaccination status is still in flux, with faculty receiving faulty messages stating that students are not cleared, when in fact they are. A clearly-communicated protocol for students and faculty would help mitigate the confusion."
- Mathematics