

SAN DIEGO  
MESA COLLEGE



## **Program Review**

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

Academic Learning and Support - Art Gallery

### Executive Summary

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

This is the first time that we do a separate program review report for the art gallery. The Mesa College Art Gallery is an educational forum to present the work of professional artists in a range of media and dealing with diverse issues. The gallery also showcases outstanding artwork created by students in the Art Department.

It is our mission to enrich and engage our student community through art. The gallery exhibits are complemented with artist lectures, workshops, and guided tours.

The works on display reflect a variety of topics in order to engage students from other disciplines and departments. We have created exhibits in collaboration with Chicano Studies, Women Studies and the Black Studies department.

The gallery serves as a laboratory for the Art Department's Museum Studies Program. The college is the only San Diego institution to offer an AA and a Certificate of Performance in Museum Studies/Gallery Exhibition Skills. During the academic year four exhibits feature art by emerging and established contemporary artists. A student exhibition is held at the end of every semester.

We have continued successful programming of exhibitions. We received acclaim from local media including KPBS, SD Union Tribune, San Diego Magazine, San Diego Visual Arts Network.

This year we also coordinated a steamroller printmaking event for an arts fair in San Diego.

**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.**

We reviewed our budget this past year. Some of the costs have increased due to inflation and higher wages for our NANCE. We submitted a request so that we could continue to staff the gallery.

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

Reviewed & Accurate

**Related Documents for Charts and Graphs**

**Executive Summary Complete**

Yes

### Data Reflection

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

Attendance in gallery has been consistent with many classes attending and members from the arts community. Gallery visits, website, social media, 10,000 reached annually. Media articles covering our exhibits about 8 per year. Classes visiting the gallery has decreased a bit because more classes are online (for example, the ART 100 classes which introduce students to art use to be avid users of the gallery but now all of

## Summary and Reflection

those classes are online so we have lost the way to reach those students and to have them learn about art in person). We have made up by continuing to reach to other classes so we still get enough visitors.

Lost participation in student exhibit because more studio online classes that don't submit work, partly because students are not local.

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

We provide diverse programming for the college and community. We are led by BIPOC director who understands the importance of highlighting different populations and that art can be a way to connect with culturally diverse groups.

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

We discussed and our outcomes are up to date for the Museum Studies classes.

**Related Documents for Charts and Graphs**

**Data Reflection Complete**

Yes

## Practice Reflection

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

We continue to reach out to various constituencies and communities. Art exhibits and gallery programming represent the diversity of our community in terms of ethnicity/race/gender.

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

**Related Documents for Charts and Graphs**

**Practice Reflection Complete**

Yes

## Mid-Cycle Updates

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**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?**

## Engagement and Visibility

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**Unit Goal:** Goal 1: Increase campus wide engagement with and visibility of gallery programming.

**Goal Status:** Active

**Beginning Year:** 2023 - 2024

**Projected Completion Year:** 2024 - 2025

### Mapping

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

- Community - Objective 2: X
- Pathways and Partnerships - Objective 1: X

| Action Plans   | Action Plan Update |
|--|--------------------|
| <b>Action Plan Status:</b> Active<br><b>Action Plan:</b> Continue to connect gallery programming to relevant disciplines and departments.<br><b>Action Plan Cycle:</b> 2023 - 2024 |                    |

## Community engagement

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**Unit Goal:** Goal 2: Maintain and increase community engagement with gallery programming.

**Goal Status:** Active

**Beginning Year:** 2023 - 2024

**Projected Completion Year:** 2024 - 2025

### Mapping

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

- Community - Objective 5: X
- Pathways and Partnerships - Objective 1: X

## Maintain industry standards

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**Unit Goal:** Goal 3: Maintain the art gallery as a Museum Studies program learning laboratory that meets industry standards.

**Goal Status:** Active

**Beginning Year:** 2023 - 2024

**Projected Completion Year:** 2024 - 2025

### Mapping

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

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

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## **Program Review**

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

Academic Learning and Support - World Cultures Collection (WCC)

### Executive Summary

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

#### SUCSESSES:

Curriculum and Programming:

The collection continues to provide a diverse range of artwork from various cultures, regions, and time periods, providing students with a rich and varied cultural experience and opportunities for project based learning with access to hands-on projects as well as in depth research, utilizing the artwork in the collection.

The collection serves as a valuable educational resource, allowing students and faculty to study and analyze different artistic styles, techniques, and historical contexts. The following is a list of examples where the collection has been incorporated into course curricula across campus either as project-based learning and/or incorporated into lectures, or student research projects:

- Art History
- Fine Art
- Sculpture
- Color Theory
- Art Gallery
- Museum Studies Students Internships
- Fashion
- Humanities
- Black Studies
- English

The collection involves students in the curation, management, and promotion of the art collection and provides them with hands-on experience and contributes to their learning experience, aligning with the college's emphasis on Work Based Learning.

The college approved 20 hours a week for a NANCE, providing needed support for the management, conservation, and curation of the collection. Although 20 hours a week has been helpful, the collection is in desperate need of full time staff to oversee these areas.

The collection continues to be a focal point for community engagement, attracting residents, art enthusiasts, and visitors to the college campus for exhibitions, events, and cultural programming.

The collection has established partnerships with other institutions such as the San Diego Museum of Art, Black Arts and Culture District, Mingei, and San Diego Central Library Art Gallery, as well as artists to foster a broader cultural exchange.

#### EXHIBITIONS:

Agents of Power: Body Adornment in African Art at the San Diego Museum of Art 2024; A collaborative exhibition with the San Diego Museum of Art which includes pieces from the collection which opened February 2, 2024. It is too early to discuss successes, but the museum noted the Mesa College collection, providing opportunities to connect with the community and make them aware of the collection housed on campus.

Africa in Context Exhibition February 2023 at the Mesa College Art Gallery. During the Mesa exhibition, there were over 275 people that toured the collection. Curator and Collection Manager Denise Rogers gave private tours to several classes totaling between 30-40 students per class. This exhibition resulted in the collection and collections manager being featured on television stations and newspapers.

## Summary and Reflection

Echoes of Africa Exhibition June - August 2022. The Central library document close to 4,000 visitors to the exhibition from the date of the opening reception, June 4, to the closing date, August 20th. The Echoes of Africa Fundraiser which took place in May of 2022 raised \$23,410 for the collection! The donations came from ticket sales, donations by council members, and silent auction and opportunity drawing proceeds. Events accompanying the exhibition included a reception, artist panel held at the Central Library and two class lectures on the Mesa College campus. Two of the artists featured in the exhibition (Chris Tucker and Maxx Moses) gave lectures in Dr. Rogers Art 100 course on campus during Cultural Unity Week.

Support from the San Diego Mesa College Foundation Arts Council. This year, the Arts Council has maintained its membership and added two additional members, Patrizia Richardson and Bea Barraza. As a result of the Echoes of Africa fundraiser, the friends of the collection group were able to expand its members by 10 supporters, and gain more recognition and support from the San Diego Community.

In 2021 to 2022 as Covid restrictions were lifted there were more opportunities for in person exhibitions of the collection. There was one virtual exhibition and four on and off campus exhibitions this year.

The virtual exhibition was held on the World Cultures website: African Guardian Spirits to accompany Mesa College Cultural Unity Week.

The Mesa LRC World Cultures Glass Gallery featured textiles from Hawaii, and Mexico (from the Gracia Molina de Pick Collection), as well as a quilt by Arbie Williams. The Mesa Fashion Department created projects based on the quilts on display.

Off campus exhibitions include:

African Art and Culture exhibition at the Wesley Palm Retirement Community November 2021 - February 2022.

Illuminations of Africa exhibition held during Kuumba Fest at the Lyceum Theater downtown, February 2022.

Echoes of Africa exhibition held at the San Diego Central Library from June to August, 2022 in the 1st floor public gallery and 9th floor Art Gallery.

The Collection has received donations of over 100 pieces to the collection, totalling over \$80,000 as of October 2023. The donations were able to fill a gap in the collection to include modern Peruvian folk art. As an HSI institution, increasing representation of art from the Americas is of high priority for the collection. The addition of pieces from Southeast Asia and the Americas also filled a gap in the collection in these areas, and will enable us to exhibit pieces from these regions more frequently that reflect the history and culture of our KAPWA students and align with the goals of the AANAPISI grant.

### CHALLENGES:

Support is needed effectively oversee the curation, maintenance, preservation of the collection to ensure ongoing efforts to connect with students and the broader community. Support is also needed to work with faculty to develop course curriculum across disciplines to ensure that the art collection remains relevant to the educational goals and is accessible to a diverse audience.

Due to state and federal laws, the collection is housed under the Mesa College Foundation, despite being incorporated into the course curriculum. This prevents access to funding channels which could provide more learning opportunities for students.

Support Staff and the need for trained professionals in curatorial roles and conservation is crucial. Without proper expertise, maintaining and preserving artworks can be challenging. Limited financial resources can pose a significant challenge in maintaining and exhibiting the collection as well as providing educational resources for faculty, organizing exhibitions and events. Not having access to a grant writer to locate and apply for funding.

Security and Preservation and protecting the collection from damage or deterioration due to age and environmental factors is a continuous challenge. Adequate security measures and conservation efforts are essential.



## 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.**

1. Collections Manager, Professor Denise Rogers presented to the School of Arts and Languages as part of the Call to Action project to brainstorm a plan to integrate the World Cultures Collection into instructional lessons and classroom experiences.
2. Students enrolled in the Mesa College Museum Studies program complete their internship hours working with the collection to gain hands-on experience in collection management, curation and preservation.
3. Class visits and projects that incorporate the collection include the following:
  - Art classes touring the collection and using the artwork to complete a class project.
  - Hands on and project based learning assignments in studio art courses.
  - Lectures in the collection storage space where students can connect artwork to their course content, providing opportunities for more in depth research.
  - Honors students researching, writing and/or presenting on pieces within the collection.
  - Working with faculty to incorporate pieces from the collection into their course content for class assignments.
  - Students view pieces in the collection on display in the Glass Gallery located on the 1st floor of the Learning Resource Center (LRC) to complete visual assessment assignments for Fine Arts courses.

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

During the Spring 2023 semester, the collection was relocated into a larger space and a plan was implemented to renovate the space into a World Art Resource Center, where students can view the collection in glass display cases, access resource materials such as an online database, journals and books as well as speak with Collections Manager Prof. Denise Rogers to learn more about the meaning of the pieces in the collection. The area will also incorporate study spaces so students can sketch, study or hang out in a space where they are surrounded by works of art. This space will also be used for fundraising events to support the management, curation, and preservation of the collection.

**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**

## Data Reflection

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

As the collection gains more attention, awareness both on and off campus has increased.

1. QR codes are used for the LRC Glass Gallery display. The codes have been scanned 54 times during the Fall and Spring semesters.
2. The School of Arts and Languages Call to Action led to 3 professors incorporating the collection into their

## Summary and Reflection

course curriculum.

3. The art department has increased its usage of the collection in classes.
4. The Fashion Department used the collection for a class project which was exhibited in the Glass Gallery.
5. The collection manager gave numerous presentations over the past year to increase awareness of the collection which included the Board of Trustees, President's Cabinet, San Diego Mesa College Foundation, School of Arts and Languages, and School of Humanities. These presentations resulted in Admin. sharing information about the collection, providing more exposure and support, and Faculty incorporating the collection into the curriculum.
6. The Africa in Context Exhibition was visited by 275 visitors during the reception and Prof. Denise Rogers gave 4 tours of 30-40 students during the month of February. Students were asked to write summaries of the exhibition during the tours. The exhibition also resulted in 2 new student volunteers for the collection.

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

Although no data is available specific to the collection, the creation of OER resources for art courses, and a textbook for the African Art course, alleviates the burden of textbook costs experienced by many of our students. Removing that financial burden for students helps to realize the equity goals for the department and college.

The collection fills an equity gap in that students have access to museum quality pieces from Africa, Asia, MesoAmerica and art of the Pacific, communities that are represented on our campus. They are relieved of the burden of having to travel to local or regional museums that have similar pieces in their collections. Access to this resource provides opportunities for hands-on experience and research opportunities from underrepresented groups. Because of the prominent location of the Glass Gallery on the 1st floor of the LRC, students do not have to travel off campus or out of the county.

The collection provides opportunities for work-study students who have a specific interest in art and art related careers. Many work-study students with an interest in photography, web design, cultural history, and art history have worked with the collection, and have included their experience on their resume.

### **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**

## Practice Reflection

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

OER resources:

1. The creation of OER textbook for ARTF 115 African Art
2. OER resources for use in the following courses
  - ARTF 100 Art Orientation
  - ARTF 113 Arts of Africa, Oceania and the Americas
  - ARTF 109 Modern Art - specifically focusing on European artists who appropriated African Art, Art of the Americas, and art of the Pacific into their paintings and sculptures. Underrepresented students are able to see

## Summary and Reflection

their history and cultural practices that are overlooked in the history of art and recognize the sources many European artists appropriated to create works that are championed in art textbooks..

- ARTF Studio Courses including sculpture, color theory, drawing and 3D design. Students were able to enhance their skills in drawing and sculpting by viewing and creating renderings of pieces in the collection.

3. Access to artifacts that represent the history and culture of underrepresented communities including African, African American, Asian, Native American/Indigenous, Latinx, and the Pacific Islands. Students from these regions have opportunities for hands-on project based learning experiences with artwork that is part of their cultural heritage that is readily accessible in a prominent location in the Glass Gallery on the 1st floor of the LRC, alleviating transportation issues for students.

4. The collection provides opportunities for Museum Studies and work-study students who have a specific interest in art and art related careers. Many work-study students with an interest in photography, web design, cultural history, and art history have worked with the collection, and have included their experience on their resume.

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

The challenges listed above affect our data trends. The collection could have a greater impact and help decrease equity gaps with additional support.

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

### **Practice Reflection Complete**

## Mid-Cycle Updates

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

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

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

**Goal 1: Education and Enrichment:**

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**Unit Goal:** Goal 1: Education and Enrichment:

Objective 1 - Review, develop and expand course curriculum in collaboration with Faculty across disciplines.

Objective 2 - Expand internship program to include Museum Studies, but also in collaboration with Work Based Learning for service credit and/or paid internships

Objective 3 - Build and Deepen Partnerships with local colleges, universities, and art institutions.

Objective 4 - Engage with K-12 Schools to collaborate with teachers to introduce project-based learning, especially with disproportionately represented groups who are represented in the collection holdings.

**Goal Status:** Active

**Beginning Year:** 2023 - 2024

**Projected Completion Year:** 2029 - 2030

**Mapping**

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

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

| Action Plans               | Action Plan Update |
|----------------------------|--------------------|
| Action Plan Status: Active |                    |

**Action Plan: Goal 1: Completion**

The collection supports the design and promotion of programs and services that intentionally target a reduction in equity gaps in completion outcomes in the OER resources and representation of underrepresented groups in the collection.

Goal 2: Pathways and Partnerships aligns with Develop and implement frameworks to create communities that can provide more targeted delivery of educational resources and support services is demonstrated in the direct access students have to pieces in the collection which are available in the World Art Resource Center which is currently in development as well as access to the 1st Floor glass gallery.

We have a partnership with the Kimbrough Elementary School in Sherman Heights which has pieces on display in their school office. We are also currently developing projects to share with K-12 instructors to incorporate African Art into their course curriculum. We have also displayed pieces and hosted events at the Monarch school for homeless youth located in downtown San Diego. We have increased community engagement, by hosting exhibitions and events at SDMA, San Diego Central Library, Lyceum Theater, Wesley Palms Retirement Community, and Grossmont College. We also provide experiential learning, integrated career planning, and workforce training for work-study students and Museum Studies Interns to prepare students for future careers in the arts..

**Goal 3: Community**

We have develop activities, spaces, and programs that support a sense of belonging with a focus on antiracism, historically minoritized groups\*, and inclusion by focusing on artwork that represents the cultural heritage of underrepresented groups from the continents of Africa, Asia and the Americas as well as islands in the Pacific.

In all of our exhibitions, activities and content on our website we have built a culture of communication that is evidence based (artwork), race conscious by focusing on the unique histories of the groups represented in the collection, institutionally focused by emphasizing the artwork as the Mesa College World Art Collection to bring awareness of the creativity, history and innovation of the groups represented and also expanding the collection from focusing specifically on African art to include artwork from the continent of Asia, the Americas and the Pacific as well as contemporary works of art from all regions to be more inclusive and equity minded.

Because the collection and access to this valuable resource is located on campus and free to the public, we have removed barriers to equitable participation by developing, incentivizing and creating structures for all employees to engage in and design professional learning by having direct access to the collection and supplemental research materials, in addition to projects such as Call to Order sponsored by the School of Arts and Languages.

We have demonstrated increased opportunities to be an asset and resource to the external community by exhibiting artwork and establishing partnerships with San Diego Museum of Art, Mingieii Museum and San Diego Central Library as well as faculty from CSU Northridge and UCSD who serve on the World Art Council.

#### GOAL 4: Stewardship

We have supported processes and initiatives that prioritize environmental sustainability and reduce Mesa College's impact on climate change in the development of sustainability modules in ARTF 115 Course which focus on reusable and recyclable materials represented in the artwork in the collection.

| Action Plans                                       | Action Plan Update |
|--|--------------------|
| <b>Action Plan Cycle:</b> 2023 - 2024, 2024 - 2025 |                    |

**Goal 2: Strategically Curate and Manage the Collection:**

**Unit Goal:** Goal 2: Strategically Curate and Manage the Collection:  
 Objective 1 - Review and Update Policies and Procedures.  
 Objective 2 - Strategically expand the collection.  
 Objective 3 - Plan for Deaccession Within the Collection.

**Goal Status:** Active  
**Beginning Year:** 2023 - 2024  
**Projected Completion Year:** 2029 - 2030

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

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

| Action Plans                      | Action Plan Update |
|-----------------------------------|--------------------|
| <b>Action Plan Status:</b> Active |                    |

**Action Plan: Goal 1: Completion**

The collection supports the design and promotion of programs and services that intentionally target a reduction in equity gaps in completion outcomes in the OER resources and representation of underrepresented groups in the collection.

Goal 2: Pathways and Partnerships aligns with Develop and implement frameworks to create communities that can provide more targeted delivery of educational resources and support services is demonstrated in the direct access students have to pieces in the collection which are available in the World Art Resource Center which is currently in development as well as access to the 1st Floor glass gallery.

We have a partnership with the Kimbrough Elementary School in Sherman Heights which has pieces on display in their school office. We are also currently developing projects to share with K-12 instructors to incorporate African Art into their course curriculum. We have also displayed pieces and hosted events at the Monarch school for homeless youth located in downtown San Diego. We have increased community engagement, by hosting exhibitions and events at SDMA, San Diego Central Library, Lyceum Theater, Wesley Palms Retirement Community, and Grossmont College. We also provide experiential learning, integrated career planning, and workforce training for work-study students and Museum Studies Interns to prepare students for future careers in the arts..

**Goal 3: Community**

We have develop activities, spaces, and programs that support a sense of belonging with a focus on antiracism, historically minoritized groups\*, and inclusion by focusing on artwork that represents the cultural heritage of underrepresented groups from the continents of Africa, Asia and the Americas as well as islands in the Pacific.



In all of our exhibitions, activities and content on our website we have built a culture of communication that is evidence based (artwork), race conscious by focusing on the unique histories of the groups represented in the collection, institutionally focused by emphasizing the artwork as the Mesa College World Art Collection to bring awareness of the creativity, history and innovation of the groups represented and also expanding the collection from focusing specifically on African art to include artwork from the continent of Asia, the Americas and the Pacific as well as contemporary works of art from all regions to be more inclusive and equity minded.

Because the collection and access to this valuable resource is located on campus and free to the public, we have removed barriers to equitable participation by developing, incentivizing and creating structures for all employees to engage in and design professional learning by having direct access to the collection and supplemental research materials, in addition to projects such as Call to Order sponsored by the School of Arts and Languages.

We have demonstrated increased opportunities to be an asset and resource to the external community by exhibiting artwork and establishing partnerships with San Diego Museum of Art, Mingieii Museum and San Diego Central Library as well as faculty from CSU Northridge and UCSD who serve on the World Art Council.

**GOAL 4: Stewardship**

We have supported processes and initiatives that prioritize environmental sustainability and reduce Mesa College's impact on climate change in the development of sustainability modules in ARTF 115 Course which focus on reusable and recyclable materials represented in the artwork in the collection.

| Action Plans  | Action Plan Update |
|---|--------------------|
| <b>Action Plan Cycle:</b> 2023 - 2024, 2024 - 2025, 2025 - 2026 |                    |

**Goal 3: Outreach and Support:**

**Unit Goal:** Goal 3: Outreach and Support:

Objective 1 - Build a support network through membership/fundraising campaigns.

Objective 2 - Increase support and expand donor base through events.

**Goal Status:** Active

**Beginning Year:** 2023 - 2024

**Projected Completion Year:** 2029 - 2030

**Mapping**

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

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

| Action Plans                      | Action Plan Update |
|-----------------------------------|--------------------|
| <b>Action Plan Status:</b> Active |                    |

**Action Plan: Goal 1: Completion**

The collection supports the design and promotion of programs and services that intentionally target a reduction in equity gaps in completion outcomes in the OER resources and representation of underrepresented groups in the collection.

Goal 2: Pathways and Partnerships aligns with Develop and implement frameworks to create communities that can provide more targeted delivery of educational resources and support services is demonstrated in the direct access students have to pieces in the collection which are available in the World Art Resource Center which is currently in development as well as access to the 1st Floor glass gallery.

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**Goal 3: Community**

We have develop activities, spaces, and programs that support a sense of belonging with a focus on antiracism, historically minoritized groups\*, and inclusion by focusing on artwork that represents the cultural heritage of underrepresented groups from the continents of Africa, Asia and the Americas as well as islands in the Pacific.

In all of our exhibitions, activities and content on our website we have built a culture of communication that is evidence based (artwork), race conscious by focusing on the unique histories of the groups represented in the collection, institutionally focused by emphasizing the artwork as the Mesa College World Art Collection to bring awareness of the creativity, history and innovation of the groups represented and also expanding the collection from focusing specifically on African art to include artwork from the continent of Asia, the Americas and the Pacific as well as contemporary works of art from all regions to be more inclusive and equity minded.

Because the collection and access to this valuable resource is located on campus and free to the public, we have removed barriers to equitable participation by developing, incentivizing and creating structures for all employees to engage in and design professional learning by having direct access to the collection and supplemental research materials, in addition to projects such as Call to Order sponsored by the School of Arts and Languages.

We have demonstrated increased opportunities to be an asset and resource to the external community by exhibiting artwork and establishing partnerships with San Diego Museum of Art, Mingeii Museum and San Diego Central Library as well as faculty from CSU Northridge and UCSD who serve on the World Art Council.

**GOAL 4: Stewardship**

We have supported processes and initiatives that prioritize environmental sustainability and reduce Mesa College's impact on climate change in the development of sustainability modules in ARTF 115 Course which focus on reusable and recyclable materials represented in the artwork in the collection.

**Action Plan Cycle:** 2023 - 2024, 2024 - 2025, 2025 -

| Action Plans | Action Plan Update |
|--------------|--------------------|
| 2026         |                    |

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## **Program Review**

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

Academic and Learning Support - AANAPISI Programs

## Summary and Reflection





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## **Program Review**

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

Academic and Learning Support - Library Services

### Executive Summary

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

Challenges have created successes in library services as we adapt to changing landscapes. Most memorably, the Covid-19 lock down allowed us to focus on the expansion and strengthening of online services and resources that we provide. Some examples:

- We took our library instruction session fully online via Zoom and maintained it upon return to campus
- We had approximately 15 online research guides before lockdown. We created an additional 14 during lockdown and have created an additional 11 since we have returned to campus.
- We expanded our research appointments to include a Zoom option
- An initial book scanner was bought through a partnership with the Next Up! Program. This resource was so popular that a second one was purchased later using Higher Education Emergency Relief Funds (HEERF) funds.
- Laptop, webcams, hotspots, graphing calculators and other equipment was purchased with HEERF funds were catalogued and circulated through library services
- Online forms were created for a new book scanning and laptop checkout program
- Collaborations were created with other departments on campus to assist in the distribution, cataloging and tracking of resources.
- The closing of the Fashion Institute of Design and Merchandising allowed us to procure, via donation, over 15,000 of their books for our library.

As programs and resources have expanded there have been a staffing challenge in regard to cataloging, processing and distributing new resources. One of the ways we are addressing these areas is in our resource requests. Additionally, while we have been fortunate to be the recipient of various one-time funding opportunities to bolster our print, ebook and database collections the yearly allocation has remained the same for well over ten years and ongoing subscriptions will not be able to be maintained in the near future without budget augmentations.

In 2019 we hired our Equity and Engagement librarian. She has turned her expertise both inward by such work as looking at our library collections and instruction practices with an equity lens. She has also focused outside of the library walls with outreach efforts targeted at underserved communities on campus. These efforts have resulted in increased library resource usage and collaborations throughout our campus community.

The Open Educational Resource (OER) work that has been spearheaded by our Collection Development/OER Librarian has resulted in students saving over \$1 million per year in textbook costs. An ever-increasing number of faculty and programs on campus are becoming involved in the low cost and no cost material movement, such as Mesa's 14 zero textbook cost (ZTC) degrees and certificates, of which we anticipate more growth in this area.

Lastly, in 2020 our college implemented a new Library Services Platform (LSP) that was made available through the State of California to all California Community Colleges. This put the majority of our 116 campuses on the same library resource searching software, allowing our students to have a similar look and feel regardless of which campus they were to attend. As an added bonus this is also the same LSP used in many four year institutions, which will make a student's transfer journey that much easier when they arrive on a new campus and utilize library resources. While the up side to this project is tremendous the work to move all of our files, learn the new systems' front and back end as well as learn how to maintain it has been challenging and we continue forging ahead with the intention of making the experience user friendly and accurate.

**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.**

Most notably the OER/Collection Development Librarian has added a Canvas course called "Mesa's Open Shared Accessible and Inclusive Courses" (MOSAIC). The modules in this course assist faculty in the creation open access materials for their students. Since its inception in 2018, 31 faculty members have completed

## Summary and Reflection

MOSAIC and Mesa now has 14 ZTC degrees and certificates. The impact can be seen in the savings to students mentioned above.

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

As previously mentioned our new Equity and Engagement librarian has been increasing the visibility of our library programs, particularly to our traditionally underserved populations that may not be familiar with what and how we offer assistance. She has also added ten non-curricular area research guides to our curricular area offerings that celebrate and take a deep dive into various communities, their histories and resources available to learn more. These guides can be seen and used by members of the Mesa College community online, at any time of the day or night. To date, since the first of these guides was published in September of 2021, they have been accessed 1,051 times.

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

Reviewed & Accurate

**Related Documents for Charts and Graphs**

**Executive Summary Complete**

Yes

## Data Reflection

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

While formalized data collection efforts are in their infancy in regard to our "one shot" library instruction sessions. Work is being done with the office of institutional effectiveness to create a dashboard that will provide our impact particularly in the areas of success, retention and equity gaps. Preliminary results show a general increased success rate across the board, regardless of demographic area, when students receive information literacy instruction.

OER/ZTC adoption, spearheaded by the library program, has been a major player in the 14 degree pathways currently offered at Mesa and the over \$4 million dollars being saved by students as of Fall 2022. With additional support being added by way of OER ambassadors and a NANC employee the program expects to see continued growth.

Use of online library resources remains very high in the areas of database, ebook, tutorial and research guide access. As we have increased our online offerings, students and faculty have increased in their usage of those resources.

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

Textbook costs continue to be a barrier for students. Aside from the OER efforts mentioned above, the library also provides Course Reserve texts that can be checked out and used within the library. With the addition of our book scanners, students who check out a course reserve can scan portions and read them, anywhere, for free, on their mobile devices. While the library does not gather individual checkout data for privacy reasons, we do find that our course reserve books remain our most actively checked out physical library collection. With the addition of recent one time funding we have been able to increase our online resources and purchase items such as article databases and streaming video subscriptions that are more inclusive in their content. While, for privacy purposes, we do not have specific demographic data regarding who is accessing these materials they are being heavily used and as we gain more titles and people see themselves being represented, more titles are being requested by our community to be added to our collections.

## Summary and Reflection

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

The current learning outcomes for library instruction and other services are in the process of being updated. We hope, with the addition of a designated, full time, Instruction Librarian, this coming fall and the recent addition of a full time, library supervisor, we will be able to complete this task in the coming years.

**Related Documents for Charts and Graphs**

**Data Reflection Complete**

Yes

## Practice Reflection

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

The library's data from individual consultation and customized library instruction was collected and shared with the Office of Institutional Effectiveness (IE) in 2019. The initial results were positive showing nearly a .5 increase in GPA for all students, including underrepresented, who participate in library services versus those who did not. We believe this is due to the hiring of an Equity and Engagement librarian and the success of her work across campus. The project with IE has been stalled recently and we hope to revitalize it in the coming year.

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

While our course reserve program is active it could be more impactful however we have a lack of staffing to support the maintenance and growth of that area. We have addressed this in our Classified Hiring requests.

**Related Documents for Charts and Graphs**

**Practice Reflection Complete**

Yes

## Mid-Cycle Updates

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

Successes

Instruction Librarian was hired on July 2, 2023. Miguel Murillo is rebuilding our instruction program after the campus has fully reopened.

New student furniture on the 3rd and 4th floor student study areas. The space meets student's needs for collaborative and quiet study.

New Help Desk on the first floor of the LRC which provides one-point help for students combining circulation, technology help, and librarians in one space.

New Reference pods provide private space to handle student's reference appointments.

Initial research with IE and Library assessment data show a positive impact on student success across all demographics of students, especially for at-risk and underserved communities

Resources Budget has been augmented. Now able to re-adopt previously cut resources and supplement academic materials to provide support to course curriculum, accreditation, and student research across the college.

## Summary and Reflection

Backlog of materials from donations was resolved with Joel Bakker, a temporary adjunct cataloging librarian and two NANCEs.

### Challenges

The elimination of all three media technician positions through retirements (2019-2020) is impacting the library and LRC in that the building is now open more hours than before with substantially fewer staff and the librarians absorbed some of the workload from the media technicians.

Librarians are providing more reference hours than before the pandemic. Each week librarians are providing 2 hours reference desk, one day asynchronous reference, one evening per week, 2-3 hours of on-call reference, and several hours of reference appointments per week with no adjuncts and only 1 pro-rata.

Students are requesting more technology items such as laptops, graphing calculators, and mobile hotspots which the library does not have enough items to support student demand.

Technical Services is doing more than double the work without key staff including a trained media technician. Pre-pandemic new titles added to the library collection was between 1,000-1,200 titles. Several thousand titles are being added per year with extra workload falling on the Technical Services Coordinator, student workers, and NANCs.

The library classroom was built in 1990's and has not been refreshed. The projector and screen do not meet the current needs of the size of the room or display appropriate resolution of applications and online platforms. Students in the back of the room are more than 50 feet away and there is a need for additional screens/monitors. Accessibility is a problem with no workstations for students in wheelchairs. 10-20% of the computers are down and students are unable to participate or complete the course learning outcomes.

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

The LRC is documenting how many students are using the library services and spaces. The LRC is now open 58 hours a week. There is a massive increase in the number of students using the LRC with upwards of 300 students in the building during peak hours. We have seen a 639% increase in the number of questions asked at the LRC Help Desk. So far, Fall 2023 over 1736 students and faculty have received assistance from Library Staff and Librarians.

We have seen a 166% percent increase in the number of reference questions being asked in person. Asynchronous and reference appointments (including Zoom) are still increasing each semester and the questions are taking longer to answer than before. Fall 2023 over 415 reference questions were asked in person, appointment, and asynchronously, not including our 24/7 library help.

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

We have requested classified support with Textbook Affordability to track Zero Textbook Cost Degree Pathways. This is a substantial area that the library is working to close equity gaps and adequate personnel is needed to support faculty and students.

**Quality Services**

**Unit Goal:** To provide quality services in a library learning resource environment that promotes diversity, equity, and inclusion .

**Goal Status:** Active

**Beginning Year:** 2022 - 2023

**Projected Completion Year:** 2026 - 2027

**Mapping**

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

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

| Action Plans  | Action Plan Update   |
|---|--|
| <p><b>Action Plan Status:</b> Active</p> <p><b>Action Plan:</b> 1. Hire Classified Staff to fill vacant/frozen positions</p> <p>2. Hire Instructional Librarian/</p> <p>3. Acquire annual NANC budget &amp; hire NANC</p> <p>4. Collaborate with campus departments</p> <p>5. Collaborate with students and organizations</p> <p>6. Continue to maintain and expand OER efforts</p> <p>7. Continue to maintain and expand library program outreach efforts such as our Equity and Engagement efforts.</p> <p><b>Action Plan Cycle:</b> 2022 - 2023, 2023 - 2024, 2024 - 2025, 2025 - 2026</p> | <p><b>Submission Date:</b> 11/17/2023</p> <p><b>Action Plan Update:</b> Hired an Instruction Librarian</p> <p><b>Update Year:</b> 2023 - 2024</p> <p><b>Action Plan Progress:</b> Barriers Encountered</p> |

**Increase library presence and awareness**

**Unit Goal:** Increase library presence and awareness.

**Goal Status:** Active

**Beginning Year:** 2022 - 2023

**Projected Completion Year:** 2025 - 2026

**Mapping**

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

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

| Action Plans  | Action Plan Update  |
|---|---|
| <p><b>Action Plan Status:</b> Active</p> <p><b>Action Plan:</b> 1. Marketing/<br/>                 2. Continuously Update Library Website/<br/>                 3. Outreach/<br/>                 4. Signage/<br/>                 5. Promotional Videos/<br/>                 6. Partner with Campus departments and student organizations/<br/>                 7. Training/<br/>                 8. Digital Signage/<br/>                 9. Social media/</p> <p><b>Action Plan Cycle:</b> 2022 - 2023, 2023 - 2024, 2024 - 2025, 2025 - 2026</p> | <p><b>Submission Date:</b> 11/17/2023</p> <p><b>Action Plan Update:</b> Marketing with flyers for library research and ZTC pathways completed Fall 2023. Completed tabling events during CRUISE, welcome week, and other campus events. Library Instagram page created with content. Continue to need NANC and student workers for this project. Continue to need budget for swag and printing. Need for budget to change building signage.</p> <p><b>Update Year:</b> 2023 - 2024</p> <p><b>Action Plan Progress:</b> Barriers Encountered</p> |

**Infrastructure and Technology.**

**Unit Goal:** Refresh, modernize, and streamline library equipment, supplies, furniture, building infrastructure and 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)

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

| Action Plans   | Action Plan Update  |
|--|---|
| <p><b>Action Plan Status:</b> Active</p> <p><b>Action Plan:</b> 1. Purchase and Install People counter system – allows for accurate and sustainable method of collecting data and statistics of patrons visiting the LRC building. Data collected will aid in better assessing and evaluating the use and effectiveness of Library services and resources provided to students.//</p> <p>2. Replace old and outdated furniture/<br/>3. Replace 20+ year old carpet/<br/>4. Increase annual supply budget to purchase sanitizing and cleaning supplies/<br/>5. Develop equipment budget/<br/>6. Purchase book trucks/</p> <p><b>Action Plan Cycle:</b> 2022 - 2023, 2023 - 2024, 2024 - 2025, 2025 - 2026</p> | <p><b>Action Plan Update</b></p> <p><b>Submission Date:</b> 11/17/2023</p> <p><b>Action Plan Update:</b></p> <p>2. Replace old and outdated furniture - Completed for 1st, 3rd, 4th floor student areas with new chairs, tables, furniture, study cubicles, and single service help desk, and reference consultation cubicles.</p> <p>NEED Library Instruction Classroom LRC 114 to have 45 chairs, 22 tables, 1 ADA student desk, new projector and screen which align with the size of the room.</p> <p>6. Purchase book trucks- Completed.</p> <p><b>Update Year:</b> 2023 - 2024</p> <p><b>Action Plan Progress:</b> Barriers Encountered</p> |

**Professional Learning**

**Unit Goal:** On-going training and professional development.

**Goal Status:** Active

**Beginning Year:** 2022 - 2023



**Projected Completion Year:** 2025 - 2026

**Mapping**

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

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

| Action Plans   | Action Plan Update   |
|--|--|
| <p><b>Action Plan Status:</b> Active</p> <p><b>Action Plan:</b> 1. Attend Campus Events<br/>           2. Attend Districts FLEX opportunities<br/>           3. Professional development conferences/and webinars<br/>           3. Provide mentorship and learning opportunities for Mesa College students/</p> <p><b>Action Plan Cycle:</b> 2022 - 2023, 2023 - 2024, 2024 - 2025, 2025 - 2026</p> | <p><b>Submission Date:</b> 11/17/2023</p> <p><b>Action Plan Update:</b> Librarians and classified attend convocation, ClassiCon, New Faculty Institute, and flex sessions. Hired student workers, Veterans, and trained SDICCA and Met High School interns. Additional budget is needed to support attendance at American Library Association in June 2024 in San Diego, CA.</p> <p><b>Update Year:</b> 2023 - 2024</p> <p><b>Action Plan Progress:</b> On Track</p> |

**Support Mesa’s Information Literacy Institutional Learning Outcome**

**Unit Goal:** Support Mesa’s Information Literacy Institutional Learning Outcome through library instruction. including: in person/virtual library class visits aligned with research assignments, LIBS 101 credit course, information literacy modules, and on demand videos and research guides.

**Goal Status:** Active

**Beginning Year:** 2022 - 2023

**Projected Completion Year:** 2025 - 2026

**Mapping**

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

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

| Action Plans  | Action Plan Update   |
|---|--|
| <p><b>Action Plan Status:</b> Active</p> <p><b>Action Plan:</b> 1. Increase awareness of “one shot” library instruction sessions</p> <p>2. Build out and increase awareness of Canvas Information Literacy Modules</p> <p>3. Create and update video tutorials and make them more visible in our instructional areas such as the website and research guides</p> <p>4. Create and update research guides in both the curricular and “guides of interest” areas.</p> <p>5. Collaborate with more faculty regarding incorporating information literacy into their instruction</p> <p>6. Provide “walk in workshops” for students who would like to get in person information literacy instruction outside of their classrooms</p> <p><b>Action Plan Cycle:</b> 2022 - 2023, 2023 - 2024, 2024 - 2025, 2025 - 2026</p> | <p><b>Submission Date:</b> 11/17/2023</p> <p><b>Action Plan Update:</b> Hired an Instruction Librarian</p> <p><b>Update Year:</b> 2023 - 2024</p> <p><b>Action Plan Progress:</b> On Track</p> |

SAN DIEGO  
MESA COLLEGE



## **Program Review**

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

Academic and Learning Support - Mesa Online Success Team  
(MOST)

### Executive Summary

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

This is the first Program Review cycle for MOST, so we've listed the successes and challenges that we've faced since our team inception which was two years ago (October 2021).

Successes:

- Having a multi-disciplinary team of instructional online faculty to provide support and coaching to colleagues in various spaces and meetings where colleagues are already attending.
- Offering support across a variety of formats to our colleagues: Zoom, F2F, Async Canvas, Hyflex
- We've successfully offered four 4week asynchronous cohorts with a total of 96 participants, several of whom have participated in multiple cohorts.
- Growth of our intentional outreach efforts. We now have a list from IE of all the online faculty at Mesa that we can use for outreach efforts.
- Successfully folding in the District's Accessibility Mentor position to the MOST team to coordinate workshops, coaching, etc.
- Supporting colleagues teaching across all modalities - not just online.
- Getting salary advancement credit through UCSD-Extension for our cohort offerings.
- Sharing our program with other CCCs looking to build a faculty development team.
- Submitting our first data request with IE to investigate the impact that our cohorts are having on student outcomes.
- The recent decision (Sept. 22, 2023) that MOST will be expanding by hiring two new coaches to support culturally relevant instruction across all teaching modalities including face-to-face.
- Two new coaches invited (Nov. 30, 2023) to join MOST starting in Spring24.

Challenges:

- Institutionalizing our funding sources remains a challenge. Our funding has come from temporary sources (HEERF, Block) that will expire. We need to find internal funding sources to continue.
- Being asked to offer training topics on topics outside of our original "charge." This isn't so much a challenge as it is a need for us to change our charge and expand our offerings.
- The change from ESUs to non-classroom hourly pay has severely complicated the process of getting faculty compensated for completing our cohorts. The process is unknown at this point still.

**If applicable, describe any major curricular or service changes your unit has engaged in and the impact of those changes since the last comprehensive review.**

We are new! The inception of our team is a major service change that we hope provides a positive impact on faculty development and support. Previously our faculty development and support at Mesa was handled mostly by an individual instructional designer in the LOFT. Now with an entire team composed of instructional faculty from across the college, we can offer more support and increase our impact while still working closely with the LOFT.

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

When HEERF funds were expiring, we were looking for ways to institutionalize our funding, and then Block grant funding was used. The Block grant funding from the VPIs office has supported the team and allowed us to continue our offerings.

**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

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

We've only recently started our own data reflection, and we'll update this once we have more to share.

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

When we look at course outcome data disaggregated by race and ethnicity, there are equity gaps when we compare the success of our students of color with the success of our white students.

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

### Related Documents for Charts and Graphs

[Mesa Professional Learning SR-Fall23 - 08282023 - ForShare.pdf](#)

#### Data Reflection Complete

Yes

### Practice Reflection

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

A variety of professional learning offerings, an inclusive friendly community of practice, asynchronous professional learning offerings that improves access to professional learning offerings for colleagues with scheduling conflicts.

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

### Related Documents for Charts and Graphs

#### Practice Reflection Complete

Yes

### Mid-Cycle Updates

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#### 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?

## PL Participation

**Unit Goal:** Increase the number of faculty participating in professional learning opportunities focused on innovative teaching methods and technologies.

**Goal Status:** Active

**Beginning Year:** 2023 - 2024

### Mapping

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

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

| Action Plans   | Action Plan Update   |
|--|--|
| <p><b>Action Plan Status:</b> Active<br/> <b>Action Plan:</b> Intentional outreach to invite faculty to participate and facilitate our professional learning offerings.<br/> <b>Action Plan Cycle:</b> 2023 - 2024</p> | <p><b>Submission Date:</b> 12/01/2023<br/> <b>Action Plan Update:</b> In Fall23, MOST coaches directly emailed the online faculty in liaison schools to invite them to enroll in Refresh. We did this using the lists that we received from Office of IE.<br/> <b>Update Year:</b> 2023 - 2024<br/> <b>Action Plan Progress:</b> On Track</p> <hr/> <p><b>Submission Date:</b> 12/01/2023<br/> <b>Action Plan Update:</b> Attended deans council meeting to encourage deans to nudge faculty in need of support to our MOST offerings.<br/> <b>Update Year:</b> 2023 - 2024<br/> <b>Action Plan Progress:</b> On Track</p> |
| <p><b>Action Plan Status:</b> Active<br/> <b>Action Plan:</b> Requesting faculty teaching lists organized by modality from the office of IE<br/> <b>Action Plan Cycle:</b> 2023 - 2024</p>                             | <p><b>Submission Date:</b> 12/01/2023<br/> <b>Action Plan Update:</b> We received these lists in Fa23, and we'll continue to ask for them a few weeks before the start of each semester.<br/> <b>Update Year:</b> 2023 - 2024<br/> <b>Action Plan Progress:</b> On Track</p>   |
| <p><b>Action Plan Status:</b> Active<br/> <b>Action Plan:</b> Develop a diverse offering of workshops covering inclusive teaching practices and active learning strategies.</p>  | <p><b>Submission Date:</b> 12/01/2023<br/> <b>Action Plan Update:</b> This is the first semester that we developed an offering of workshops beyond Flex week. We plan to continue doing so in Spring24<br/> <b>Update Year:</b> 2023 - 2024</p>  |

| Action Plans                          | Action Plan Update                    |
|---------------------------------------|---------------------------------------|
| <b>Action Plan Cycle:</b> 2023 - 2024 | <b>Action Plan Progress:</b> On Track |

## Community

**Unit Goal:** Foster a sense of community among faculty members to facilitate knowledge sharing and collaboration.

**Goal Status:** Active

**Beginning Year:** 2023 - 2024

### Mapping

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

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

| Action Plans   | Action Plan Update   |
|--|--|
| <b>Action Plan Status:</b> Active<br><b>Action Plan:</b> Continue to monitor the Teaching Tree Pronto queue to encourage ongoing communication and resource sharing and outreach.<br><b>Action Plan Cycle:</b> 2023 - 2024 | <b>Submission Date:</b> 12/01/2023<br><b>Action Plan Update:</b> Advertise the Teaching Tree in our first email out from MOST each semester.<br><b>Update Year:</b> 2023 - 2024<br><b>Action Plan Progress:</b> On Track         |
| <b>Action Plan Status:</b> Active<br><b>Action Plan:</b> Identify and support faculty champions who can lead specific communities of practice.<br><b>Action Plan Cycle:</b> 2023 - 2024                                    | <b>Submission Date:</b> 12/01/2023<br><b>Action Plan Update:</b> Once the FIGs are offered again, we can get these communities up and running again.<br><b>Update Year:</b> 2023 - 2024<br><b>Action Plan Progress:</b> On Track |
| <b>Action Plan Status:</b> Active<br><b>Action Plan:</b> Host an in-person community-building event for faculty<br><b>Action Plan Cycle:</b> 2023 - 2024   | <b>Submission Date:</b> 12/01/2023<br><b>Action Plan Update:</b> Canvas & Cake, Convocation Coaching<br><b>Update Year:</b> 2023 - 2024<br><b>Action Plan Progress:</b> On Track   |

## Research

**Unit Goal:** Establish a research agenda for assessing the impact of MOST professional learning offerings on course outcomes and student experiences

**Goal Status:** Active

**Beginning Year:** 2023 - 2024

### Mapping

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

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

| Action Plans   | Action Plan Update   |
|--|--|
| <p><b>Action Plan Status:</b> Active</p> <p><b>Action Plan:</b> Collect data from faculty participating in PL</p> <p><b>Action Plan Cycle:</b> 2023 - 2024</p>                                       | <p><b>Submission Date:</b> 12/01/2023</p> <p><b>Action Plan Update:</b> We have done this through our cohort surveys at the end of each cohort.</p> <p><b>Update Year:</b> 2023 - 2024</p> <p><b>Action Plan Progress:</b> On Track</p>  |
| <p><b>Action Plan Status:</b> Active</p> <p><b>Action Plan:</b> Collect data from students of faculty who have completed PL</p> <p><b>Action Plan Cycle:</b> 2023 - 2024</p>                         | <p><b>Submission Date:</b> 12/01/2023</p> <p><b>Action Plan Update:</b> We haven't done this yet, but maybe this is something that we can do with students of POCR-aligned courses once we are a Teaching College.</p> <p><b>Update Year:</b> 2023 - 2024</p> <p><b>Action Plan Progress:</b> On Track</p>   |
| <p><b>Action Plan Status:</b> Active</p> <p><b>Action Plan:</b> Work with IE on pre/post differences on course outcomes for our cohort participants</p> <p><b>Action Plan Cycle:</b> 2023 - 2024</p> | <p><b>Submission Date:</b> 12/01/2023</p> <p><b>Action Plan Update:</b> We got some data on our Include cohort that showed a slight increase for our Include participants. This was data that we shared in our Strengthening Student Success presentation in Oct. 2023</p> <p><b>Update Year:</b> 2023 - 2024</p> <p><b>Action Plan Progress:</b> On Track</p> |

## Online Course Design

**Unit Goal:** Improve our online course offerings through online course design improvements.

**Goal Status:** Active



**Beginning Year:** 2023 - 2024

**Mapping**

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

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

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## **Program Review**

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

Academic and Learning Support - Mesa Tutoring & Computer Center (MT2C)

### Executive Summary

---

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

Successes:

Post-Covid -- like many programs across campus -- MT2C has had to learn more about the technological needs of students and to become increasingly more flexible about how/when we might offer services due to changes in student, tutor, and staff availability. Consequently, we started providing robust technological support for our internal team, students, and faculty to learn about Zoom, Canvas, and more. Additionally, we became a hub for not only providing technology training, but providing actual technology via laptop and peripheral disbursement for both our team and students. Much of our qualitative feedback centered upon students being thankful of our new online availability so that they could access academic support without having to leave their kids or trying to find parking, and our staff also gained the ability to access our recurrent programmatic training online as well. This all led to the creation of a growing online repository of online training and learning materials and subsequent ACTLA Online Tutor Training certification to couple with our CRLA in person Tutor Training Certification.

Our program now offers robust in person, embedded, and online support for students. We have also seen a recent resurgence in tutoring utilization and student success in our embedded, in person, and online programs: <https://www.sdmesa.edu/about-mesa/institutional-effectiveness/institutional-research/data-warehouse/MT2CTutoringandEquityData.shtml>

A few examples of utilization increases

- An increase of over 2,500 sessions and 400 students served from Spring 2022 compared to Spring 2023
- An increase of over 2,100 sessions and 475 students served from Fall 2022 (through 10/31) compared to Fall 2023 (through 10/31). We do not have full semester data for Fall 2023 yet as of the writing of this review, which is why we utilized a mid-semester point.

Additionally, overall student success from Spring 2023 is clear:

- Overall Success: 84% tutored compared to 75% not tutored
- Overall Completion: 93% tutored compared to 88% not tutored

And the average success from Fall 2019 through Spring 2023 is dramatic and consistent:

- Overall Success: 83% tutored compared to 72% not tutored
- Overall Completion: 92% tutored compared to 86% not tutored

An additional success is MT2C's continued partnerships across campus as well as with our local high schools and nonprofit programs. Just a few examples:

- (1) Partnering with Hoover High School to provide tutor training and an onramp to education pathways. Students are provided training in tutoring methodology and then tutor their peers and have the opportunity for a campus visit, which is especially impactful for first generation college students
- (2) Partnering with our Mesa College scholarship team to provide writing workshops for students applying for scholarships. In 2022-2023, 231 students attended, 50 students won awards that totaled 41% of all scholarships awarded
- (3) Partnering with After School Unlimited (non profit) to provide teacher training and job access for students from Calexico, CA
- (4) Partnerships with DSPS, Pride Center, Honors Center, AANAPISI, and more to provide tutoring, workshops, and access to academic support services.

Gaps:

We need to continue to work with our district team to streamline our tutor tracking practices and software

## Summary and Reflection

utilization to keep student interactions as seamless as possible both in person and online. We updated the 044 system to become skills and not course based so that we can gather apportionment across the curriculum and eventually couple this with our district-wide, integrated PeopleSoft system via Single Sign On. However, in general, our technology, overall, is outdated and often serves as a barrier to student utilization.

The SDCCD hiring requirements and onboarding processes continue to be problematic although they are improving. The gap between onboarding and hiring put our students at risk as we cannot get students the tutorial help they need in a timely fashion. We have had continued and ongoing conversations with our distinct office, which is helpful! However, the hiring/onboarding process is an area for improvement.

Lastly, much like other areas across campus, we are in dire need of fulltime staff in our tutoring spaces especially as program utilization inceases.

**If applicable, describe any major curricular or service changes your unit has engaged in and the impact of those changes since the last comprehensive review.**

N/A

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

N/A

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

Reviewed & Accurate

**Related Documents for Charts and Graphs**

**Executive Summary Complete**

Yes

## Data Reflection

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

Before the pandemic, we saw a trend of increased student utilization in our MT2C tutoring spaces:

- According to our SDCCD Student Attendance Tracking System:
  - o Fall 2017 to Spring 2018: Over 74,800 hours of contact
  - o Fall 2018 to Spring 2019: Over 99,233 hours of contact
  - o Total: That's about 25,000 extra hours of contact in one year
  
- According to our SDCCD Student Attendance Tracking System:
  - o Fall 2017 to Spring 2018: 10,669 individual students (head count)
  - o Fall 2018 to Spring 2019: 11,832 individual students (head count)
  - o Total: 1,163 additional unduplicated students in one year
  
- According to our MYWC Online Tutor Tracking System, our total number of tutoring sessions has increased as well:
  - o Fall 2017 to Spring 2018: 16,679 tutoring sessions
  - o Fall 2018 to Spring 2019: 19,634 tutoring sessions
  - o Total: 2,955 additional tutoring sessions in one year

There was, of course, a dip in utilization during COVID as enrollment declined. However, this trend has now reversed, and in the past year, we are again serving dramatically more students:

-From Fall 2020 through Spring 2023 we served over 4,000 students with over 25,00 online and in person

## Summary and Reflection

sessions and were embedded in additional classes and served more professors across the curriculum.

Spring 2023

- An increase of over 2,500 sessions and 400 students served from Spring 2022 compared to Spring 2023
- An increase of over 2,100 sessions and 475 students served from Fall 2022 (through 10/31) compared to Fall 2023 (through 10/31). We do not have full semester data for Fall 2023 yet as of the writing of this review, which is why we utilized a mid-semester point.

And the feedback we have received from students has been overwhelmingly positive: Fall 2020 through Spring 2023 with an n=1,102 rating 4 or 5 out of 5

- How likely are you to use one or more ideas from your tutoring session today in the future: 96%

- How satisfied were you with your tutoring session today: 94%

- How likely are you to use our online or in person tutoring service again: 96%

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

We were fortunate that we were able to conduct a three-year trend analysis of our MT2C data before the pandemic. Within this data over three years, we found that students who utilize tutoring services increased the overall campus success rate by 2%. We also discovered that we decreased equity gaps for Black/African America, Latinx, and First generation students by 13%:

[https://drive.google.com/file/d/1Ox3fMIHV6v\\_Le9IIMdzuqHkqaDqgEFHF/view](https://drive.google.com/file/d/1Ox3fMIHV6v_Le9IIMdzuqHkqaDqgEFHF/view). This trend continues as you review more recent data within our tutoring dashboard:<https://www.sdmesa.edu/about-mesa/institutional-effectiveness/institutional-research/data-warehouse/MT2CTutoringandEquityData.shtml>

Average Success (Fall 2019, Fall 2020, Fall 2021, Fall 2022, and Spring 2023)

- Overall not tutored success for the campus 73%

- Black/African American: 78% Tutored compared to 65% Not Tutored

- Latinx: 81% Tutored compared to 67% Not Tutored

- White: 86% Tutored compared to 79% Not Tutored

- Asian: 89% Tutored compared to 82% Not Tutored

- In all instances, tutored group success is higher than the campus average and also higher than the within group not tutored average

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

After reviewing the CLOs, we updated both Education and MT2C CLOs.

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

### **Data Reflection Complete**

Yes

## Practice Reflection

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

We now offer streamlined, online tutoring and tech support, coupled with software and high-level training to support our students across the curriculum. Subsequently, although we currently do not have enough staff to do so at scale, we offer hybrid tutoring to support students who are looking for learning assistance both online and in person. We also now offer dynamic tutor training that our team can partake in both synchronously and asynchronously, for example Multilingual Tutoring Training, ELAC Tutor Training, and UDL Tutor Training.

## Summary and Reflection

Additionally, MT2C has a much more robust team of part-time employees who are on staff to support our tutors with scheduling, tutee placement, and tutor support, and our online LMS spaces continue to develop to meet the needs of both our team and students. Our Canvas Shell houses a substantial video repository to support the needs of our entire campus. This past year has also seen a deeper connection with our teacher education program and teacher pipeline so that our tutors have the opportunity to support the needs of students across San Diego County and beyond! We have a growing team of tutors/future educators within San Diego Unified as well as Hoover High School, creating a pilot tutor-to-teacher pipeline. This high school tutor training program constructed via our CCAP agreement has been highly successful and SDUSD is looking to replicate this work at additional locations. We have a fulltime, contract faculty embedded coordinator who actively recruits students and faculty to participate in our tutoring programs. This program has increased tutor, student, and faculty participation this past year.

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

We continue to struggle to have enough support in our tutoring spaces. Like many other programs on campus, we are now both online and in person, and we did not receive additional human resources to support these additional hours in our service areas. Thus, we are often understaffed and are forced to utilize numerous part-time employees to support the work of one of the largest student support programs on campus. Until we are fortunate enough to significantly increase our fulltime staffing, we will not be able to expand our hours or increase the number of tutors for our on the floor or embedded programs. This ultimately is a disservice to students and faculty as MT2C continues to demonstrate superior student success rates while limited in in our ability to scale.

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

### **Practice Reflection Complete**

Yes

## Mid-Cycle Updates

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**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

**Hire two fulltime classified professionals**

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**Unit Goal:** By Spring 2025 (or as quickly as possible), hire two fulltime classified professionals

**Goal Status:** Active

**Beginning Year:** 2022 - 2023

**Projected Completion Year:** 2024 - 2025

**Mapping**

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

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

| Action Plans   | Action Plan Update  |
|--|---|
| <b>Action Plan Status:</b> Active<br><b>Action Plan:</b> Utilize data to continue to demonstrate hiring needs.<br><b>Action Plan Cycle:</b> 2022 - 2023, 2023 - 2024, 2024 - 2025, 2025 - 2026 | <b>Submission Date:</b> 06/29/2023<br><b>Action Plan Update:</b> Update<br><b>Update Year:</b> 2024 - 2025<br><b>Action Plan Progress:</b> On Track |

**Increase student utilization of MT2C Tutoring program by 5%.**

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**Unit Goal:** By Spring 2025, increase student utilization of MT2C Tutoring program by 5%.

**Goal Status:** Active

**Beginning Year:** 2022 - 2023

**Projected Completion Year:** 2025 - 2026

**Mapping**

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

- Community - Objective 2: X

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

| Action Plans   | Action Plan Update   |
|--|--|
| <p><b>Action Plan Status:</b> Active</p> <p><b>Action Plan:</b> Utilize data to continue to demonstrate programmatic success and utilization.</p> <p><b>Action Plan Cycle:</b> 2022 - 2023, 2023 - 2024, 2024 - 2025</p> | <p><b>Submission Date:</b> 12/04/2023</p> <p><b>Action Plan Update:</b> Program utilization is increasing!</p> <p><b>Update Year:</b> 2023 - 2024</p> <p><b>Action Plan Progress:</b> On Track</p> |

**Offer complete tutor to teacher pipeline at Hoover High School.**

**Unit Goal:** By Spring 2025, attempt to offer complete tutor to teacher pipeline at Hoover High School

**Goal Status:** Active

**Beginning Year:** 2022 - 2023

**Projected Completion Year:** 2024 - 2025

**Mapping**

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

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



| Action Plans  | Action Plan Update  |
|---|---|
| <p><b>Action Plan Status:</b> Active</p> <p><b>Action Plan:</b> Align tutor and teacher preparation courses and offer at local high school</p> <p><b>Action Plan Cycle:</b> 2022 - 2023, 2023 - 2024, 2024 - 2025</p> | <p><b>Submission Date:</b> 12/04/2023</p> <p><b>Action Plan Update:</b> Working with feeder high schools to offer additional courses.</p> <p><b>Update Year:</b> 2023 - 2024</p> <p><b>Action Plan Progress:</b> On Track</p> |

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## **Program Review**

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

Academic and Learning Support - STEM Programs

### Executive Summary

---

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

One of the major successes we achieved was the acquisition of a Title III HSI grant. This grant not only provided us with additional funding but also validated the value and impact of our STEM program within the community. The grant allowed us to invest in advanced equipment for classrooms, new technology resources, and faculty development opportunities, ultimately enhancing the quality of education and research in STEM disciplines.

Another significant success has been the expansion of our peer mentoring services into new disciplines. Recognizing the importance of peer support in student success, we broadened our mentoring program beyond its initial focus on specific STEM fields. By incorporating new disciplines such as physics for life science majors (Physics 180 sequence), organic chemistry, and engineering we have created a more comprehensive support system for students pursuing diverse STEM pathways. This expansion has fostered a stronger sense of community among students, increased retention rates, and improved academic outcomes.

Furthermore, we successfully expanded the physical space of our STEM center. With the growing demand for STEM education, the previous facility was no longer sufficient to accommodate our expanding student population and program offerings. Through careful planning, collaboration with campus stakeholders, and securing additional funding through Title III and Title V funds, we were able to renovate and expand the STEM center to incorporate LRC 116 in addition to LRC115. The new facility now features state-of-the-art computers, models and kits, collaborative study spaces, and dedicated areas for, STEM counseling, tutoring and peer mentoring.

**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 review, our unit has undertaken significant curricular redesign in the areas of chemistry, mathematics, and physics, thanks to the support of our new Title III grant. These changes have had a transformative impact on our program, enhancing the learning experience for students and improving their academic outcomes.

With the grant's assistance, we were able to engage in a comprehensive redesign of the curriculum in chemistry, mathematics, and physics. This redesign aimed to modernize and align the content with our four-year partners and emerging trends in STEM fields. Previously, STEM disciplines were often taught as separate entities in their own "silos." However, the redesigned curriculum encourages students to recognize the interconnectedness of these fields and apply knowledge from one discipline to another. This integrated approach nurtures a holistic understanding of STEM subjects and prepared students for the interdisciplinary nature of modern scientific research and problem-solving.

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

Our new grant's funding has been instrumental in our efforts to redesign our STEM classrooms into smart interactive high-tech learning environments, specifically designed to enhance modern science education. One of the primary impacts of these new resources is the transformation of our STEM classrooms into state-of-the-art, smart interactive spaces. The grant funding has allowed us to invest in cutting-edge technology, including interactive whiteboards, multimedia displays, modular furniture, and specialized software applications. These resources will enhance the learning experience for our students, providing them with immersive and engaging opportunities to explore scientific concepts through hands-on activities, collaborative group work, simulations, and virtual experiments. The interactive nature of the technology encourages active participation, collaboration, and critical thinking among students. By the end of the grant we will have introduced at least four new modern classrooms to our Mathematics & Natural Sciences building.

## Summary and Reflection

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

Reviewed & Accurate

### Related Documents for Charts and Graphs

### Executive Summary Complete

Yes

## Data Reflection

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

We have seen a huge increase in the engagement of students with our various programs including peer mentoring, Path to STEM Success events, and the STEM Center.

Peer Mentoring Attendance numbers:

Fall 2021 - 117 unique students with 873 occurrences

Spring 2022 - 211 unique students with 1,683 occurrences

Fall 2022 - 524 unique students with 3,436 occurrences

Spring 2023 - 700 unique students with 3,287 occurrences

Note: Fall 2022 and Spring 2023 have not been disaggregated yet.

We also see an increase in enrollment in the classes that are supported by the various activities of the grant.

STEM Center attendance continues to grow both in-person and virtually. In particular, we observed over 18,000 contact hours with students inside the STEM Center in Spring 2023. Typical utilization involved 250-300 contact hours by students - while some peak days exceeded 500 with over 80 students simultaneously taking advantage of services.

### 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 exist in enrollment of our STEM courses among Latine students. As this is an HSI grant, this is the group we are required to focus on.

Further, although peer mentoring attendance has increased overall, Latine head count only accounts for 34% of the headcount, even though the campus is 39% Latine.

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

The new grant has biweekly meetings with all members of the team including faculty, classified professionals, supervisors, and administration. Data conversations occur regularly at these meetings. The APR is disseminated among team members as well as the campus Executive team. Biannual evaluations with an external evaluator include all team members and campus Executive team. Also, the faculty lead, program director, STEM Center supervisor and research analyst have biweekly meetings to discuss outcomes and further data collection needs.

### Related Documents for Charts and Graphs

[Grant Objectives\\_APR Y2 Data.xlsx](#)

### Data Reflection Complete

Yes

## Summary and Reflection

### Practice Reflection

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

Bringing services back to campus as well as the course sections that we serve has been the central factor to increase in engagement. Further, each semester we increase the number of peer mentors that we employ and we have extended the course list that are served. Further, keeping virtual services open as well helps to serve those students that cannot make it to campus for whatever reason. We do see equity gaps among our Latine community, however, the objectives of the grant are being met.

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

The only objectives not met in the first year of the new grant were all based on enrollment. Even though our objectives are based on the Hispanic and Latine community, the overall enrollments of the campus have been trending down, even before the pandemic. Over the past year we have started to see an incline. We will need to watch numbers closely to see if our objectives are trending in the same direction the campus is.

**Related Documents for Charts and Graphs**

**Practice Reflection Complete**

Yes

### Mid-Cycle Updates

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

N/A

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

We have entered our Year 2 APR data to be reported to the Department of Education. We are still falling behind on some metrics, but are improving from Year 1. It is tough with the baseline year being 2019, pre-pandemic, as we continue to recover and grow post-Covid.

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

N/A

### Expand the STEM Center Space and Capacity

**Unit Goal:** Expand the STEM Center space and capacity in order to meet the increasing needs and demands of students.

**Goal Status:** Active

**Beginning Year:** 2022 - 2023

**Projected Completion Year:** 2025 - 2026

**Mapping**

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

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

| Action Plans   | Action Plan Update  |
|--|---|
| <p><b>Action Plan Status:</b> Active</p> <p><b>Action Plan:</b> 1. Purchase laptops, calculators, software, and other STEM supplies needed for inside and outside the classroom.</p> <p>2. Follow usage data carefully and identify tables, chairs, and other spatial needs for student use.</p> <p>3. Work with LRC team to identify needs of students and how the STEM Center can contribute to those needs.</p> <p><b>Action Plan Cycle:</b> 2022 - 2023, 2023 - 2024, 2024 - 2025, 2025 - 2026</p> | <p><b>Submission Date:</b> 12/11/2023</p> <p><b>Action Plan Update:</b> Usage in the STEM Center has increased significantly during the Fall 2023 semester and we expect even more students in the Spring. Other than purchasing regular supplies, such as markers, the Title III grant has purchased 9 more tables with wheels for student use in this area. The new tables allows us to use all of the chairs that were purchased two years ago in anticipation of this increase in usage. We have also purchased more calculators for student use and moved the computers from the middle of the room, to against the wall to create more floor space.</p> <p><b>Update Year:</b> 2023 - 2024</p> <p><b>Action Plan Progress:</b> On Track</p> |

### Improve and expand STEM tutoring and mentoring services.

**Unit Goal:** Improve and expand STEM tutoring and mentoring services.

**Goal Status:** Active

**Beginning Year:** 2022 - 2023

**Projected Completion Year:** 2025 - 2026

**Mapping**

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

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

| Action Plans                             | Action Plan Update                        |
|--|---|
| <p><b>Action Plan Status:</b> Active</p> | <p><b>Submission Date:</b> 12/11/2023</p> |

| Action Plans  | Action Plan Update  |
|---|---|
| <p><b>Action Plan:</b> 1. Continue offering peer mentoring on campus and identify spaces where sessions can occur as the program expands.</p> <p>2. Continue to work with STEM faculty in identifying and hiring a diverse and inclusive team of peer mentoring students.</p> <p><b>Action Plan Cycle:</b> 2022 - 2023, 2023 - 2024, 2024 - 2025, 2025 - 2026</p> | <p><b>Action Plan Update:</b> For Fall 2023, we have a crew of 19 peer mentors. Fall 2023 has served nearly 1000 students, a huge jump from Spring 2023. Peer mentors provide academic support for 13 different STEM courses with incredible success data for those that participate in comparison to students who do not engage with the program. Working with faculty and the HSI team, we have identified the need for 5 more peer mentors for the Spring 2024 semester.</p> <p><b>Update Year:</b> 2023 - 2024</p> <p><b>Action Plan Progress:</b> On Track</p> |

### Improve STEM professional learning across campus.

**Unit Goal:** Improve STEM professional learning across campus.

**Goal Status:** Active

**Beginning Year:** 2022 - 2023

**Projected Completion Year:** 2025 - 2026

#### Mapping

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

- Community - Objective 4: X
- Completion - Objective 1: X
- Scholarship - Objective 1: X

| Action Plans   | Action Plan Update   |
|--|--|
| <p><b>Action Plan Status:</b> Active</p> <p><b>Action Plan:</b> 1. Support STEM faculty with various professional learning opportunities offered on campus including MOST, FIGs, CEER, and others.</p> <p>2. Bring ESCALA to campus to offer STEM focused professional learning.</p> <p><b>Action Plan Cycle:</b> 2022 - 2023, 2023 - 2024, 2024 - 2025, 2025 - 2026</p> | <p><b>Submission Date:</b> 12/11/2023</p> <p><b>Action Plan Update:</b> In the past year, we have had 11 more employees engage in professional learning. We are working on getting more faculty to engage with FIGs, as well as provide professional learning opportunities for classified professionals, students, and administrators. We are currently in talks with ESCALA on two programs. One of the programs will train employees on our campus to be facilitators of professional development themselves. This will help to increase the number of participants as the expertise will be on our campus. Travel costs, compensation, and people's time have proven to be minor barriers to increasing these numbers.</p> <p><b>Update Year:</b> 2023 - 2024</p> <p><b>Action Plan Progress:</b> Barriers Encountered</p> |

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## **Program Review**

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

Academic and Learning Support - Strong Workforce



### Executive Summary

---

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

#### Successes

The CTE/Strong Workforce team presented at several events including the President's Cabinet, and College of Continuing Education (CCE) day to articulate the value of Career Education to staff/faculty and prospective students. This is a regular occurrence and function of this office.

The CTE office hosted networking events at Vet Tech, the Mesa Design Center, and Exercise Science. The goals of these events include:

- Highlight facility improvements through SWF, Perkins
- Rebuilt CTE faculty community
- Provide counselors with connections to programs, immerse in student experience

The CTE office supported all funded projects through the SWF Budget and Allocation sub-committee. Examples include:: field trips, classroom supplies, marketing materials (swag), equipment purchases, and lab upgrades.

Successfully applied for eight RFAs (two pending that will be approved), bringing significant funding to support Mesa CE programs, Mesa Impactship Program, professional development for counselors and instructional faculty, CPL, Marketing, and the Virtual Small Business Incubator (in partnership with Business and Technology).

Successfully launched the employer engagement liaison model at Mesa College.

CTE office administrative technician tracks all SW funding (including 14 fund codes), Perkins Reserve funding, and LAEP funding. This includes tracking budgets, supporting purchases for programs, processing employee paperwork for the multitude of positions supported by Strong Workforce.

The CTE office continues to enjoy collaboration with many departments across campus that enable the improvement of CTE student outcomes. Departments include:

- Career Center
- Tutoring
- Office of Communications
- Outreach
- Research
- Peer Navigators

Supporting the growth in new programs through the use of Strong Workforce funding including:

- Fermentation
- Neurological Diagnostic Technician
- Health and Wellness Coaching
- Physical Therapy Assistant

The CTE/Strong Workforce is taking a more active role in supportive Marketing efforts for CTE programs at Mesa College. This involves leading the CTE College Based Marketing project, leading the Viewbook development, supporting program level marketing, and improving communication between programs and the public information office.

#### Challenges

## Summary and Reflection

Strong Workforce is now responsible for paying for the Cost-of-Living Adjustment (COLA) which is creating budget pressures

Staffing remains to be a challenge given the expansion of the Mesa Impactship Program and launch of the WBL Faculty Liaison project. Currently there is no administrative support for WBL and MIP.

Effective communication (relaying information to all those involved, from Management/different CTE programs to Admin Services for actual request processing) between constituencies remains a challenge in ensuring projects are delivered on-time and on-budget

Competing and sometimes unclear deadlines (meeting all deadlines flawlessly: office, campus, district and region) make it hard to prioritize work and remain to be an area of focus

New Associate Dean -Transition process of new management for department

Navigating the new workload, defining expectations, etc., while continuing with our regular duties and responsibilities

**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.**

Strong Workforce Committee structure

The Strong Workforce Committee meetings have shifted their meeting style to maximize effectiveness and to recognize the outside commitments our membership have in other spaces at Mesa College. Starting in AY 23-24, the Strong Workforce Committee will shift to meeting four times per year, and hosting four networking events in lieu of formal meetings.

While not finalized, discussions are also underway to wind down two of the four Strong Workforce sub-committees, Employer Engagement and Professional Learning. Employer Engagement will likely cease meeting entirely while Professional Learning will likely be moved in closer alignment with the LOFT PD structure. Final recommendations will be brought forward to the SW Committee members in September.

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

The continued cost increases from the COLA and step increases are accelerating the impacts to the overall Strong Workforce budget and ability to support CTE programs at Mesa College.

Additional and new state resources are assisting Mesa College in realizing its vision of being the leading college of equity and excellence. These new sources of funding do present challenges for the CTE office as it adds administrative burden without additional administrative overhead. Examples include the Perkins Reserve and Learning Alignment Employment Program (LEAP) funding.

**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

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

The two most significant trends within Career Education at San Diego Mesa College is the five-year decline in enrollment, specifically driven by students who are over the age of 25.

The 2nd trend is the continued increases in retention and employment (wages) among San Diego Mesa

## Summary and Reflection

College graduates. The notable part of this trend, however, is that there are significant equity gaps within each, retention and employment.

The CTE/WBL office has steadily grown in size and influence throughout the organization. This, in turn, has increased the demand for the services and support from the CTE office. This has stretched the capacity of the office and requires continued dialogue to determine the scope of which the office can serve well and what projects may need to be delayed.

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

There are significant differences in enrollment, retention, and completion when disaggregated by race/ethnicity and income.

This is an area that will need to be focus during the next academic year, specifically the intersectionality of adult learners and DI groups.

**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

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

The two largest ways in which this office aims to address the gaps noted above include the support and focus on marketing of Career Education programs. This includes both institutional level Career Education marketing and specific support for programs who may be experiencing significant declines. This area will likely be the top priority for the office this next fiscal year.

The other way in which the office is supporting addressing this gap is the focus and deployment of limited resources to support MIP and the WBL faculty liaison project. Through these investments direct effort and strategy can be placed to specifically target DI within retention and employment outcomes of San Diego Mesa College students.

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

Outside factors include the current state of the economy as a result off lingering impacts of COVID-19 and the inflationary trends.

Additionally, other outside factors include the current state of the California budget and the looming (and significant) deficit. This is leading to Strong Workforce and Career Education programs not receiving adequate funding to support operations.

Additionally, hiring remains a challenge for contract and adjunct faculty, specifically faculty who have the combination of both technical industry knowledge and teaching skills.

**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?**

There are no major updates to the executive summary. During Academic Year 2023-2024 the Strong Workforce Committee is engaged in Career Education planning to support the submission of the Comprehensive Local Needs Assessment (CLNA). Changes are anticipated in the next academic year based upon the final results of the CLNA.

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

There are no major updates to the data reflection. During Academic Year 2023-2024 the Strong Workforce Committee is engaged in Career Education planning to support the submission of the Comprehensive Local Needs Assessment (CLNA). Changes are anticipated in the next academic year based upon the final results of the CLNA. Specifically within the CLNA each major student outcome grouping is reviewed in aggregate and disaggregated. There has been thoughtful discussion in each area including access, retention, completion, and employment. Once those are finalized and approved by the committee, edits will be made to this area.

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

There are no major updates to the practice reflection. During Academic Year 2023-2024 the Strong Workforce Committee is engaged in Career Education planning to support the submission of the Comprehensive Local Needs Assessment (CLNA). Changes are anticipated in the next academic year based upon the final results of the CLNA. Once changes are made, the practices will change to align to the action strategies identified in the CLNA.

**Accesss**

**Unit Goal:** Increase access for current and prospective students into and out of Career Education, reversing five-year enrollment decline trends with specific emphasis on adult learners

**Goal Status:** Active

**Beginning Year:** 2022 - 2023

**Projected Completion Year:** 2025 - 2026

**Mapping**

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

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

| Action Plans  | Action Plan Update |
|---|--------------------|
| <p><b>Action Plan Status:</b> Active</p> <p><b>Action Plan:</b> Action: Implement Year 2 of the College Based Marketing project<br/>Action: Coordinate regional marketing campaign with local marketing efforts<br/>Action: Continue support to programs for outreach and recruitment</p> <p><b>Action Plan Cycle:</b> 2022 - 2023, 2023 - 2024, 2024 - 2025, 2025 - 2026</p> |                    |

**Field of Study Jobs**

**Unit Goal:** Expand and enhance programming that supports students obtaining jobs in their field of study including the Mesa Impactship Program (MIP), WBL Faculty Liaison project, and Industry Advisory Committees

**Goal Status:** Active

**Beginning Year:** 2022 - 2023

**Projected Completion Year:** 2025 - 2026

**Mapping**

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

- Pathways and Partnerships - Objective 3: X

| Action Plans                             | Action Plan Update |
|--|--------------------|
| <p><b>Action Plan Status:</b> Active</p> |                    |

| Action Plans  | Action Plan Update |
|---|--------------------|
| <p><b>Action Plan:</b> Action: Support WBL team in implementing the WBL Faculty Liaison project<br/> Action: Support the expansion of MIP to 150-200 students per semester<br/> Action: Tailored support implemented for Industry Advisory Committees<br/> <b>Action Plan Cycle:</b> 2022 - 2023, 2023 - 2024, 2024 - 2025, 2025 - 2026</p> |                    |

**Data Informed Decisions**

**Unit Goal:** Integrate data and research, including qualitative student feedback, into decision making processes to enable actionable strategies.

**Goal Status:** Active

**Beginning Year:** 2022 - 2023

**Projected Completion Year:** 2025 - 2026

**Mapping**

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

- Pathways and Partnerships - Objective 1: X

| Action Plans  | Action Plan Update |
|---|--------------------|
| <p><b>Action Plan Status:</b> Active<br/> <b>Action Plan:</b> i Action: Develop, in coordination with Institutional Effectiveness, a Career Education research agenda<br/> ii Action: Implement project charters for all CTE projects<br/> i Action: Develop Career Education 2-year strategy<br/> <b>Action Plan Cycle:</b> 2022 - 2023, 2023 - 2024, 2024 - 2025, 2025 - 2026</p> |                    |

**Professional Learning**

**Unit Goal:** Support Career Education stakeholders in professional growth.

**Goal Status:** Active

**Beginning Year:** 2022 - 2023

**Projected Completion Year:** 2025 - 2026

**Mapping**

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

- Scholarship - Objective 1: X
- Scholarship - Objective 4: X

| Action Plans   | Action Plan Update |
|--|--------------------|
| <p><b>Action Plan Status:</b> Active</p> <p><b>Action Plan:</b> ĩ Action: Continue support for the professional development funding for CTE programs</p> <p>ĩ Action: Continue to identify ways in which to support faculty professional development with emphasis on adjunct faculty and counselors</p> <p>ĩ Action: Implement the SW Counselor Institute</p> <p><b>Action Plan Cycle:</b> 2022 - 2023, 2023 - 2024, 2024 - 2025, 2025 - 2026</p> |                    |

### Support Structures around Funding

**Unit Goal:** Enhance and build out support structure to support financial, grant, and project management of assigned funds.

**Goal Status:** Active

**Beginning Year:** 2022 - 2023

**Projected Completion Year:** 2025 - 2026

#### Mapping

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

- Stewardship - Objective 5: X

| Action Plans  | Action Plan Update |
|---|--------------------|
| <p><b>Action Plan Status:</b> Active</p> <p><b>Action Plan:</b> Action: Implement project charters for all CTE projects</p> <p>Action: Support professional development and trainings for finance, purchasing, and other administrative functions that occur in instruction</p> <p><b>Action Plan Cycle:</b> 2022 - 2023, 2023 - 2024, 2024 - 2025, 2025 - 2026</p> |                    |

SAN DIEGO  
MESA COLLEGE



## **Program Review**

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

Academic and Learning Support - The LOFT



### Executive Summary

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

Strengths:

- Great programming
- Continuance
- Overlapping

Challenges:

- Business office processes
- Data collection infrastructure
- Funding
- Equity infrastructure
- Outcomes assessment/data collection

Opportunities for Improvement:

- Collaborate with collective bargaining units and district office to create a process that outlines eligibility for Professional Learning and salary advancement.
- Improve data collection for participation in Professional Learning activities
- Increase targeted outreach and support for professional learning offerings

Strategies:

- Expanding offerings to provide training on CVC Online Course Design Rubric sections via cohorts
- Connecting professional learning offerings across campus to reduce redundancy, competition for participants, and grow a community of practice.
- Develop specific outcomes to measure participation and impact.

The current data and survey information suggested that over half of faculty respondents agree that the variety of professional learning offerings is sufficient to ensure their success as an instructor. To further enhance professional learning, the LOFT is expanding its offerings to provide more comprehensive training on the California Virtual Campus (CVC) Online Course Design Rubric sections through cohorts designed and facilitated by Mesa's Ongoing Support Team (MOST). Also, the Learning Opportunities for Transformation (LOFT) will collaborate with internal campus areas to lead PL workshops on evidence-based practices to support student success for disproportionately impacted groups.

Mesa's professional learning program is designed to support participants with hands-on practical experience in developing inclusive and accessible digital learning environments. Over two years, the goal is to engage at least fifty faculty members from CTE and various disciplines in one of the Professional Learning programs. Opportunities for ongoing collaboration will be provided to all disciplines, including Math and Science, Career Technical Education (CTE), Social and Behavioral Sciences, and Humanities, to name a few, through Mesa's Ongoing Support Team and other instructional PL offerings.

Mesa's serves the entire campus community, and we want to increase equitable participation for instructional and non-instructional employees. As we look forward, we aim to use data about equity gaps for DI groups to prioritize action plans and personalize activities for each department or school (i.e., data coaching, curriculum redesign, course design, or assignment creation). We want to continue to redesign professional learning offerings to achieve the following for instructional and non-instructional areas:

- Collaborate with our campus constituents to establish equitable participation for our campus community, and provide various incentives through synchronous & asynchronous learning
- Intentionally connect and curate PL offerings that infuses race conscious, culturally relevant, and equity focused activities.-SO #2
- Increase the number of part-time and full-time faculty members participating in professional learning focused

## Summary and Reflection

on DEIA practices.

- Increase success rates for DI (disproportionately impacted) student groups as identified in data from each college academic school.
- Personalize data for disciplines as identified by faculty and the Office of Institutional Research.
- Provide classroom and non-classroom employees continuous collaboration to discuss, refine, and integrate inclusive practices into their daily work.

Also, we are improving the connection of professional learning offerings across the campus to reduce redundancy, competition for participants, and grow the community of practice. For example, Triple D and NFI were both connected to Catalyst this year. This reduces redundancy, reduces competition for participants, and helps grow our community of practice.

There is a need for better tracking of the LOFT community of practice to provide targeted outreach, support, and follow-up. We could provide more targeted outreach and support and follow-up if we tracked who attended the PL offerings each semester. This would help to track growth, provide continuity and cohesion to offerings, and promote them to bring in new participants.

**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 following information was provided by the Office of Institutional Effectiveness to the LOFT for us to identify ways to support student success through retention and completion.

#### Retention

At San Diego Mesa College, the percent of students that were persisted from first term of enrollment to subsequent term enrollment sharply declined after the start of the COVID-19 pandemic, from 71% in 2019/20 to 56% in 2020/21.[1] Equity gaps among various populations prevailed and in some in cases, widened. In 2020/21 Black/African American students and Pacific Islander/Hawaiian Native students students' persisted to the next term at rates lower than the overall rate of all populations of students at Mesa of 56% (9 and 6 percentage points lower, respectively). Similar or larger gaps were also identified among veteran students, foster youth students, LGBT students, and first-generation students (24, 13, 11, and 8 percentage points lower, respectively).

#### Completion

From 2012/13 through 2018/19, the percentage of first-time students who attained the Vision for Success Goal Definition of Completion after 3 years or transferred to a four-year institution within 4 years steadily increased from 12% to 20% at San Diego Mesa College.[2] Improvements in the percentage of first-time students complete both transfer level math and English, especially with the adoption of AB705, are likely contributors to helping our students complete their goals within a reasonable timeframe. Yet, equity gaps

## Summary and Reflection

remain. Among the 2018/19 student cohort, Black/African American students and Hispanic students attained the Vision Goal Definition of Completion after 3 years or transferred to a four-year institution within 4 years at rates lower than the overall rate of 20% (5 and 4 percentage points lower, respectively). Similar or larger gaps were also identified among foster youth students, students with disabilities, and first-generation students (9, 5, and 4 percentage points lower, respectively).

Based on the information, the LOFT will implement the following:

1. Conduct a pre/post analysis on Curriculum Equity and Excellence Review (CEER) and Mesa's Online Success Team's (MOST) cohort participants
  - a. In a pre/post assessment measure student success, retention, and completion rates following instructor's attendance to CEER or MOST.
2. Collect and track participant information for all PL activities.
3. Consult with the Office of IE about PL participants and connecting with student demographics.

The following are short descriptions about three major PL activities:

- Curriculum Equity and Excellence Review - CEER
- New Classified Institute - NCI
- Mesa's Online Success Team - MOST

The LOFT launched the Curriculum Equity and Excellence Review Institute in Summer 2021 and 2022 to address retention and completion.

Cohort #1: 32 Faculty

Cohort #2: 28 Faculty

Participants identified the Institute as an opportunity to improve their course, impact their teaching practice, and important for reviewing personal data about their student's learning experiences.

The CEER Institute aims to engage a small cohort of faculty in a collaborative evaluation and redesign of their courses. Participants will have the opportunity to choose one course that they wish to enhance or redesign, and they will receive training in reviewing and possibly revising the COR (Course Outline of Record), syllabi, assignments, grading, and teaching practices and outcomes.

The focus of the program will be on developing culturally responsive, engaging, and relevant materials, high-impact teaching practices, and developing equity-mindedness. The program aims to help faculty create courses that are more inclusive and culturally responsive, with the goal of improving student outcomes and promoting equity in the classroom. By engaging in a collaborative evaluation and redesign process, faculty participants will have the opportunity to learn from one another, share best practices, and build a stronger community of practice around inclusive and equitable teaching.

CEER's goals align with Mesa 2030. CEER's short evaluation for Summer 2022 CEER 22 Eval.

Four-Week Institute

Themes: Culturally Responsive Teaching Practice, High Impact Teaching Practices, & Equity through the lens of Guided Pathways

Deliverables:

1. COR Analysis

Goal: Request a pre/post assessment on the cohorts that completed the asynchronous course, and the impact on their courses that analyze:

- Success rates
  - Retention
  - Completion rates
- New Classified Institute

NCI is in its pilot year.

## Summary and Reflection

30 participants in the program  
25 full-time  
5 part-time (2 promoted to FT within the course of the year)  
4 people promoted to other campuses+

Outcomes:

SHORT

Participants will be introduced to -

- on campus resources for employees
- contacts on campus
- a community with co-participants
- our culture of diversity, equity, and inclusion
- Mesa2030's goals
- governance, learning, and leadership

MEDIUM

Participants will

- challenge and form productive mindsets around DEI
- tie the goals of Mesa2030 to their work
- articulate professional goals

LONG

Participants will

- share feedback on program improvement
- share cohort experience at ClassiCon 2023
- form the first cohort mentor group
- become equity-minded leaders from every seat

Held workshops each month from September - May

After each workshop, a short survey was administered to participants

- All the sessions and session topics were ranked as "highly valuable" or "valuable"
- Respondents appreciated meeting the President and Vice Presidents and hearing their stories
- Respondents wanted longer session length, wanted more time for deeper dive into the topics and to process learning in community

**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**

[CEER 22 Eval.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.**

Hyflex, asynchronous, and other modalities impact the Professional Learning (PL) Community of Practice (CoP), as well as participation and activities. The LOFT has responded to this challenge by offering one cohort per semester designed and facilitated by Mesa's Online Success Team (MOST). The four-week asynchronous cohorts are flexible and accessible to community members who cannot attend face-to-face workshops.

## Summary and Reflection

In addition to the cohorts, the LOFT also organizes a mini-con and convocation to promote professional learning and community building. These events offer opportunities for untethered (asynchronous) and face-to-face (F2F) activities that cater to the diverse needs of the community members. The LOFT's response to the impact of different modalities on the CoP, participation, and activities shows its commitment to providing a range of opportunities for professional learning and building a strong community of practice.

The LOFT has offered our training opportunities in flexible formats such as asynchronous through Canvas. We understand that our Mesa community members need professional learning and they also have a lot of "real life" going on that prevents them from being able to attend a face-to-face workshop at a specific day and time in the LOFT. Our offerings have always infused Universal Design for Learning so that participants can choose the offerings that best meet their needs as learners.

Our newest addition to the LOFT offerings are the 4 week asynchronous cohorts designed and facilitated by Mesa's Online Success Team (MOST). These are excellent opportunities for our faculty to be in the shoes of online students learning how to improve the design and facilitation of their own online courses. In fact, these cohorts are also supporting the design of face-to-face courses. In an end-of-course survey question in our recent Assess cohort, 100% of faculty participants agreed that "This course helped improve my face-to-face course design."

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

N/A

**Related Documents for Charts and Graphs**

**Practice Reflection Complete**

Yes

## Mid-Cycle Updates

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**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?**

## Equitable PL

**Unit Goal:** Revise and implement an equitable PL funding request process from multiple PL sources (HSI, Strong Workforce, Guided Pathways) and create a list for reporting.

**Goal Status:** Archived

**Beginning Year:** 2022 - 2023

**Projected Completion Year:** 2025 - 2026

### Mapping

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

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

## Equitable PL Participation

**Unit Goal:** By the end of the next academic year, facilitate collaboration with campus constituents to enhance equitable participation within the campus. Increase equitable participation with CTE and other disciplines by developing, incentivizing, and creating structures for full-time and part-time faculty to engage in Culturally Responsive professional learning.

**Goal Status:** Active

**Beginning Year:** 2022 - 2023

**Projected Completion Year:** 2025 - 2026

### Mapping

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

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

| Action Plans  | Action Plan Update                 |
|---|------------------------------------|
| <b>Action Plan Status:</b> Active<br><b>Action Plan:</b><br>Recruit a minimum of ten to fifteen (10-15) CTE faculty each year for professional learning activities to get hands-on practical experience creating inclusive and accessible digital learning environments.<br><b>Action Plan Cycle:</b> 2023 - 2024 |                                    |
| <b>Action Plan Status:</b> Active   | <b>Submission Date:</b> 11/27/2023 |

| Action Plans   | Action Plan Update   |
|--|--|
| <p><b>Action Plan:</b> Work with UCSD Extension to offer our cohorts for salary advancement units.<br/> <b>Action Plan Cycle:</b> 2023 - 2024</p>  | <p><b>Action Plan Update:</b> The following MOST cohorts have been offered to faculty with the option for UCSD Extension credits in lieu of compensation: Humanize (Summer23) &amp; Refresh (Fall23)<br/> <b>Update Year:</b> 2023 - 2024<br/> <b>Action Plan Progress:</b> On Track</p> |
| <p><b>Action Plan Status:</b> Active<br/> <b>Action Plan:</b> Offer both synchronous, asynchronous, online, and F2F professional learning opportunities.<br/> <b>Action Plan Cycle:</b> 2023 - 2024</p>  | <p><b>Submission Date:</b> 11/27/2023<br/> <b>Action Plan Update:</b> 5 MOST asynchronous fully online MOST cohorts have been offered.<br/> <b>Update Year:</b> 2023 - 2024<br/> <b>Action Plan Progress:</b> On Track</p>   |
|  | <p><b>Submission Date:</b> 11/27/2023<br/> <b>Action Plan Update:</b> Catalyst continues to be offered across modalities: Day 1 (Live Online via Zoom) &amp; Day 2 (Face-to-Face)<br/> <b>Update Year:</b> 2023 - 2024<br/> <b>Action Plan Progress:</b> On Track</p>                    |
|  | <p><b>Submission Date:</b> 11/27/2023<br/> <b>Action Plan Update:</b> CEER cohort (Summer23) to be offered fully F2F<br/> <b>Update Year:</b> 2023 - 2024<br/> <b>Action Plan Progress:</b> On Track</p>   |
| <p><b>Action Plan Status:</b> Active<br/> <b>Action Plan:</b> Initiate discussions to create a DEIA certificate<br/> <b>Action Plan Cycle:</b> 2023 - 2024</p>   | <p><b>Submission Date:</b> 11/27/2023<br/> <b>Action Plan Update:</b> Meeting with Jim Mahler about union support for a DEIA certificate.<br/> <b>Update Year:</b> 2023 - 2024<br/> <b>Action Plan Progress:</b> On Track</p>  |
| <p><b>Action Plan Status:</b> Active<br/> <b>Action Plan:</b> Implement a comprehensive incentive program, including certificates, and opportunities for payscale advancement, to promote engagement and achievement through both synchronous and asynchronous learning modalities.<br/> <b>Action Plan Cycle:</b> 2024 - 2025</p> |  |

**Race Conscious, Culturally Relevant, and Equity Focused Activities in PL**

**Unit Goal:** Expand the current culturally responsive professional learning (PL) curriculum that incorporates race-conscious, culturally relevant, and equity-focused activities to integrate other disciplines. The purpose is to enhance participants' awareness, knowledge, and skills in promoting diversity and inclusion.

**Goal Status:** 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
- Scholarship - Objective 2: X
- Scholarship - Objective 3: X
- Scholarship - Objective 4: X
- Scholarship - Objective 5: X

| Action Plans  | Action Plan Update   |
|---|--|
| <p><b>Action Plan Status:</b> Active<br/> <b>Action Plan:</b> Provide CTE faculty with continuous collaboration to discuss, refine, and integrate inclusive practices into their curriculum, syllabi, lesson plans/assessments, and course over a year.<br/> <b>Action Plan Cycle:</b> 2024 - 2025</p>  |  |
| <p><b>Action Plan Status:</b> Active<br/> <b>Action Plan:</b> Expand culturally responsive professional learning activities for all disciplines such as CTE, Math and Science, and Humanities to name a few for online, and face-to-face faculty with evidence-based best practices through year-long coaching to create parity in outcomes across racially/ethnically and all disproportionately impacted groups.<br/> <b>Action Plan Cycle:</b> 2024 - 2025</p> |  |
| <p><b>Action Plan Status:</b> Active<br/> <b>Action Plan:</b> Redesign and implement a culturally responsive professional learning (PL) curriculum that incorporates race-conscious, culturally relevant, and equity-focused activities that integrates Career &amp; Technical Education.<br/> <b>Action Plan Cycle:</b> 2024 - 2025</p>  | <p><b>Submission Date:</b> 11/27/2023<br/> <b>Action Plan Update:</b> CEER (Course/Curriculum Equity and Excellence Review) cohort undergoes an annual redesign to make current and relevant for our participants.<br/> <b>Update Year:</b> 2023 - 2024<br/> <b>Action Plan Progress:</b> On Track</p> |
| <p><b>Action Plan Status:</b> Active</p>  | <p><b>Submission Date:</b> 11/27/2023</p>  |



| Action Plans   | Action Plan Update   |
|--|--|
| <p><b>Action Plan:</b> Expand the current professional learning to support successful completion of transfer level courses.</p> <p><b>Action Plan Cycle:</b> 2025 - 2026</p>   | <p><b>Action Plan Update:</b> Intentional outreach to faculty of transfer level courses to join PL offerings.</p> <p><b>Update Year:</b> 2023 - 2024</p> <p><b>Action Plan Progress:</b> On Track</p>  |
| <p><b>Action Plan Status:</b> Active</p> <p><b>Action Plan:</b> Support Faculty Inquiry Groups (Communities of Practice) focused on gateway courses, equitable and inclusive practices, and culturally responsive teaching.</p> <p><b>Action Plan Cycle:</b> 2025 - 2026</p> | <p><b>Submission Date:</b> 11/27/2023</p> <p><b>Action Plan Update:</b> Offer our Faculty Inquiry Groups (FIG) as one of our PL offerings to faculty on a cyclical basis</p> <p><b>Update Year:</b> 2023 - 2024</p> <p><b>Action Plan Progress:</b> On Track</p> |
| <p><b>Action Plan Status:</b> Active</p> <p><b>Action Plan:</b> Continue offering equity track as part of Classicon offering to our classified professionals</p> <p><b>Action Plan Cycle:</b> 2022 - 2023</p>  |  |
| <p><b>Action Plan Status:</b> Active</p> <p><b>Action Plan:</b> Continue promoting equity and inclusion in the programming for the New Classified Institute</p> <p><b>Action Plan Cycle:</b> 2023 - 2024</p>   |  |
| <p><b>Action Plan Status:</b> Active</p> <p><b>Action Plan:</b> Increase success rates for DI (disproportionately impacted) student groups.</p> <p><b>Action Plan Cycle:</b> 2025 - 2026</p>   |  |

### Mesa Community Knowledge and Transformative PL

**Unit Goal:** Support collaboration and community that leverages the knowledge within the Mesa community to drive transformative professional learning (PL) experiences, both collectively and individually.

**Goal Status:** Active

**Beginning Year:** 2022 - 2023

**Projected Completion Year:** 2026 - 2027

#### Mapping

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

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

- Scholarship - Objective 5: X

| Action Plans   | Action Plan Update  |
|--|---|
| <p><b>Action Plan Status:</b> Active</p> <p><b>Action Plan:</b> Identify measurable outcomes in community engagement and learning outcomes within the next 12 months.</p> <p><b>Action Plan Cycle:</b> 2024 - 2025</p> | <p><b>Submission Date:</b> 11/27/2023</p> <p><b>Action Plan Update:</b> Received a data report about the equity gaps, employee demographics, and student success rates.</p> <p><b>Update Year:</b> 2023 - 2024</p> <p><b>Action Plan Progress:</b> On Track</p> |
| <p><b>Action Plan Status:</b> Active</p> <p><b>Action Plan:</b> Implement a research agenda with measurable objectives about professional learning activities.</p> <p><b>Action Plan Cycle:</b> 2024 - 2025</p>        | <p><b>Submission Date:</b> 11/27/2023</p> <p><b>Action Plan Update:</b> Initiated a discussion and planning meeting to gather information for a research agenda.</p> <p><b>Update Year:</b> 2023 - 2024</p> <p><b>Action Plan Progress:</b> On Track</p>        |

SAN DIEGO  
MESA COLLEGE



## **Program Review**

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

Academic and Learning Support - Work-Based Learning

### Executive Summary

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

#### Successes

Launch of the Mesa Impactship Program (MIP) - The Mesa Impactship Program (MIP) supports students with exploring careers, developing professional skills, and compensating hands-on industry experiences through internships, volunteering, or Directed Clinical Practice (DCP). MIP is designed to promote workforce training & employment opportunities with focus on underserved student populations. Eligible Mesa students may receive a one-time \$1000 payment (also called a stipend) OR hourly compensation for student workplace training & enrollment in a Work Experience or Directed Clinical Practice (DCP) course. Funding is intended to support students with reducing or eliminating out-of-pocket expenses such as childcare, equipment, fees, meals, professional attire, & more. MIP students will be part of a cohort community supported by Mesa faculty to help them prepare for career pathways. Twenty six students (of 114 applications) were supported during the Fall 2022 pilot semester and 73 students (of 160 applications) will be supported in the Spring 2023 term.

Handshake - The WBL and Career Center team has collaborated with our sister campuses to implement our District-Wide job board, Handshake. This launch has created 75,000+ SDCCD students Handshake accounts which will give them easy access to thousands of high-quality jobs and internships across all industries from over 550,000 employers from startups to Fortune 500. For the first time, SDCCD students can login to one account across all four campuses. Access to career preparation and training for in-demand occupations are essential foundations for building a more equitable economy, especially for low-income and students of color. Implementing Handshake puts SDCCD at an advantage in recruiting and retaining students to build the in-demand skills needed to be competitive within the workforce, particularly in their field of study. Additionally, it also provides students an opportunity to receive personalized job recommendations, connect with employers directly, register for career events, and connect with Career Services for workforce preparation help.

AANAPISI & NSF iUSE grants - Two external grants were awarded which support an increase of WBL curriculum development and activities. One is the U.S. Department of Education AANAPISI grant that focuses on supporting Asian American, Pacific Islander, Native American, and low-income students to attain postsecondary degrees and participate in the growing regional economy. One of the key strategies is to increase the number of students who participate in culturally responsive career awareness and preparation activities such as career panels, service-learning/civic engagement projects, internships, etc. The second is the National Science Foundation iUSE HSI grant which focuses on developing best curricular practices to increase the capacity of students underrepresented in STEM through field experiences and career exploration intended to foster students' science identity development.

Support for Career Center's programming and services, i.e. Career Fair

- Free Professional Headshots
- Opportunity to Meet Businesses, Professionals, Different Industries
- Get the opportunity to apply to jobs, internships, on-campus/off-campus jobs
- Free Resources/Giveways (e.g. snacks) throughout the event

Joint messaging and presentation between WBL and Career Services to promote services across campus

Services continue to be provided both in-person and virtual. During COVID-19, the program pivoted its work to include more support of faculty in the transition to online and increased its efforts for student employment related to the field of study. Through the Advancing San Diego program from the Economic Development Council, Mesa was selected as the Preferred Provider for Software Development, Engineering, and Business. This designation enabled our students to have access to virtual paid internships in a time when unemployment was at an all-time high. The shift in activities has also provided WBL the opportunity to

## Summary and Reflection

implement data collection for SG-21 from the WBL program, Career Center, and begin educating the campus and integrating WBL tracking into the campus and district systems.

Support is also provided to several non-Career Education programs including the Kapwa and Puente learning communities, Honors Program, STEM programs, Arts and Languages programs, and Humanities programs through career panels, student ethnographic research, service-learning, and other career exploration and career preparation activities designed to introduce students to work-based learning throughout their academic journey at Mesa College. At Mesa College students often enroll in career education as a part of their pathways outside of Career Education. As such the WBL team serves the entire Mesa College community to ensure students can have access to WBL at many access points.

### Challenges

Growing demand for WBL services across campus has created increased demand on our time  
As MIP and WBL grow, there is need for additional operational support to manage coordination, internal processes, and better serve students

To increase the number students in paid workforce training, there is a need for additional advocacy, Innovative funding, and streamlined processes at the campus, district, and state levels

Data collection through Handshake is being refined due to some issues at the district import level

Students may not know about events, they are here for classes and may only know about events if they are on campus when they are happening.

-Many Students have obligations, jobs, etc.

Lack of clear PLOs have made collection of data and understanding of impact of WBL difficult

### **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.**

Added Employment Engagement Liaison to team

Increased WBL activities in 2022-2023

Improve & Increased job/internship opportunities through MIP

Collaboration with Faculty & WBL department has increased with WBL Faculty Liaisons

Supported college events that promote WBL and employment for students

Reactivated the SW Employer Engagement and Internships Subcommittee

Support faculty's course redesign incorporating WBL

Adding new Adjunct Internship Coordinators

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

A regional SW WBL grant was awarded to fund the WBL Faculty Liaison Project. It increases the personnel able to support integrating WBL into more programs and departments through having a WBL faculty liaison from each school which helps to expand the reach of our existing WBL coordinators.

Perkins V and LAEP funds have helped with the implementation of MIP, supporting underserved students conducting unpaid internships in reducing their expenses related to transportation, meals, cost of child care, professional clothing, and more.

### **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

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

The primary means in which to review data for WBL is based upon SG21 data collection and reports provided by the district. Starting this academic year the Mesa College Institutional Effectiveness office has also supported these efforts.

Notable trends identified include:

- CCAP with Hoover High School and its impact of SG21 metrics
  - Skewing younger students overall with SG21 metrics vs. the general student population
- Increased interaction with employers broadly speaking is occurring. Examples based on the data include:
  - Faculty assistance guest speakers that align w programs
  - Industry tours (airport)
  - Employers looking for qualified interns, genuinely interested growing in career pathway
  - Handshake- employers want more interaction there
- Consistent interaction with faculty and students over the course of the last three years with an uptick this year
  - More volume was noted this year
    - Speaker events, panels, tours, service learning, capstone projects have increased, likely due to more on-campus classes
- Area B experiences are lower than expected. These experiences include work-based learning instances that allow the student to apply learning through practical experience and interaction with professionals from industry and the community outside of school, such as job shadows, service learning, class projects or challenges, and mentorships
- Broadly speaking there appears to be more student interaction and demand for internships. Noted observations include:
  - Increase in interests/meetings with Internship Coordinator
  - Increase in interest in hands-on training, case management

During the data review there were noted gaps within the data collection process and that includes the following:

- Job placement in field of study at a program level
- Percentages based of WBL activities, versus all courses at Mesa and how it looks at a school level
- Data linked to programs or industries and academic discipline

Additionally, SG21 data is just a count and does not capture the breadth of services provided by the WBL department nor all the WBL activities occurring throughout the college. Consideration if future years will be paid to determine the best qualitative data needed to identify the impact of WBL services.

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

While this will be an area of focus in the upcoming academic year it was noted that the SG21 service numbers indicated alignment to the broader Mesa Student population.

There are existing equity gaps within employment and wage data of Mesa College graduates. This will be explored further, in partnership with IE, in the upcoming year.

## Summary and Reflection

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

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

Launch of MIP to promote workforce training & employment opportunities with focus on underserved student populations

The WBL Faculty Liaison project should help impact and increase faculty interactions with WBL services

The employer engagement model should also increase employers engaging Mesa College faculty and students to support increasing WBL

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

N/A

**Related Documents for Charts and Graphs**

**Practice Reflection Complete**

Yes

## Mid-Cycle Updates

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**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?**

## STUDENT

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**Unit Goal:** By Spring 2024, partner with the Institutional Research Office to design SMART PLOs and develop data collection strategies (quantitative/qualitative) to capture student engagement with WBL activities to more accurately measure our program impact and conduct more effective Program Review processes in future semesters.

By Spring 2024, understand the key roles, responsibilities, and services of WBL and Career Center Departments and develop clear messaging to students, campus, and employers.

By Spring 2024, identify strategies to offer more equitable access to career exploration and WBL activities to students as an embedded component of their educational plan with specific focus on supporting 150-200 students per semester in workforce training experiences through the Mesa Impactship Program (MIP)

**Goal Status:** Active

**Beginning Year:** 2022 - 2023

**Projected Completion Year:** 2023 - 2024

### Mapping

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

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

| Action Plans               | Action Plan Update |
|----------------------------|--------------------|
| Action Plan Status: Active |                    |



**Action Plan:** Goal - By Spring 2024, partner with the Institutional Research Office to design SMART PLOs and develop data collection strategies (quantitative/qualitative) to capture student engagement with WBL activities to more accurately measure our program impact and conduct more effective Program Review processes in future semesters.

- a. Action - Contact the Institutional Research Office to discuss collaboration
- b. Action - Develop strategies, plan, and timeline for data collection strategies of student engagement with WBL

Goal - By Spring 2024, understand the key roles, responsibilities, and services of WBL and Career Center Departments and develop clear messaging to students, campus, and employers.

- a. Action - Create an internal organizational chart of WBL and Career Center staff, including roles, responsibilities, and services
- b. Action - Develop strategies, plan, and timeline for creation of messaging and proactive outreach to students and campus community

Goal - By Spring 2024, identify strategies to offer more equitable access to career exploration and WBL activities to students as an embedded component of their educational plan with specific focus on supporting 150-200 students per semester in workforce training experiences through the Mesa Impactship Program (MIP).

- a. Action - Review WBL and SG21 data to identify equity gaps for students and programs participating in WBL activities
- b. Action - Contact academic programs and student support departments to identify opportunities for collaboration and integration of WBL and career activities within various stages of students educational plan (e.g. onboarding, counseling, milestones, etc.)

| Action Plans  | Action Plan Update |
|---|--------------------|
| <p>c. Action - Expand outreach efforts for MIP to students, campus, and employers to increase engagement and grow workforce training opportunities on- and off-campus</p> <p>d. Action - Onboard recently hired adjunct Internship Coordinator(s) to support case management of students and development of employer partners for MIP</p> <p><b>Action Plan Cycle:</b> 2022 - 2023, 2023 - 2024</p> |                    |

**FACULTY**

**Unit Goal:** Increase the number of faculty partners incorporating WBL into their curriculum and programs within San Diego Mesa College schools by Summer 2024.

Increase accuracy of SG-21 data collection by providing more support to faculty for their course section reporting by Spring 2024.

Provide intentional support to faculty partners for developing equity-minded WBL by Summer 2024.

**Goal Status:** Active

**Beginning Year:** 2022 - 2023

**Projected Completion Year:** 2023 - 2024

**Mapping**

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

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

| Action Plans                             | Action Plan Update |
|--|--------------------|
| <p><b>Action Plan Status:</b> Active</p> |                    |

| Action Plans  | Action Plan Update |
|---|--------------------|
| <p><b>Action Plan:</b> Goal: Increase the number of faculty partners incorporating WBL into their curriculum and programs within San Diego Mesa College schools<br/> Action: Support 7 WBL faculty liaisons to promote awareness and development of WBL with the faculty members in their schools.</p> <p>Goal: Increase accuracy of SG-21 data collection by providing more support to faculty for their course section reporting.<br/> Action: Provide drop-in sessions and 1-1 support to help faculty with their SG-21 reporting<br/> Action: Consult with WBL faculty liaisons on additional support that may be helpful to provide for each school.</p> <p>Goal: Provide intentional support to faculty partners for developing equity-minded WBL<br/> Action: Work with learning communities such as Puente, Kapwa, Umoja, and DEBER and other faculty who indicate a need of support for WBL with their historically minoritized student populations.<br/> Action: Infuse equity-mindedness and equity practices in all WBL collaborations with faculty by questioning assumptions, recognizing stereotypes and unconscious biases that harm student success, and continually reassessing current practices and language to create change to better meet student needs.</p> <p><b>Action Plan Cycle:</b> 2022 - 2023, 2023 - 2024</p> |                    |

**EMPLOYERS**

**Unit Goal:** Expand regional community economic success, preparedness to compete in a globally competitive environment, and connectedness to Mesa

Provide expanded consultation and collaboration services to small businesses in support of regional economic development, entrepreneurship, and employment opportunities

Support Mesa’s workforce development programs and services to prepare students for living wage jobs in a volatile and innovative economy

Broaden community partnerships with small businesses in proximity to Mesa

Prioritize marketing, public relations, and outreach practices that effectively communicate the advantage of pursuing education at Mesa, the benefits Mesa provides to the region, and the achievements of Mesa students and alumni

**Goal Status:** Active

**Beginning Year:** 2022 - 2023

**Projected Completion Year:** 2025 - 2026

**Mapping**

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

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

| Action Plans               | Action Plan Update |
|----------------------------|--------------------|
| Action Plan Status: Active |                    |

| Action Plans   | Action Plan Update |
|--|--------------------|
| <p><b>Action Plan:</b> Goal: Expand regional community economic success, preparedness to compete in a globally competitive environment, and connectedness to Mesa</p> <p>Action: Increase and improve relationships with employers in the college service area or who align to the college’s programmatic needs.</p> <p>Action: Increase and improve relationships with key college stakeholders who have a role/interest in WBL and Employment Outcomes</p> <p>Action: Collaborate with employers and colleges to develop Work-based Learning Opportunities to support students as they prepare for employment.</p> <p>Action: Cultivate and maintain relationships with new and existing industry partners and employers to develop job opportunities</p> <p>Action: Attend industry/networking events to represent colleges in the community, learn of industry trends, and develop contacts at organizations to support the Employer Engagement metrics.</p> <p><b>Action Plan Cycle:</b> 2022 - 2023, 2023 - 2024</p> |                    |

**Defining and measuring impact:**

**Unit Goal:** By Spring 2024, update SG21 data collection process to assist in defining our why and how we are using data

Starting in Fall 2023 utilize SG21 data to analyze WBL experiences at SD Mesa College including impacts on reducing equity gaps

Publish WBL impact reports, starting in Spring 2024, that capture updated data, including to executive leadership, PCAB, and to the broader campus community

By Summer 2024 develop PLOs for WBL

**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
- Pathways and Partnerships - Objective 1: X

| Action Plans   | Action Plan Update |
|--|--------------------|
| <p><b>Action Plan Status:</b> Active</p> <p><b>Action Plan:</b> Goal: By Spring 2024, update SG21 data collection process to assist in defining our why and how we are using data</p> <p>Action: Redesign section level SG21 coding in partnership with the district office and WBL faculty liaisons</p> <p>Action: Redesign student level SG21 data collection process utilizing handshake and direct data upload into campus solutions</p> <p>Goal: Starting in Fall 2023 utilize SG21 data to analyze WBL experiences at SD Mesa College including impacts on reducing equity gaps</p> <p>Goal: Publish WBL impact reports, starting in Spring 2024, that capture updated data, including to executive leadership, PCAB, and to the broader campus community</p> <p>Goal: By Summer 2024 develop PLOs for WBL</p> <p><b>Action Plan Cycle:</b> 2022 - 2023, 2023 - 2024</p> |                    |