SAN DIEGO MESA COLLEGE

Program Review

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

Academic and Learning Support - The LOFT

Executive Summary

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 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.

Summary and Reflection

-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 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

Summary and Reflection

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.
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

Summary and Reflection

- 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

Related Documents for Charts and Graphs
CEER 22 Eval.pdf

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

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.

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

YEAR 2 Updates (2023 - 2024)
Provide any edits or updates to the prompts originally documented in the Executive Summary section for Year 2.

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

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

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

YEAR 3 Updates (2024 - 2025)
Provide any edits or updates to the prompts originally documented in the Executive Summary section for Year 3.
Successes:

Firstly, our ACCJC accreditation visit commendation recognized the work of the LOFT in equitable professional learning which was a huge success for us.

Secondly, we have made extensive progress with a new Instructional Design Certification of Achievement which will expand our capacity to offer instructional design courses and services. We're currently waiting for official approval from the state and our program is planned to start in Fall 2025.

Next, MOST has continued our semesterly offering of cohorts. Our cohorts have been our most popular offering from MOST, and we've successfully offered one each semester since Spring 2022. Our 9th cohort, Humanize, is scheduled for Spring 2025.

LOFT has expanded ways to center the student voice in our professional learning offerings by leveraging the consultation of a student focus group who participated in a student panel for CEER in Summer 2024.

LOFT is developing a Diversity, Equity, Inclusion, and Accessibility (DEIA) certificate program aimed at providing employees with curated training opportunities in these critical areas. This work is being done in collaboration with Mesa's Committee on DEIA.

Challenges:

Funding continues to be a challenge for our efforts, as we typically rely on one-time, temporary funding sources like HEERF or Block Grants. This inconsistency makes it difficult to plan for future offerings, as there is little certainty about where the next round of funding will come from. While we've taken proactive steps to collaborate with Career Technical Education (CTE) programs to align our offerings with their needs, they are also navigating their own funding constraints. Without more stable and predictable funding sources, our ability to sustain and expand impactful programs remains uncertain.

Staffing continues to be a significant challenge for our small team of four full-time employees. When team members

temporarily step away for other roles or sabbaticals, it creates gaps that require us to find, train, and integrate backfill—a process that is both time-consuming and disruptive. The solution lies not in limiting these opportunities, which are essential for professional growth and renewal, but in creating a more sustainable and resilient staffing structure.

We're having a hard time showing how professional learning directly impacts student outcomes. While we can track participation and get great feedback from employees, it's much harder to connect these efforts to measurable improvements for students. We're working with the Office of Institutional Effectiveness to create a research agenda to better explore these connections. That said, success rates are nuanced, and it's not easy to draw a straight line between professional learning and student success, but we're committed to finding better ways to show the impact of our work.

Supporting classified professionals' participation in professional learning remains a challenge due to workload, timing, and communication barriers. We value their voices and need more classified staff involved in planning efforts to ensure our offerings are inclusive, relevant, and meet the needs of the entire campus.

Provide any edits or updates to the prompts originally documented in the Data Reflection section for Year 3.
Data reflection continues for the LOFT in year 3 in the following ways:

1. Post-session surveys for our MOST workshops: MOST distributes a post-session survey for each of its Fall 2024 workshop sessions. Response rate is low, as we have only 11 responses to the survey at this point, but they are all positive in terms of the format and the usefulness of the workshop. We will continue to survey participants that attend MOST workshops going forward.

2. End-of-cohort MOST surveys: At the end of every MOST cohort, participants complete an "End-of-cohort" survey to give us feedback about their learning experience in the cohort. MOST reflects on this feedback at the end of every cohort to identify ways that we can improve the cohorts for our participants. We also share a MOST cohort debrief report with our leadership which shares all the survey responses and the open-ended responses with leadership, so that they can see the impact of their investment.

3. End-of-academic-year LOFT survey: The response rate is also low to this (I believe we had 87 respondents total at the end of 23-24), so we are looking for ways to get more responses to that survey. We use that survey when identifying the best timing, format, and topics for planning professional learning going forward.

4. The LOFT team will continue to explore other sources of data that could help to tell our story.

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

Provide any edits or updates to the prompts originally documented in the Practice Reflection section for Year 3.
Additional practices that we've engaged in include the following:

Providing a consistent recurring schedule of our offerings.
Providing professional learning options that are multimodal:
-- ProMesa (our orientation for Part Time Faculty) is both asynchronous and live online via Zoom.
-- Catalyst is on Zoom on day 1 and on campus on day 2.
-- Classicon is on campus and offered throughout the day to accommodate various schedules.
-- Several options are available inside our LOFT Online Canvas shell and they are asynchronous for our faculty.

Creating spaces for Mesa community members to become involved in PL to continue growing our community of practice
-- CPLC, FPLC, CAT

We started a new event, "MOST's Toast to Teaching" to celebrate teaching with community members as a community-building event and a recognition of the hard work our faculty do.

Summary and Reflection

YEAR 4 Updates (2025 - 2026)

Provide any edits or updates to the prompts originally documented in the Executive Summary section for Year 4.
Successes:
-- Our new Instructional Design Certificate of Achievement launches in Spring 2026. This is a huge success as we've been working for a couple of years to get these courses through the curriculum process. Our hope is that these meet the needs of our community.
-- MOST was recognized as a "Bright Spot" in the California Competes Blog in May 2025 which covered MOST's Cohort program as an innovative way to train online faculty.
-- Our core offerings have continued successfully: Catalyst, ClassiCon, Flex Week programming, NFI/NCI support, Supervisors Academy
-- We have expanded the Flex Support with these new offerings: Flex 101 webinar, Guide to Planning Professional Learning
-- We had over 300 survey responses to our LOFT Annual Survey in May 2025. This was one of our highest response rates for our annual survey.

Challenges:
-- Our funding for MOST was reduced by 65% and the non-classroom hourly pay doesn't provide our faculty the time that they need to do this important work. The hours that we had allocated to MOST from CTE were reallocated to other expenses aligned with CTE PL funding instead.
-- Our community of faculty and employees are experiencing burnout when it comes to PL. Anecdotally, there is a lack of time and energy to devote to professional learning. And the stressors of today's political climate make it more difficult to find the energy and time for our employees to devote to professional learning.
-- Still struggling to institutionalize our funding. LOFT continues to be dependent on the budgets of other departments and requiring approval for spending. While we are grateful to have their support, it creates planning challenges when LOFT has to ask for funds each year to sustain our programming.
-- We have employees who want to participate in professional learning, but who are not given the release time by their supervisor to participate in professional learning. This creates challenges when we try to build an equitable community of practice for our employees to "never stop learning."
-- Conference and Travel funding of $10K does not cover the number of CAT requests received each year. Usually it is tapped out by Fall semester which means that anyone looking for Spring conference funding would need to submit their paperwork extremely early or risk being denied coverage of their conference expenses by CAT.
-- With so many entities now involved in Professional Learning around the District, it is difficult to know what is the LOFT's role in providing support. This especially comes up with AI support since District has a team dedicated to AI PL across the District. It is challenging to be intentional and strategic in our offerings when we don't know what the District AI PL team will be offering.

Provide any edits or updates to the prompts originally documented in the Data Reflection section for Year 4.
Data reflection continues for the LOFT in year 4 in the following ways:

1. Post-session surveys were streamlined. We're not sure if we'll continue operating this way with surveys or not, but we will discuss to see what makes the most sense going forward.

2. End-of-academic-year LOFT survey: Which we'll aim to replicate some of the strategies from last year to get a good response rate.

4. The LOFT team will continue to explore other sources of data that could help to tell our story. Maybe instead of improved student outcomes (which are messy and difficult to tie to PL) we could use the following metrics instead. Also perhaps the new VRC system will help us collect this data:
- # of unique faculty participants per year; total attendance across all events
- # and % of departments represented in PL events
- # and % of schools represented in PL events
- % of full-time vs. part-time faculty; % of classified professionals
- New vs. Returning participants

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

Summary and Reflection

Provide any edits or updates to the prompts originally documented in the Practice Reflection section for Year 4.
Additional practices that we've engaged in include the following:

Distributing a LOFT newsletter to connect folks to all PL offerings available to them.
Continuing to providing professional learning options that are multimodal:
-- ProMesa (our orientation for Part Time Faculty) is both asynchronous and live online via Zoom.
-- Catalyst is on Zoom on day 1 and on campus on day 2.
-- Classicon is on campus and offered throughout the day to accommodate various schedules.
-- Several options are available inside our Teaching Tree Canvas shell and they are asynchronous for our faculty.
-- The LOFT Online Canvas Shell was discontinued as it duplicated what was happening in the Teaching Tree. So we consolidated all of the enrollments into the Teaching Tree, and now have only one Canvas Shell to maintain and manage.
-- Connecting to other PL entities in SDCCD and beyond so that we can better share the offerings and connect folks around PL topics. With the creation of a new PL Districtwide group perhaps there will be more opportunity to sync schedules and share offerings.

YEAR 5 Updates (2026 - 2027)

Provide any edits or updates to the prompts originally documented in the Executive Summary section for Year 5.

Provide any edits or updates to the prompts originally documented in the Data Reflection section for Year 5.

Review Outcomes Report. Review the unit's outcomes assessment process for 2025 - 2026. Discuss connections to unit goals/action plans/resource requests.
Provide any edits or updates to the prompts originally documented in the Practice Reflection section for Year 5.

Unit Goals, Action Plans, and Updates

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:

- **Community - Objective 2:** Develop activities, spaces, and programs that support a sense of belonging with a focus on antiracism, historically minoritized groups, and inclusion. (✓)
- **Community - Objective 3:** Build a culture of communication that is evidence based, race conscious, institutionally focused, systemically aware, and equity advancing (✓)
- **Community - Objective 4:** Remove barriers to equitable participation by developing, incentivizing and creating structures for all employees to engage in and design professional learning (✓)

Equitable PL Participation

Unit Goal: Equitable professional learning offerings that are incentivized, multimodal, accessible, and accommodating to diverse schedules.

Goal Status: Active

Beginning Year: 2022 - 2023

Projected Completion Year: 2025 - 2026

Mapping
Mesa College Strategic Plan: Roadmap to Mesa2030:

- **Community - Objective 2:** Develop activities, spaces, and programs that support a sense of belonging with a focus on antiracism, historically minoritized groups, and inclusion. (✓)
- **Community - Objective 3:** Build a culture of communication that is evidence based, race conscious, institutionally focused, systemically aware, and equity advancing (✓)
- **Community - Objective 4:** Remove barriers to equitable participation by developing, incentivizing and creating structures for all employees to engage in and design professional learning (✓)

Action Plans	Updates
Action Plan Status: Active	**Submission Date**: 11/27/2024

Unit Goals, Action Plans, and Updates

Action Plans	Updates
Action Plan: Recruit a minimum of ten to fifteen (10-15) CTE faculty this year for professional learning activities to get hands-on practical experience creating inclusive and accessible digital learning environments. **Action Plan Cycle:** 2024 - 2025	**Action Plan Update**: 15 CTE faculty completed MOST Assess and 50+ attended the AI in Industry panel as well as the AI Innovations day in Spring 2025. **Update Year**: 2024 - 2025 **Action Plan Progress**: Completed **Submission Date**: 11/12/2024 **Action Plan Update**: Recruit 10-15 CTE faculty for our MOST Assess cohort. **Update Year**: 2023 - 2024 **Action Plan Progress**: On Track
Action Plan Status: Archived **Action Plan:** Work with UCSD Extension to offer our cohorts for salary advancement units. **Action Plan Cycle:** 2023 - 2024	**Submission Date**: 11/27/2024 **Action Plan Update**: Work with UCSD Extension for Humanize (Spring25) cohort in case there are participants who want to take our cohorts for salary-advancement units. **Update Year**: 2024 - 2025 **Action Plan Progress**: On Track **Submission Date**: 11/12/2024 **Action Plan Update**: MOST cohorts continue to be offered to faculty with the option for UCSD Extension credits in lieu of compensation: Humanize (Summer23) & Refresh (Fall23) & Include (Spring 24) & Assess (Fall 24). Very few faculty take advantage of this offering, so we may decide that we can discontinue this option in the future with minimal impact. **Update Year**: 2024 - 2025 **Action Plan Progress**: Completed
Action Plan Status: Active **Action Plan:** Offer both synchronous, asynchronous, online, and F2F professional learning opportunities. **Action Plan Cycle:** 2025 - 2026, 2024 - 2025, 2023 - 2024	**Submission Date**: 11/12/2024 **Action Plan Update**: MOST will offer Humanize (Spring25) in a fully online asynchronous format in Spring 25. **Update Year**: 2024 - 2025 **Action Plan Progress**: On Track **Submission Date**: 11/12/2024 **Action Plan Update**: Catalyst 2025 will continue to be offered across modalities: Day 1 (Live Online via Zoom) & Day 2 (Face-to-Face) **Update Year**: 2024 - 2025 **Action Plan Progress**: On Track **Submission Date**: 11/27/2023 **Action Plan Update**: CEER cohort was offered from MOST in a fully face-to-face format **Update Year**: 2024 - 2025 **Action Plan Progress**: Completed

Unit Goals, Action Plans, and Updates

Action Plans	Updates
Action Plan Status: Active **Action Plan:** Initiate discussions to create a DEIA certificate **Action Plan Cycle:** 2023 - 2024	**Submission Date**: 10/20/2025 **Action Plan Update**: Janue engaged in discussions and formed a small group with members from the CDAIE committee and other PL subcommittees. The group provided feedback but slowed when Janue went on sabbatical. Janue will revisit the progress and identify the remaining work that needs to be completed and shared with PCAB, AFT, and other stakeholders to implement. **Update Year**: 2025 - 2026 **Action Plan Progress**: On Track **Submission Date**: 11/12/2024 **Action Plan Update**: Established a tentative timeline and working group to review and complete a proposal draft and outline a process for participants to complete a DEIA certificate. Proposed launch is Fall 2026. **Update Year**: 2024 - 2025 **Action Plan Progress**: On Track
Action Plan Status: Active **Action Plan:** Utilize surveys to find out the professional learning needs and preferences of our employees. (We have been doing this prior to now, but we haven't included it in Program Review.) **Action Plan Cycle:** 2025 - 2026, 2024 - 2025, 2023 - 2024	**Submission Date**: 11/24/2025 **Action Plan Update**: In Spring 2025, we streamlined the survey and promoted it widely, resulting in our highest response rate to date. **Update Year**: 2025 - 2026 **Action Plan Progress**: On Track

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:

- **Community - Objective 3:** Build a culture of communication that is evidence based, race conscious, institutionally focused, systemically aware, and equity advancing (✓)
- **Scholarship - Objective 1:** Expand and prioritize professional learning experiences for all employees that create parity in outcomes across racial/ethnic groups and all disproportionately impacted groups (✓)

Unit Goals, Action Plans, and Updates

- **Scholarship - Objective 2:** Evaluate and improve Diversity, Equity, and Inclusion practice in classroom environments, campus activities, departments, schools, and administrative units (✓)
- **Scholarship - Objective 3:** Assess impact of prerequisites and corequisites on student success and revise curriculum, as needed (✓)
- **Scholarship - Objective 4:** Expand the use of innovative and high-quality teaching, learning, and support practices that achieve equitable outcomes and increase student success (✓)
- **Scholarship - Objective 5:** Reduce costs associated with instructional materials to support the elimination of equity gaps (✓)

Action Plans	Updates
Action Plan Status: Active **Action Plan:** 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. **Action Plan Cycle:** 2024 - 2025	**Submission Date**: 11/24/2025 **Action Plan Update**: 2-Part Summer 2025 CTE PL Event, Part 1 – Industry Insights + Part 2 - Innovating Instruction **Update Year**: 2025 - 2026 **Action Plan Progress**: On Track **Submission Date**: 11/27/2024 **Action Plan Update**: MOST Assess (Fall24) provided this space for 15 CTE faculty. **Update Year**: 2024 - 2025 **Action Plan Progress**: On Track **Submission Date**: 11/27/2024 **Action Plan Update**: MOST has also been working with SWFI to plan the upcoming workshops for them on Student Engagement, Inclusive Content, and Assessment Practices. **Update Year**: 2024 - 2025 **Action Plan Progress**: On Track
Action Plan Status: Active **Action Plan:** 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. **Action Plan Cycle:** 2024 - 2025	**Submission Date**: 11/24/2025 **Action Plan Update**: MOST Coaching, MOST 3-IDeas continue to be offered **Update Year**: 2025 - 2026 **Action Plan Progress**: On Track **Submission Date**: 11/27/2024 **Action Plan Update**: CEER (Summer24) participants came from a range of disciplines including CTE, M&S, and Humanities. **Update Year**: 2024 - 2025 **Action Plan Progress**: On Track **Submission Date**: 11/27/2024 **Action Plan Update**: Humanize Cohort to be offered in Spring 2025. **Update Year**: 2024 - 2025 **Action Plan Progress**: On Track

Unit Goals, Action Plans, and Updates

Action Plans	Updates
Action Plan Status: Active **Action Plan:** Redesign and implement a culturally responsive professional learning (PL) curriculum that incorporates race-conscious, culturally relevant, and equity-focused activities that integrates Career & Technical Education. **Action Plan Cycle:** 2024 - 2025	**Submission Date**: 11/24/2025 **Action Plan Update**: CEER - Curriculum/Course Equity and Excellence Review cohort created a space for this every summer while there was funding. Unsure whether there will be funding for this to continue moving forward. **Update Year**: 2025 - 2026 **Action Plan Progress**: On Track **Submission Date**: 11/27/2024 **Action Plan Update**: CEER was updated by MOST and delivered in-person during Summer 2024. **Update Year**: 2024 - 2025 **Action Plan Progress**: On Track **Submission Date**: 11/27/2023 **Action Plan Update**: CEER (Course/Curriculum Equity and Excellence Review) cohort undergoes an annual redesign to make current and relevant for our participants. **Update Year**: 2023 - 2024 **Action Plan Progress**: On Track
Action Plan Status: Active **Action Plan:** Expand the current professional learning to support successful completion of transfer level courses. **Action Plan Cycle:** 2025 - 2026	**Submission Date**: 11/24/2025 **Action Plan Update**: Intentional outreach is limited due to a change in the MOST Coach liaisons, who could not receive reassigned time due to budget constraints. **Update Year**: 2025 - 2026 **Action Plan Progress**: Barriers Encountered **Submission Date**: 11/27/2023 **Action Plan Update**: Intentional outreach to faculty of transfer level courses to join PL offerings. **Update Year**: 2023 - 2024 **Action Plan Progress**: On Track
Action Plan Status: Active **Action Plan:** Support Faculty Inquiry Groups (Communities of Practice) focused on gateway courses, equitable and inclusive practices, and culturally responsive teaching. **Action Plan Cycle:** 2025 - 2026	**Submission Date**: 11/24/2025 **Action Plan Update**: Katie shared the FIG format with IIE team as they are considering rolling out AI training in the FIG format. Funding has been a barrier to FIGs continuing through the LOFT. **Update Year**: 2025 - 2026 **Action Plan Progress**: Barriers Encountered **Submission Date**: 11/27/2024 **Action Plan Update**: FIGs will be offered pending funding availability. There may be AI FIGs offered in Spring25 or Fall25 if a funding source can be identified. **Update Year**: 2024 - 2025 **Action Plan Progress**: On Track

Unit Goals, Action Plans, and Updates

Action Plans	Updates
	Submission Date: 11/27/2023 **Action Plan Update**: Offer our Faculty Inquiry Groups (FIG) as one of our PL offerings to faculty on a cyclical basis **Update Year**: 2023 - 2024 **Action Plan Progress**: On Track
Action Plan Status: Active **Action Plan:** Continue offering equity track as part of Classicon offering to our classified professionals **Action Plan Cycle:** 2022 - 2023	**Submission Date**: 11/24/2025 **Action Plan Update**: Classi-con offers an Equity track each year. A few topics were: Lei back and talk story, Understand and Embrace Diversity, Bias and what can we do about it, SafeZone, to name a few. **Update Year**: 2025 - 2026 **Action Plan Progress**: On Track **Submission Date**: 11/27/2024 **Action Plan Update**: Offered "Centering Equity: Cultivating Excellence and Transformational Experiences" session at Classi-con **Update Year**: 2024 - 2025 **Action Plan Progress**: On Track **Submission Date**: 11/27/2024 **Action Plan Update**: Offered "Equity Workshop :Shedding Light on What Stands Between Us" **Update Year**: 2024 - 2025 **Action Plan Progress**: On Track
Action Plan Status: Active **Action Plan:** Continue promoting equity and inclusion in the programming for the New Classified Institute **Action Plan Cycle:** 2023 - 2024	**Submission Date**: 11/24/2025 **Action Plan Update**: The New Classified Institute (NCI) is a year-long program dedicated to integrating new classified professionals into the college culture, developing their leadership capacities, and nurturing an equity mindset. Open to all full-time classified professionals at San Diego Mesa College, the program ensures a smooth transition for employees while emphasizing collaboration and a commitment to institutional goals. **Update Year**: 2025 - 2026 **Action Plan Progress**: On Track **Submission Date**: 11/27/2024 **Action Plan Update**: New NCI team will be working on revising the programming while keeping the focus on equity in NCI. **Update Year**: 2024 - 2025 **Action Plan Progress**: On Track
Action Plan Status: Active	**Submission Date**: 11/24/2025

Unit Goals, Action Plans, and Updates

Action Plans	Updates
Action Plan: Increase success rates for DI (disproportionately impacted) student groups. **Action Plan Cycle:** 2025 - 2026	**Action Plan Update**: We were not able to receive support to create a research agenda with the IE team. **Update Year**: 2025 - 2026 **Action Plan Progress**: Barriers Encountered **Submission Date**: 11/27/2024 **Action Plan Update**: Requested updated disaggregated student outcome data for Office of IE. **Update Year**: 2024 - 2025 **Action Plan Progress**: On Track

Data-driven transformative PL

Unit Goal: Leverage data to inform and shape transformative professional learning experience

Goal Status: Active

Beginning Year: 2022 - 2023

Projected Completion Year: 2026 - 2027

Mapping
Mesa College Strategic Plan: Roadmap to Mesa2030:

- **Community - Objective 4:** Remove barriers to equitable participation by developing, incentivizing and creating structures for all employees to engage in and design professional learning (✓)
- **Scholarship - Objective 1:** Expand and prioritize professional learning experiences for all employees that create parity in outcomes across racial/ethnic groups and all disproportionately impacted groups (✓)
- **Scholarship - Objective 2:** Evaluate and improve Diversity, Equity, and Inclusion practice in classroom environments, campus activities, departments, schools, and administrative units (✓)
- **Scholarship - Objective 3:** Assess impact of prerequisites and corequisites on student success and revise curriculum, as needed (✓)
- **Scholarship - Objective 4:** Expand the use of innovative and high-quality teaching, learning, and support practices that achieve equitable outcomes and increase student success (✓)
- **Scholarship - Objective 5:** Reduce costs associated with instructional materials to support the elimination of equity gaps (✓)

Action Plans	Updates
Action Plan Status: Completed	**Submission Date**: 11/27/2024 **Action Plan Update**: Received

Unit Goals, Action Plans, and Updates

Action Plans	Updates
Action Plan: Identify measurable outcomes in community engagement and learning outcomes within the next 12 months. **Action Plan Cycle:** 2023 - 2024	**Update Year**: 2024 - 2025 **Action Plan Progress**: Completed **Submission Date**: 11/27/2023 **Action Plan Update**: Received a data report about the equity gaps, employee demographics, and student success rates. **Update Year**: 2023 - 2024 **Action Plan Progress**: On Track
Action Plan Status: Active **Action Plan:** Implement a research agenda with measurable objectives about professional learning activities. **Action Plan Cycle:** 2024 - 2025	**Submission Date**: 11/24/2025 **Action Plan Update**: Unfortunately, we could not partner with the Office of Institutional Effectiveness to create an agenda and collect the data. **Update Year**: 2025 - 2026 **Action Plan Progress**: Barriers Encountered **Submission Date**: 11/27/2023 **Action Plan Update**: Initiated a discussion and planning meeting to gather information for a research agenda. **Update Year**: 2023 - 2024 **Action Plan Progress**: On Track

Strengthen Professional Learning Networks

Unit Goal: Support faculty and staff in exploring and engaging with professional learning opportunities beyond the LOFT, including those offered through the District, the CCC system, and various other organizations.

Goal Status: Active

Beginning Year: 2024 - 2025

Projected Completion Year: 2026 - 2027

Mapping
Mesa College Strategic Plan: Roadmap to Mesa2030:

- **Scholarship - Objective 1:** Expand and prioritize professional learning experiences for all employees that create parity in outcomes across racial/ethnic groups and all disproportionately impacted groups (✓)
- **Scholarship - Objective 2:** Evaluate and improve Diversity, Equity, and Inclusion practice in classroom environments, campus activities, departments, schools, and administrative units (✓)
- **Scholarship - Objective 3:** Assess impact of prerequisites and corequisites on student success and revise curriculum, as needed (✓)

Unit Goals, Action Plans, and Updates

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

Action Plans	Updates
Action Plan Status: Active **Action Plan:** Announce PL offerings that are external to Mesa via email from the LOFT **Action Plan Cycle:** 2024 - 2025	**Submission Date**: 11/24/2025 **Action Plan Update**: In an effort to consolidate information and centralize it in one place, the LOFT uses the SharePoint (Home) feature as a tool to engage the campus and provide information about internal and external professional learning. **Update Year**: 2025 - 2026 **Action Plan Progress**: On Track **Submission Date**: 11/27/2024 **Action Plan Update**: Create a weekly LOFT email with the current PL opportunities for the Mesa community. **Update Year**: 2024 - 2025 **Action Plan Progress**: On Track
Action Plan Status: Active **Action Plan:** Use Conference and Travel Committee (CAT) to review standardized applications and approve funds for reimbursement. **Action Plan Cycle:** 2024 - 2025	**Submission Date**: 11/24/2025 **Action Plan Update**: Committee members score applications to determine the allocation of CAT funding for conference attendants. We also support the President's Office and other departments with conference announcements, applications, and coordination for attendance. **Update Year**: 2025 - 2026 **Action Plan Progress**: On Track **Submission Date**: 11/27/2024 **Action Plan Update**: Committee members score applications to determine the allocation of CAT funding for conference attendants. **Update Year**: 2024 - 2025 **Action Plan Progress**: On Track
Action Plan Status: Active **Action Plan:** Create a directory of PL organizations and their annual offerings on our LOFT website. **Action Plan Cycle:** 2024 - 2025	**Submission Date**: 11/24/2025 **Action Plan Update**: We've curated these offerings in a SharePoint newsletter instead. **Update Year**: 2025 - 2026 **Action Plan Progress**: Completed **Submission Date**: 11/27/2024 **Action Plan Update**: Started by creating a map of PL offerings at Mesa **Update Year**: 2024 - 2025 **Action Plan Progress**: On Track