SAN DIEGO MESA COLLEGE

# Program Review

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

## Instructional Program - Black Studies (BLAS)

## Executive Summary

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

Impacts of Covid:

The Coronavirus Pandemic that began in 2020 had an incredible impact on the Black Studies Department, our students, and our practices. BLAS students were significantly impacted by COVID-19 and the change to online/remote courses in ways that impacted student success, equity, and access. Some of the challenges that students faced included increased work hours, illness, new responsibilities (childcare, homeschooling, and other caretaking responsibilities) as well as not having access to a safe or distraction-free space to complete work. Some students were challenged by the learning curve of taking classes online for the first time or starting college in a full online/remote format. Other students had difficulty accessing the internet or did not have access to a working computer or the necessary software to take an online class. Returning students could no longer rely on borrowing textbooks from the LRC or BLAS faculty. The BLAS Department also had less opportunity to nurture a cohort of BLAS students throughout this period. This prevented BLAS faculty from being able to provide traditional informal supports to students through the shared space of G103. The BLAS Department also had less opportunity to engage with our longstanding community partnerships that are an integral part of the BLAS Department's culturally relevant practices designed to promote holistic development for all students.

SUCCESSES

Innovating and Engaging Students:

BLAS faculty were fully online from March 2020 through Spring 2021. This two-year change led to new and innovative ways to engage students virtually. This includes holding virtual office hours and designing new activities to engage virtual with students directly. BLAS faculty also participated in on-going professional development and other training opportunities to learn new ways to effectively teach and connect with students online.

We have also started to interact in new ways online and increase our Campus partnerships

? Career Services - BLAS connects students with Careers Services through "Meet-n-Greets" with Career Counselors and pre-recorded videos.
? Black Faculty Counselors Collective (BFCC) - BLAS works with the BFCC to promote and offer one-on-one Hotspot counseling services to our students
? Journey's Pilot Program - BLAS participated in this program in Spring 2021 and Fall 2021 (online?)
? Virtual Meetings (campus, district, and state)
? Virtual Events

Return to Campus - Challenges and Successes

The campus transition back to campus in Fall 2021 came with new challenges that required multiple adjustments. This new reality included students who preferred online classes, students who wanted to return to campus (but were unable to), and a small number of students who wanted to take F2F classes.

Recognizing the value of face-to-face contact, the full-time BLAS faculty were scheduled to return to campus on a limited schedule. Two classes (BLAS 140 A and BLAS 140 B) were scheduled F2F during “prime time slots.” All of the classes were converted to online, before the start of the semester, because there wasn’t sufficient F2F demand. This change happened just a few weeks before the start of the semester, impacting both the students and faculty. The classes filled immediately after they were converted. Students who had been enrolled in the F2F classes had the option to re-enroll in the online class. In some cases, students chose not to re-enroll. Other students expressed disappointment about the change. At the same time, the immediate increase in enrollment is evidence of the continued demand for online classes.

## Summary and Reflection

The BLAS Department made a second attempt to schedule F2F classes in Spring 2022. These classes were also converted to online before the start of the semester, due to low enrollment. Changes right before a semester begins, continue to be a challenge for both faculty and students. Even still, the classes filled, immediately, after they were converted to online (similar to Fall 2021). This conversion also included the introduction of 12-week asynchronous classes.

Our third attempt to schedule F2F classes was in Spring 2022. This semester we tried to schedule four (4) F2F classes to meet full-time faculty contract requirements. Only 1 had sufficient enrollment before the start of the semester. This was BLAS 100, which meets the new CSU GE graduation requirement (Area F) in Ethnic Studies. BLAS kept three of the four classes F2F back, even though two were at half-cap or below. We did this in an effort to meet our contract and to have a viable presence on campus. Despite not having full classes, our presence has made an impact in reviving student-faculty connections, student support, and connections with our campus partners who have also returned to campus (i.e., Umoja, Black Leadership Fellows, Black Faculty Counseling Collective).

The BLAS return to campus efforts has been part of our overall mission to cultivate a holistic learning environment and community for our students. Most notably, the Black Studies Department has supported the reactivation of the Black Student Union (BSU). This student club had a longstanding active presence on campus prior to the pandemic but had been inactive for two years. The club was reactivated in Fall of 2022 and has had a successful year of events, collaborations, and growth.

The following are some of the major activities and events the BSU sponsored or co-sponsored.

? Weekly BSU Club and Executive Board Meetings (Fall 2022, Spring 2023)
? The Black Excellence Symposium (Fall 2022)
? Celebrating Rosa Parks Through Art (Fall 2022)
? Rosa Parks' Birthday Celebration and Libation - Black History Month Kick-Off (Spring 2022)
? Black Community Cookout (Spring 2022)
? Open Mic Night
? Movie-Night

Black Student Union members also attended the Black Sip N' Dip, sponsored by the Black Leadership Fellows, Black History Month events, sponsored by the Black Studies Department, the San Diego Mesa College World Arts Council Art and Architecture Bus Trip, and the SDCCD Black Student Success Summit. Reactivation of the BSU, and the community that they have cultivated in this "post-lock down" world, are among the most significant successes of this review cycle.

CSU AREA F Challenges and Successes

The recent legislation passing of AB 1460 and ASCCC Resolution 9.03 now make Ethnic Studies a one 3-Unit graduation requirement for all CSU students in one of four Disciplines: Africana/Black Studies, Chicano/a /x Studies, Native American Studies and Asian American Studies. Currently we do not have enough human capital to keep up with the growing demand for these graduation requirements from 3 different higher education systems (CSU, CCC, and UC). Therefore, we requested a cluster hire to meet this growing demand.

Challenges

While serving on the California Community College Chancellor's Office Ethnic Studies Taskforce, our BLAS chair had the opportunity to witness firsthand challenges with the CSU Area F course approval process. The most egregious problems have been from the intentional denial of long-standing authentic Ethnic Studies courses for Area F while cross-listed non-Ethnic Studies disciplines were getting approved for Area F in record numbers. Efforts to identify and address these inequities have resulted in very hostile and political retaliation upon Ethnic Studies departments, programs, and expert discipline faculty from across the state who seek to address and correct this problem. Campuses are being given misinformation that is compelling them to make inappropriate adjustments to their Course Outline of Records (CORs) in ways that could compromise articulation agreements with existing transfer courses.

BLAS Chair (Thekima Mayasa) has been working closely with our campus Articulation Officer (Juliette Parker) to document these inequities and to identify new pathways to correcting said offenses. As a result, we are working with CCCESFC discipline experts, and representatives from the CSU Council of Ethnic Studies to address and correct this problem. Such

efforts to date have led to some much-needed approvals of authentic California Community College (CCC) Ethnic Studies (ES) courses for Area F. The following sections will outline much of the extensive work that has been done to achieve that end.

Successes: BLAS 100 - CSU GE - Area F Approval

One of the most significant successes has been the approval of our BLAS 100 course to meet the new CSU-GE Graduation Requirement in Ethnic Studies (Area F). The new Ethnic Studies Requirement has opened the door to unprecedented discipline growth opportunities. The recent approval of our BLAS 100, to meet the CSU Area F requirement has allowed our department to offer more BLAS courses at Mesa and for our CCAP feeder high school affiliates whose Ethnic Studies graduation requirement goes into effect next fall. Likewise, the new approval of Ethnic Studies as a graduation requirement for California Community Colleges has already increased the demand for Ethnic Studies courses as evidenced by the increased enrollments in those courses. This growing demand for BLAS classes has contributed to our recent proposal for and approval of a new tenure-track faculty member in Black Studies (BLAS).

**If applicable, describe any major curricular or service changes your unit has engaged in and the impact of those changes since the last comprehensive review.**
The death of George Floyd occurred on May 25, 2020, at the end of Spring 2020 and gave rise to massive protests all throughout America and across the globe. Nearly three months later, on August 17, 2020, AB 1460 was passed in the California State legislature, requiring Ethnic Studies to be a graduation requirement for the California State University system. This ignited a chain of policy development that would mainstream Ethnic Studies at every level of higher education in California. As a result, San Diego Mesa College Ethnic Studies Faculty would become part of the leadership within our district and across the state in the spearheading of this educational endeavor.

MESA BLAS DISCIPLINE DEVELOPMENT INITIATIVES:

1) Mesa BLAS Faculty have been involved in the authoring and/or development of the following policy initiatives and praxes associated with advancing Ethnic Studies within higher education in the State of California Ethnic Studies Leadership, Policy, and Professional Development Activities.

In 2020 after the passage of AB 1460, the Black Studies dept. collaborated with Chicana/o Studies at Mesa College to develop an Ethnic Studies Taskforce that would later become the Ethnic Studies Faculty Council which has taken leadership roles in spearheading much of the activity that has successfully integrated Ethnic Studies more authentically into the mainstream academe. Dr. Cesar Lopez was the first Chair and Dr. Candace Katungi serves as the current Chair. Mesa Ethnic Studies faculty have also become founding members of the California Community College Ethnic Studies Faculty Council (CCCESFC), an organization representing over 200 Ethnic Studies faculty from all across the California Community College system. This early work included Mesa Black Studies and Chicana/o Studies faculty contributing to the development of CCCESFC's first virtual summit in December of 2020 and later hosting its second virtual summit at Mesa College in January of 2021. This includes but is not limited to our collective working with the statewide Academic Senate for California Community Colleges (ASCCC) to:

? Create new resolutions, policies and procedures that address the needs of California Community College (CCC), related to the establishment and advancement of Ethnic Studies disciplines among local California Communities all throughout the state.

? Assist and co-author development of and advocacy for two new/key proposals to the Disciplines List of Minimum Qualifications for CCCs. This involved collaborative development of autonomous Native American and Asian American Studies disciplines with minimum qualifications and revisions to the existing Ethnic Studies minimum qualifications as reflected in the ASCCC Discipline's list.

NOTE: This includes Black Studies supporting Chicana/o Studies with the development of an authentic Native American Indian Studies program and eventual department at San Diego Mesa College. Our contacts with the CCCESFC discipline faculty experts give us access to curriculum, expert consultation and culturally appropriate ecologies needed to ensure that we, as the leading college of equity and excellence DO NOT REPEAT, BUT CORRECT INJUSTICES of the past toward this population, especially since our institution is located on their land and just asked permission to gain an accepted land acknowledgement.

## Summary and Reflection

? Develop and advocate for passing of changes to Title 5 created adding Ethnic Studies as a graduation requirement.
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NOTE: The Student Senate for California Community Colleges (SCCC also adopted a similar policy (SSCCC) resolution s21.01.05 that advocated for an Ethnic Studies graduation requirement.

It is this committed effort to equity and excellence in higher education that led to the Chancellor's Office and California Community Colleges Curriculum Committee (5C) responding to Ethnic Studies faculty, students and community members calls for change in the academe, thus resulting in the development of revisions to California Code of Regulations, Title 5, to implement an Ethnic Studies graduation requirement at the Board of Governors meeting in July of 2021 where the Board unanimously approved the revisions, thereby adding Ethnic Studies as a graduation requirement.
Please note that several of the following ASCCC resolutions, policies, and procedures were co-developed and authored by Ethnic Studies (ES) faculty in our district and on our campus. They include:

ASCCC Resolutions:

? Fall 2020 9.03 Ethnic Studies Graduation Requirement (P. Alexander, SD City College)
? Fall 2020 9.04 Clarify and Strengthen the Ethnic Studies General Education Requirement (T. Mayasa, SD Mesa College)
? Spring 2021 – Mesa and CCCESFC Ethnic Studies Faculty engaged with Discipline Input Group and led discussions on the transfer of Ethnic Studies from Social Justice Studies TMC to their own TMCs
? July 2021 – Title 5 Regulations approved by the Board of Governors to require a 3-unit, transfer level Ethnic Studies for the associate degree.

Spring 2023 — ASCCC Resolutions pertinent to Ethnic Studies

? S23 6.07 Support Revised Title 5 associate degree Requirements
? S23 7.08 (April 2023) - Proposed Revision to Title 5, Section 55063 Minimum Requirements for the Associate Degree Ethnic Studies Requirement (T. Mayasa, SD Mesa College)
? • S23 9.01 Assigning Ethnic Studies Courses only to Ethnic Studies Disciplines
? • S23 10.01 Disciplines List–Ethnic Studies (T. Mayasa & T. Chesire)

Mesa College Black Studies Chair, Dr. Thekima Mayasa becomes the Co-Chair of CCCESFC and member of the California Community College Chancellor's Office (CCCCO) Ethnic Studies Taskforce

? Spring/Fall 2022 – Mesa College faculty (Dr. Mayasa) chairs the sub-committee that drafts the Ethnic Studies Core Competencies
? Mesa College Black Studies and Chicano Studies faculty developed recommendations for the ES TMC/C-ID process for approving and housing
? ASCCC reconstituted Model Curriculum Workgroup

Spring 2023 – Ethnic Studies Core Competencies forwarded to Faculty Discipline Review Group (FDRG) or Recommendations (reflects work done by Mesa ES faculty from CCC, CSU and UC) Ethnic Studies groups:

? Core Competencies adopted and are to be housed in C-ID
? Competencies will be applied to and found in Ethnic Studies TMCs

2) BLAS/Campus Collaboration/ Program Support for Mesa Journeys - BLAS was invited to participate in Mesa Journeys (2 semesters Spring 22) in an effort to improve student success, matriculation and completion of unit courses with students who had withdrawn or had not passed their originally taken course.

3) BLAS was also invited to participate in the Platinum 5, a Learning Community consisting of humanities and social science disciplines dedicated to helping students complete their education requirements. (Recent administrative changes have put the program currently on pause).

## Summary and Reflection

4) Night Olympians Project

BLAS department was invited to become part of the Night Olympians Project. This was an effort to bring students back to the physical campus. Unfortunately, only one of the courses had enough students to actually meet on campus. The latest version of this effort includes the Mesa Olympians Face-to-Face Evening Classes, where BLAS 100 will be a part of the Fall 2023 cohort of courses. Black Studies is supporting this Counseling Department's endeavor because they identified a need for more evening classes.

5) Black Digital Studies Project

One of our upcoming initiatives will be the formal development a Black Digital Studies Project through either a Mellon or NIH grant with support and guidance from Dr. Kevin Winstead, Ph.D. Research Fellow on Rhetorics of Equity Access, Computation and Humanities Lab. The goal is to create a bridge between San Diego Mesa Community College and one of the emerging Digital Studies Institutes (preferably an HBCU) which researches this new emerging sector within the field of Black Studies on the intersection of Digital and Cultural Studies.

The Black Studies Department and our new tenure-track hire will be working with Kevin Windstead, Ph.D., National Council for Black Studies member, and research fellow, for the Project on Rhetorics of Equity Access Computation, and Humanities Lab. Together, we will identify a research grant and higher education institution with an established digital inquiry center, digital studies institute and/or lab to secure a partnership with. Black Digital Studies is an emerging area within Black Studies which looks at the intersection of digital humanities and cultural studies. This includes but is not limited to how African diasporan peoples and communities repurpose digital/cyber ecologies and technologies to meet their unique personal and cultural needs.

This new area provides a much-needed bridge and alternative epistemology for African Americans and other marginalized peoples and communities to explore and learn how culture and digital platforms work and merge. As an innovative experiential learning project, this Black Digital Studies Project provides an ideal alternative pedagogical approach to teaching and learning traditional STEM fields particularly for minoritized and marginalized students. Students of color will be able to see themselves within learning spaces, processes, and experiences that they can relate better to thereby providing enhanced skill set development needed to dismantle learning barriers. This includes but is not limited to:

? Training in digital humanities research skills (for students & faculty)
? Storytelling preservation and community development projects
? Geo-spacial location data mapping
? Critical internet inquiry & the review uses of digital humanities from a cultural lens
? Partnerships with establish digital humanity centers/incubators/labs
? Establishment of a Mesa campus digital/cultural center

Furthermore, this innovative project also provides expansive opportunities for learning about new digital networks, workforce development spaces, ideologies, trends, applications of cultural competency and other uses in this field of study that are more commonly associated with traditional STEM areas of mathematics, computer science, cyber and digital technologies. This project connects to the Mesa 2030 leveraging technology to the campus community.

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

1) As part of our 50th year celebration of Black Studies within the SDCCD, BLAS at Mesa collaborated with departments, programs, and decision makers throughout the district to secure $15,000 in funding to have Dr. Sonia Sanchez - a founding mother of Black Studies, to be our keynote speaker for this event. This special event allowed for us to videotape and use this documented event for educational purposes across the district.

Need for New Tenure Track Faculty Hire and Increase in CCAP-High School Classes

2) Mesa BLAS alumni, Dr. Terry Sivers is our newest part-time faculty member acquired as part of our quest to expand Black Studies given the new policy mandates making Ethnic Studies a graduation requirement at both the high school and higher education levels in California. Thus, BLAS is experiencing exponential growth from the passage of AB1460 and approval of BLAS 100 for Area F. This continued increase in BLAS courses warranted the need for a new faculty hire in BLAS to keep up with continued demand for our BLAS classes at both the college and high school level (CCAP Classes).

3) Establish A2Mend Charter Program at Mesa

## Summary and Reflection

One of our expanded educational initiatives in BLAS is to become an official A2Mend Student Charter Program site for African American males within the Black Studies Department at SD Mesa College before the start of the next academic year in Fall 2023.

The A2Mend organization has a partnership with the Chancellor's Office for California Community Colleges. This partnership includes a goal of obtaining a charter at all 116 California campuses. College participants are also awarded $10,000 per campus to provide additional support services for Black Male student success in higher education along with their required participation in A2Mend programs and activities.

The Black Studies Department at Mesa College is preparing to complete and submit the A2Mend program application so that we can join the A2Mend Student Charter Program. The Student Charter Program of A²MEND is a student support structure that seeks to establish an affirming environment where African American male students and other men of color can be connected and thrive. The aim of A²MEND's student charters are to improve academic success and to develop culturally competent student leaders and community members. These student charters located on college community college campuses provide educational, cultural, social, and intellectual programing that promotes positive engagements, brotherhood, and respect for humanity. There are currently 23, A²MEND student charters at community colleges in California that include the recent adoption of San Diego City College.

The Black Studies Department at Mesa is also joining the Education team that is working Dr. Wade Nobles and Dr. Christopher Emdin on producing and incorporating more culturally relevant pedagogy and praxes needed to support successful matriculation particularly in STEM education. African American students tend to wait until the end of the higher education journey to complete their math and science graduation requirements. This can and often has led to delays in degree completion or opt-out altogether. Thus, it is important to increase contract faculty representation in these spaces particularly for our Black Male students as a disproportionally impacted population can gain additional support services from faculty who can devote more time and attention to mentoring and closing these equity gaps.

With the assistance of Dr. Abdulmalik Buul, the Black Studies Department at Mesa College will be part of piloting a new approach and integration model of the A2Mend Student Charter Program on the remaining community college campuses. This includes providing greater support for Black Male students through increased/intentional culturally competent faculty engagement to foster increased matriculation and degree completion by housing the program within a Black Studies department. This is needed to provide institutional support in the call to establish Charters at all 116 California Community Colleges.

Ghana Educational Culturally Relevant Teaching and Learning

Additionally, in fall of 2022, the A2Mend program organized an educational summit to Ghana where over 300 community college administrators, counselors, students, and faculty from California attended. Mesa College Chair Thekima Mayasa and Professor Marcus Taylor were among the attendees who participated in this educational and personal life changing experience. The A2Mend organization has an official partnership with the California Community College Chancellor's Office and is planning the inauguration of a study abroad component to its return to Ghana in 2024. This will be the first of its kind for community college students anywhere in the U.S. and the Black Studies department at Mesa College is working with their Vice President, Dr. Abdimalik Buul to collaborate with program and curriculum development for this international study abroad program to an African country on the African continent. This is a historic long-term endeavor as students will have expanded exposure to culturally centered experiential pedagogy and learning strategies through international student exchange and applied learning experiences (i.e., ethnomathematics and ethnoscience).

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

**Related Documents for Charts and Graphs**

**Executive Summary Complete**
Yes

## Data Reflection

**Trends observed in program/service area's data.**
Need for More BLAS Tenure Track Faculty:

Currently there are 9 part-time adjuncts, 2 contracts and 2 pro rata faculty Black Studies. Among these faculty are several BLAS generalists 3 of whom are part-time faculty.

In terms of headcount, from Fall 2019 to Fall 2022 adjunct head count gradually increased from 6.0-8.0 and from Spring 2019 to Spring 2022 the adjuncts head count gradually increased from 7.0-9.0 and remains at this level to date. However, contract faculty levels remained the same at 2.0 for both periods.
In the Fall of 2021 and 2022, Black Studies had 11 faculty and by Spring 2022 that number reduced to 10 total faculty. To date we have 13 BLAS faculty with a limited number able to teach all courses across our curriculum offerings.

This severely limited number of available faculty needed to meet the growing demand for Ethnic Studies courses is impacted by changes in the law mandating Ethnic Studies as a graduation requirement at multiple education levels. There are approximately 132,000 undergraduate degrees (CSU Chancellor's Office) awarded from CSU each year and approximately 139,000 associate degrees (Community College League of California, 2019) awarded from California Community Colleges each year. Starting in 2024-25 each of these graduates will be required to complete one 3-unit Ethnic Studies course. California community colleges are in a prime position to meet this requirement for transferring students to CSU and UC's as well as for many CSU and UC students who opt to attend a local community college to complete this requirement from approved Area F course on that campus to save time and. money. Community College students seeking an associate degree will have to also meet this requirement. As such, additional Ethnic Studies courses from each of the four disciplines will be needed at California Community Colleges to meet the growing demands for all three CSU, CCC and the UC systems. They are also part of the new CALGETC single education pattern resulting for AB928.

The Black Studies Department currently has Area F approval for BLAS 100 Introduction to Black Studies and pending approvals for 3 additional courses (BLAS 140A, 140B & 175). We currently have multiple added sections of BLAS 100 to meet this requirement yet do not have enough faculty to keep up with this growing demand. Once the other courses have also been approved, we will need additional faculty in a cluster hire to meet the continued demand. This will provide support for a much, too-long delayed, and too-long denied, growth of Ethnic Studies courses/departments on our campus and in the academe at large.

Overall productivity for Black Studies from Fall 2019 - 2022 was 18.52. Spring overall 2019 - 2022 productivity was 17.08 both of which are higher than the campus average of that same time period with Fall – 14.56 and Spring 14.31.

When analyzing the data more closely, Black Studies has 3 – 4 points, higher productivity rate than the Mesa campus average. This is a significant increase at a critical time of change in education particularly throughout the pandemic.

This evidence supports the effectiveness of Black Studies programming on disproportionately impacted minoritized and marginalized student groups.

Retention Rates (F20)
When reflecting upon retention rates during the first transitional semester of the pandemic, and the conversion of F2F courses to an online format, the BLAS department ended the semester with a total retention rate of 90% that included both asynchronous (87%), and synchronous courses (94%). This was higher than the retention rates for both the campus (87%) and SBSMC school (88%). Regarding asynchronous courses, BLAS remained equal to our school retention rate (87%) yet slightly lower (1%) than the campus (88%). Our BLAS 104 and BLAS 120 courses had the highest retention rates of all asynchronous courses offered at 98% while BLAS 175 had the highest retention rate of all synchronous classes offered. However, our lowest course retention rate for all asynchronous classes occurred in BLAS 140A (83%). Notably, this was one of our first courses to be offered fully online in the department.

Success Rates (F20)
BLAS courses had a total overall success rate of 77% that included only asynchronous (71%) and synchronous courses (89%). This was 6% higher than the overall success rates of our school SBSMC (71%) and 4% higher than the campus total (73%).

## Summary and Reflection

When looking at course productivity, BLAS 140B had the highest retention rate of asynchronous classes at 88% while BLAS 175 had the highest success rate of synchronous courses at 98%. On the other hand, BLAS 100 had the lowest success rate of all classes at 54%. Notably, this was the first time that BLAS 100 was offered as a fully online course for the entire semester.

Retention Rates (Sp 21)

Over the course of the spring 2021 semester, BLAS's overall rate of retention equaled that of our school SBSMC's rate (89%) which was slightly higher (1%) than the campus retention rate of 88%. When looking more specifically at asynchronous courses, BLAS's retention rate (89%) was just slightly higher than both the campus and school rate which was the same (88%). However, our synchronous course totals were in between the campus retention rate of 87% and school rate of 90%. Thus, BLAS retention rates were holding well despite enrollment shortages across the district. BLAS 100 had the highest retention rate for asynchronous classes at 97%. BLAS 100 and BLAS 140 B had the highest retention rate of all synchronous classes at 95%. BLAS 150 had the lowest retention rate of all synchronous classes at 78%. BLAS 130 had the lowest retention rate of all asynchronous classes at 47%. Notably, this was the first time that BLAS 130 was offered asynchronously.
Retention data for this semester reflected a 89% average for asynchronous, synchronous modalities and in total overall. Additionally, a significant decline in student success rates in two classes BLAS 111 and BLAS 155. Notably, there were 5 of 9 BLAS classes captured in this data that were above that overall average 89% average. (140A - 91%, 140B - 90%, 155 - 91%, 110 - 95% & 100 - 96%) and 4 classes below that average (116 - 84%, 150-78%, 175-83% 130 - 47%).

Success Rates (Sp21)

BLAS course total success rates for this semester were 73%, which was the same for our SBSMC school and slightly less (1%) than the campus average of 74%. Likewise, our BLAS synchronous success rates equaled SBSMC rates at 75% for both, which were higher than the campus synchronous success rate of 73%. However, both BLAS and the SBSMC school had asynchronous success rates of 72% which was 3% less than the campus average of 75%. This also amounted to a 5% decrease in the overall BLAS success rate from the previous Fall 2020 semester, which can partially be attributed to having a different set of course offerings and lower-class enrollments across the campus and district as a whole. The racist "Zoom bombings" that occurred this semester during Black History Month, which impacted BLAS students and faculty alike, may have also contributed to this reduction in student retention. BLAS 116 had the highest success rate of asynchronous classes at 84%, while BLAS 140 B had the highest success rate of synchronous courses at 84%. Notably, the success rate in BLAS 100 courses improved from its 54% total during the Fall 2020 semester to 76% in total for Spring 2021.

Retention (F21)

In Fall 2021, BLAS courses had an overall retention rate of 88% which was slightly higher than both the campus and school totals of 87% each. While a return to F2F courses was not in high demand for BLAS, asynchronous courses persisted with a 88% retention rate that was higher than the campus (87%) and school retention rate of 86%. Again, BLAS held a slightly higher rate of retention in synchronous courses (89%) as compared to both the school (87%) and campus (86%) retention rates. BLAS 140A had a higher retention rate of 98% compared to BLAS 140 B, which had a retention rate of 85%.

Success (F21)

BLAS courses data reveals that the department had an overall success rate of 70%, slightly greater (1%) than the SBSMC school's rate of 69% and 1% less than the campus rate of 71%. At this time BLAS still has not developed enough demand to hold F2F courses due to higher, faster fill rate demand for our WEB courses. We did however, see a 3% decline in asynchronous student success rates to 69% from the previous semester which mirrored success rates for the SBSMS (69%) which was also 2% less than the campus average of 72% which was down 3% from the previous semester. This is a reflection of the lower enrollments being experienced across the campus and district at large, that continues to be a matter of concern in Spring 2023. BLAS synchronous course success rates on the other hand increased by 3% to 78% which was 8% higher than the campus and SBSMC school, both of which had additional declines in synchronous success rates. For BLAS, this affirms our belief in the positive correlation between student success and student/faculty engagement.

Retention (Sp22)

BLAS data from Spring 2022 reveals that BLAS overall retention rates (88%) are higher than both, campus (85%), and SBSMC school retention rate of 86%. This also holds true for retention in asynchronous courses BLAS - 88%, SBSMC - 83% and Campus 85%. However, retention in synchronous courses indicate BLAS being slightly higher (84%) than the campus (83%), yet 3% lower than the SBSMC school retention rate of 87%.

Success (Sp22)

## Summary and Reflection

Enrollment declines continued at Mesa and across the district in Spring 2022 as represented by the overall decline in BLAS success rates from the previous semester of 70%, down 3% to 67% in Spring 2022. This reduction was generally seen in online instructional formats with F2F courses having slightly lower success rates by 1-2% levels. BLAS however has sustained a lower-level demand for F2F courses yet retained higher success rates in our online synchronous courses with a 75% success rate. Again, BLAS (75%), SBSMC (72%) and campus success rates (69%) all experienced about a 3% drop which also correlates with on-going enrollment shortages. While BLAS asynchronous success rates (66%) were the lowest when compared to the SBSMC school (64%) and the campus success rates 69% we retained the highest success rate (75%) in synchronous online learning which was 6% higher than the campus (69%).

It's important to note that while students conveyed that person-to-person learning was generally their preferred learning platform, they equally want the flexible options online learning offers when considering the need to balance the demands of school, work and home life. Additional changes contributing to both student and faculty learning needs was the launching of our BLAS 12-week WEB classes which has been a huge success for both faculty and students. Having all of these adjustments at the beginning of the semester are believed to have contributed to the BLAS success rates experienced at the class level. For example, asynchronous success rates for BLAS 140A and 140B were relatively similar (71% and 74%). Likewise, the success rate for BLAS 100 increased to 71%. Yet we also had three classes (BLAS 130 - 21%, BLAS 110 - 60%, BLAS 104 - 42%) with success rates that were less than 50%. One final factor to mention is that all of our synchronous classes were above the 69% average. While there was success above the average in BLAS 140 A and BLAS 140 B, both were lower than the previous semester, which we believe was influenced by the switch in modalities that occurred as a result of changing F2F courses to a synchronous remote modality.

Retention (F22)

In looking at this last data set, the overall BLAS retention rates for Fall 2022 remained relatively the same as the previous semester at 87%, while SBSMC and the Mesa campus were slightly higher (1%) at 88%. BLAS had no synchronous classes that semester yet sustained relatively equal retention rates in asynchronous courses to that of the campus (both also at 87%). The SBSMC school was slightly lower at 86%. A significant change that semester included the return of F2F BLAS classes on campus for the first time in over 2 years. Overall retention for these F2F courses held at 88%, however BLAS experienced a lower retention rate of 78% in the ENGL 31, the support class for ENGL 101x from a Black Perspective.

Success (F22)

In Fall of 2022 BLAS had an overall success rate of 62% and for the first time since our return to campus, our F2F success rates amounted to 72%. Unfortunately, we had no synchronous courses offered that semester which is generally where we have are highest retention and success rates. It continues to be an adjustment for both students and faculty as work to re-establish ourselves back to campus life while still teaching multiple online modalities and terms. This was also the semester that the Black Student Union became reactivated as part of our on-going effort to re-establish more formal/informal and effective connections to rekindle our sense of belonging for both students and faculty in Black Studies at Mesa College.

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

Equity Gaps (F20)

When reviewing the data during this period of transition into the first full semester of various online modalities, we see that BLAS had equity gaps among the Latinx population (-7.2%). While their retention rates (86.9%) were high, they experienced lower success rates (72.2%) that were slightly higher than the school success rate (71%) yet, slightly lower than the campus overall success rate of (73.4%). Upon further analysis of the data, we see that the Latinx population was disproportionately impacted in areas of age group 18-24 which had a high retention rate (90%) yet lower success rates (75%) producing an equity gap of -5.7%. While gender was not an equity factor, further analysis showed that the change in modality, also created a greater Latinx equity gap of -18% in BLAS asynchronous courses.

In this next 6-year cycle BLAS faculty will continue to engage in discussions (including interdepartmental discussions with Chicana/o Studies faculty) and development of pedagogical strategies (i.e., activities, department professional development, etc.) needed to help address and close this equity gap.

Equity Gaps (Sp 21)

We see from the data that African American males and students between the ages of 18-24 had challenges despite having good retention rates of 88.1% and fair success rates of 70%. The data identified African Americans as disproportionately impacted by -6.6%. Additionally, males in general experienced a 90% retention rate yet only 69.7% success rate leading to a -5.5 equity

rate. While there were no modality issues associated with these equity gaps, additional data identified non-EOPS and non-DSPS as a source for the disproportional impact. BLAS will continue to monitor and locate contributions to this impact.

Equity Gaps (F21)
For the first time, BLAS data identified students aged 50+ as one of the negative indicators (-34.7%) having a disproportional impact among students, along with the -8.7% equity gap associated with the asynchronous learning modality. Early Spring 2021 is considered one of the peak periods of the Covid-pandemic which may have been a key factor as senior populations less familiar with technology devices and software advances may have been experiencing increased difficulty navigating virtual learning spaces. While our campus did an excellent job innovating new strategies to provide student e-support, we also saw extreme equity gaps with the data of non-EOPS students (-35.8%) and non-DSPS students (-67.2%) who did not have access to the extended support services associated with these programs.

Equity Gaps (Sp22)
When looking at equity gaps for this period, we discovered that age, modality and gender were variables contributing to these gaps particularly for African American and European American students. While both groups had high retention rates (African American 83.6% & European American 85.9%, their success rates were low (African American 61.8% & European American 57.7%) resulting in a -7.8% equity gap for African Americans and -12.8% for their European American counterparts. What was new is the age factor of 25-29 (-14.5%), and ages 30-39 (-25.2%), together with equity gaps in the asynchronous modality (-9.0%) and male (9.1%), all contributing to this negative outcome. One thing we do know is that having adequate, up to date devices and software was and continues to be an essential yet ongoing problem impacting our students' ability to stay plugged into our matrix. This may have been a contributing factor to the matriculation pitfalls of higher education.

Equity Gaps (F22)
One thing that is clear about the equity gaps being discovered in BLAS over the last 4 semesters, is that the variables contributing to these equity gaps are not the same combinations or variables. While the asynchronous modality appears to be a repeating factor, for the first time in this program review cycle analysis, we're seeing 1st generation students as being disproportionately impacted (-10.6%) in our program. Ironically, age and gender are not critical factors as has been in other semester outcomes. However, one other constant in the data is the lack of equal support for non-EOPS and non-DSPS students. At this moment we do not know if this is an issue of access to the campus resources available to students or just a lack of awareness or initiative to take advantage of them.

**Related Documents for Charts and Graphs**

**Describe the discussion(s) that took place about the unit's learning outcomes assessment data.**
The department has engaged in conversations about next steps about completing outcomes assessment data. The completion of that was interrupted by the Districts' switch from Taskstream to Nuventive.

**Data Reflection Complete**
Yes

## Practice Reflection

**Describe current practices your program/service area has engaged in that you believe impact the above data trends and equity gaps.**
As mentioned previously, one of our latest life changing engagements was with the A2Mend All African Education Summit of 2022 in Ghana. Black Studies secured 2 representatives for our campus who participate in new professional development, networking opportunities, and culturally relevant strategies to enhance discipline pedagogy, and praxes to assist on-going efforts to improve success rates and close equity gaps.

BLAS faculty brought new community and experiential learning endeavors into our virtual learning ecologies which we believe contributes to the high retention rates we've experienced over the past four semesters. This includes but is not limited to innovating our first virtual Black History Month celebrations through a video montage that provide equity and excellence as molded by Mrs. Rosa Parks and her relationship with the SDCCD in general and Mesa College in particular. Inclusion and involvement of BLAS faculty in varied virtual presentations and collaboration with other colleagues via the Diversity Committee and with our sister colleges. Lastly, continued presence in the community, by participating in community forums at the Malcolm X Library, Juneteenth celebrations, calls to participate in community forums on California reparations

recommendations, curriculum development committees and consultation regarding appropriate Ethnic Studies materials for compulsory education, etc.

BLAS faculty are continuously taking advantage of and being engaged in professional development opportunities provided by the Mesa College Loft Team to learn about new educational technologies and best practices available for us to continuously improve upon our instructional teaching and learning praxes. Additionally, this includes but is not limited to attending discipline professional conferences, presenting papers and chairing sessions.

Lastly, one of our newest and successful praxes is the launching of 12-week courses to our class schedule in an effort to capture late student enrollments while providing extended teaching and learning instruction beyond our traditional short-term sections (4 or 8 weeks).

**What other factors (internal or external) might also impact the above data trends and equity gaps?**
As a department, we're having more intentional conversations about financial aid/enrollment fraud and other AI activities impacting enrollment management. In retrospect, we now believe that this was an early indicator of enrollment challenges that we now are taking increased, proactive measures to identify and address these concerns and their impact on all aspects of student teaching and learning.

**Related Documents for Charts and Graphs**

**Practice Reflection Complete**
Yes

## Mid-Cycle Updates

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

Ethnic Studies Faculty Council (ESFC)
Black Studies Professors continued to collaborate with other Ethnic Studies Faculty, as a Council, and have become a model for others in the state. Professor Candace Katungi, the new Department Chair in 2023 is also the Chair of the ESFC. In December 2023 the Ethnic Studies Faculty Council was awarded the ASCCC Exemplary Program Award for excellence in advancing Ethnic Studies. Mesa College was one of three campuses in the California Community College system to be recognized. This prestigious award was presented by the State Chancellor at the California Community College Board of Governor's meeting in Sacramento. Black Studies Professors continue to be leaders at Mesa College, in our district, and throughout the state.

Black Studies faculty attended CRC meetings as representatives of the Council and the BLAS Department to answer questions and keep the curriculum committee abreast of the state-wide changes and advances with regards to Ethnic Studies.

CSU Area F Approval
Black Studies Professors continued to make revisions to curriculum, have meetings with CSU faculty, and provided detailed mapping as an addendum to the Course Outline of Record for BLAS 140a and BLAS 140 B. This effort resulted in BLAS 140 A and BLAS 140 B being approved for CSU GE requirement Area F to begin Fall 2024. Black Studies faculty also began conversations about submitting BLAS 175 - The Psycho History of Racism and Sexism for Area F Approval.

New Faculty
Black Studies faculty served on a hiring committee and successfully hired a third contract faculty member, Dr. Mychal Odom. This is the first time Black Studies has had more than 2 contract faculty members. We hired a new full-time faculty member in Fall 2023, to begin in Spring 2024. The new hire has helped meet the continued demand of BLAS 100 classes, especially with online classes.

Retired Faculty
Black Studies had an adjunct faculty retire in Spring 2024 as well as a Pro-Rata contract end in Spring 2024. Additionally, our BLAS Art History instructor accepted an acting administrator position, to begin in Summer of 2024

## Summary and Reflection

Student Support & Collaborations
Black Studies Faculty continued to serve as support for the Black Student Union, which saw a growth in membership, participation and activities. The Black Studies Department also collaborated with the Dean of Equity to help support the BSU events in Fall 2023 and Spring 2024.

Black Studies faculty continued to work with other departments and programs that support Black students and their success. The BLAS Department chair also worked closely with the new Coordinator for Umoja, Counselor Jordan Nash. She also served as co-chair of the SDCCD Rite of Passage Celebration for Black Graduates and transfer students

Black Studies collaborated with Professor Waverly Ray, from Cultural Geography, to put on the Black Farmers event in Fall 2024. BLAS faculty also collaborated with the new hire in Asian American and Pacific Islander Studies.

**Provide any edits or updates to the prompts originally documented in the Data Reflection section for Year 2.**
2023-2024 Update

Increase in Enrollment - BLAS 100. CCAP offerings have also increased. In Spring 2024, we offered 3 CCAP classes. Point Loma High School was the new edition with 2 sections of BLAS 100.

We offered more classes on campus in Spring 2024, with the presence of the new full-time hire. This included adding two additional BLAS 100 class on campus. We also offered 2 sections of BLAS 100 in the evening. Both classes had strong enrollment, and were the first time evening classes made since COVID.

**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.**
2024 Updates (Spring/Fall)

New Tenure Faculty
We welcomed a new tenure track faculty member, Dr. Mychal Odom, in Spring 2024, he helped meet the growing demand for BLAS 100, and is also able to teach many courses throughout the discipline helping to temporarily fill gaps with recent adjunct faculty and pro-rata faculty retiring fully. -This new hire completes part of our Unit Goal #3 and Unit Goal #4 - submit FHP/Hire new faculty

Faculty Retirements and Reassignments
In Spring 2024 we had one long time adjunct faculty, Dr. Theresa Ford retire. She was the primary instructor for African American Literature. Dr. Ford will still be available as an option when needed in the future, but will not be a regular instructor. Professor Odom has taken on this class.

Professor Starla Lewis also ended her pro-rata status in Fall 2024, and is only teaching occasionally moving forward. She was our primary instructor for Dynamics of the Black Community, which is usually taught in the summer, and The Psycho-History of Racism and Sexism

AADES Delegation - Ghana 2024
BLAS faculty and students attended teh 2nd annual All African Diaspora Educational Summitt in September. This was the first time that students attended. The delegation was lead by Dr. Thekima Mayasa. Adjunct Professors Marcus Taylor and

## Summary and Reflection

Terry Sivers also attended, along with Mental Health Counselor Monica Woods.

Growth in Classes/Increasing Demand - BLAS 100
Demand for BLAS 100 continues to grow with all full time faculty taking on overloads the past two semesters, including our new hire. This exception to allow a probational faculty to take on an overload was approved by our Dean and VPI in recognition of both the demand. Several BLAS 100 courses were added to the schedule and we still had waitlists that we could not accommodate. All faculty, including our adjunct faculty are maxed out.

We also increased our Summer Class and Intercession offerings (a new summer class and a new summer class via FTEF) larger offerings overall (with regard to distribution of FTEF)

A charter agreement was approved for the A2Mend program at Mesa - This advancement completes part of our Unit Goal #4. The additional goal of acquiring a space has not been fulfilled. Black Studies Faculty did submit a proposal for a Black Resource Center, in collaboration with the Black Leadership Fellows and the Dean of Equity. This proposal was not approved. A proposal for the three learning communities (Kapwa, Puente, and Umoja) was approved.

**Provide any edits or updates to the prompts originally documented in the Data Reflection section for Year 3.**
2024 - 2025
We had unprecedented growth in FTEF with additional 8W2 classes being added to meet the growing demand.In Spring 2024 we had 15 sections of BLAS 100 and all classes carried full waitlists. Additional classes were added that filled immediately

**Review Outcomes Report. Review the unit's outcomes assessment process for 2023 - 2024. Discuss connections to unit goals/action plans/resource requests.**
We completed the PLO mapping of our courses in Nuventive - This partially completes Unit Goal #1.

We had department meetings to create an accelerated action plan for our Course Assessment to be completed by the end of the cycle (2025-2026). The Department Chair, Candace Katungi met regularly with the COA co-Chair Liza Rabinovich to discuss BLAS CLO's and mapping. The mapping for Fall 2024 and Spring 2025 were updated. - The new CLO plan for assessment, and the streamlined process for reviewing syllabi needs to be added to our Unit Goals with an expected completion of 2025-2026. The department is currently scheduled to assess 12 CLO's this semester. These CLOs are for Black Psychology, African American Literature, and African American History to Reconstruction.

**Provide any edits or updates to the prompts originally documented in the Practice Reflection section for Year 3.**

**YEAR 4 Updates (2025 - 2026)**
**Provide any edits or updates to the prompts originally documented in the Executive Summary section for Year 4.**

**Provide any edits or updates to the prompts originally documented in the Data Reflection section for Year 4.**

**Review Outcomes Report. Review the unit's outcomes assessment process for 2024 - 2025. 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 4.**

**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.**

## Summary and Reflection

**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

## Goal 1: The establishment and/or renewal Memorandum of Understandings (MOUs) between 4 CSU campuses

**Unit Goal**: Goal 1: The establishment and/or renewal Memorandum of Understandings (MOUs) between 4 CSU campuses: New Time Frame goal to have completed by Fall 2024.

- San Diego State University (negotiate renewal)
- San Francisco State University, (negotiate renewal)
- California State Long Beach, (establish)
- California State University Dominquez Hills (revive negotiations to establish)

**Goal Status**: Active

**Beginning Year**: 2022 - 2023

**Projected Completion Year**: 2024 - 2025

**Mapping**
Mesa College Strategic Plan: Roadmap to Mesa2030:

- **Pathways and Partnerships - Objective 1:** Develop and implement frameworks to create communities that can provide more targeted delivery of educational resources and support services. (✓)
- **Pathways and Partnerships - Objective 2:** Expand partnerships with K-12 institutions to enhance program offerings and increase access for minoritized students. (✓)
- **Pathways and Partnerships - Objective 3:** Increase community engagement, experiential learning, integrated career planning, and workforce training to prepare students for future careers (✓)
- **Pathways and Partnerships - Objective 4:** Expand intersegmental pathways to create a seamless transition between Mesa and k-12, non-credit, Universities, and careers (✓)
- **Pathways and Partnerships - Objective 5:** Develop and implement technologies, including website redesign, that will make pathways information available to students so that they can effectively utilize this information in their educational and career planning (✓)

| Action Plans | Updates |
|---|---|
| **Action Plan Status:** Active<br>**Action Plan:** To work with Articulation Officer Juliette Parker to establish/renew MOU agreements and establish a new timeline with each of the institutions cited.<br>**Action Plan Cycle:** 2024 - 2025, 2023 - 2024 | |

# Unit Goals, Action Plans, and Updates

## Goal 2: Program Learning Outcomes Assessment (2019-20)

**Unit Goal**: Goal 2: Program Learning Outcomes Assessment (2019-20)
- Develop a new PLO Assessment schedule
- Complete Communication PLO Assessment across discipline courses
- Begin assessment for at least one PLO from the revised assessment schedule
- Work with institutional effectiveness to accurately identify data demographic (other hispanics needed for the development of appropriate assessments to more effectively service this student population (i.e., Afro-Latina/o)

**Goal Status**: Completed

**Beginning Year**: 2022 - 2023

**Projected Completion Year**: 2025 - 2026

**Mapping**
Mesa College Strategic Plan: Roadmap to Mesa2030:

- **Completion - Objective 1:** Develop pathways that provide students with clarity about degree, certificate, and transfer requirements. (✓)
- **Completion - Objective 2:** Develop cross - functional teams that support student success and include integrated career and transfer counseling. (✓)
- **Completion - Objective 3:** Design and promote programs and services that intentionally target a reduction in equity gaps in completion outcomes (✓)
- **Completion - Objective 4:** Support students' access to resources to mitigate the impact caused by technological and basic needs insecurity (✓)

| Action Plans | Updates |
|---|---|
| **Action Plan Status:** Active<br>**Action Plan:** BLAS dept. development of new learning outcomes assessment tools for implementation & assistance in dept. Review of materials and needed program adjustments.<br>**Action Plan Cycle:** 2025 - 2026, 2023 - 2024, 2022 - 2023 | |
| **Action Plan Status:** Completed<br>**Action Plan:** Work with learning outcomes coordinator to input BLAS dept. Data in Nuventive program.<br>**Action Plan Cycle:** 2025 - 2026, 2024 - 2025, 2023 - 2024, 2022 - 2023 | |

# Unit Goals, Action Plans, and Updates

## Goal 3: BLAS Dept. Expansion

**Unit Goal**: Goal 3: BLAS Dept. Expansion - Curriculum, Initiatives & New Tenure Track BLAS Faculty Hire

- Submit FHP proposal (Spr 2023) for new BLAS faculty hire (approved)
- A2Mend Charter Development & Acquire new Black Student learning space
- Increase course offerings for Ethnic Studies Graduation Requirements (CSU & CCC)

**Goal Status**: Active

**Beginning Year**: 2022 - 2023

**Projected Completion Year**: 2025 - 2026

**Mapping**
Mesa College Strategic Plan: Roadmap to Mesa2030:

- **Community - Objective 1:** Use technology to improve communication and accessibility across campus. (✓)
- **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 (✓)
- **Community - Objective 5:** Increase opportunities to be an asset and resource to the external community (✓)
- **Completion - Objective 1:** Develop pathways that provide students with clarity about degree, certificate, and transfer requirements. (✓)
- **Completion - Objective 2:** Develop cross - functional teams that support student success and include integrated career and transfer counseling. (✓)
- **Completion - Objective 3:** Design and promote programs and services that intentionally target a reduction in equity gaps in completion outcomes (✓)
- **Completion - Objective 4:** Support students' access to resources to mitigate the impact caused by technological and basic needs insecurity (✓)

| Action Plans | Updates |
|---|---|
| **Action Plan Status:** Active<br>**Action Plan:** Hire new tenure-track BLAS faculty<br><br>**Action Plan Cycle:** 2025 - 2026, 2024 - 2025, 2023 - 2024, 2022 - 2023 | |

# Unit Goals, Action Plans, and Updates

| Action Plans | Updates |
|---|---|
| **Action Plan Status:** Active<br>**Action Plan:** Develop & submit A2Mend Charter proposal<br>**Action Plan Cycle:** 2025 - 2026, 2024 - 2025, 2023 - 2024, 2022 - 2023 | |
| **Action Plan Status:** Active<br>**Action Plan:** Department development of course offerings for Ethnic Studies Graduation Requirements (CSU & CCC)<br>**Action Plan Cycle:** 2025 - 2026, 2024 - 2025, 2023 - 2024, 2022 - 2023 | |

## Goal 4: Increase Student Majors & involvement with BLAS professional organizations

**Unit Goal**: Goal 4: Increase Student Majors & involvement with BLAS professional organizations

- BLAS Majors taken to NCBS Conference, Spring 2019
- BLAS Majors taken to NCBS Conference, Spring 2020

**Goal Status**: Active

**Beginning Year**: 2022 - 2023

**Projected Completion Year**: 2025 - 2026

**Mapping**
Mesa College Strategic Plan: Roadmap to Mesa2030:

- **Community - Objective 1:** Use technology to improve communication and accessibility across campus. (✓)
- **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 (✓)
- **Community - Objective 5:** Increase opportunities to be an asset and resource to the external community (✓)

## Unit Goals, Action Plans, and Updates

- **Pathways and Partnerships - Objective 1:** Develop and implement frameworks to create communities that can provide more targeted delivery of educational resources and support services. (✓)
- **Pathways and Partnerships - Objective 2:** Expand partnerships with K-12 institutions to enhance program offerings and increase access for minoritized students. (✓)
- **Pathways and Partnerships - Objective 3:** Increase community engagement, experiential learning, integrated career planning, and workforce training to prepare students for future careers (✓)
- **Pathways and Partnerships - Objective 4:** Expand intersegmental pathways to create a seamless transition between Mesa and k-12, non-credit, Universities, and careers (✓)
- **Pathways and Partnerships - Objective 5:** Develop and implement technologies, including website redesign, that will make pathways information available to students so that they can effectively utilize this information in their educational and career planning (✓)

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