SAN DIEGO MESA COLLEGE

Program Review

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

Instructional Program - Business Administration/Management (BUSE)

Executive Summary

Describe the successes and challenges your unit has faced since the last comprehensive review.
The Business Administration program navigated a sustained period of fully online teaching as a response to COVID-19. Due to the fact that the program was an early adopter of online teaching, with most classes incorporating Canvas shells, the transition to fully online teaching happened smoothly and quickly, as necessitated by the pandemic. Beginning with the fall 2022 semester, the program has successfully shifted to integrate both online and in-person teaching.

The Business Administration program remains flexible and adaptive to changing trends, and makes use of available technology to support faculty and students with the goal of providing accessible curriculum.

With the shift back to face-to-face teaching, the program has been able to retain technological advances while also offering a more equitable experience that better meets the needs of our diverse student body.

2024 Updated Trends:
Degrees awarded by academic year peaked in 2017-18 with 2017 degrees awarded. This held steady with 2001 degrees awarded in 2018-19. Understandably, a low point occurred in 2019-20, coinciding with the beginning of the pandemic. Degrees awarded fell to 1867, then bounced back to 1985 in 2020-21. This indicates the resilience of students already working towards degrees who tolerated an interruption/disruption and then continued to pursue college education and complete their degree. A more troubling trend began in 2021-22, when degrees awarded fell again to 1858, and then again in 2022-23 to 1779. This reflects the impact the pandemic had on overall enrollment and completion. In the most current year for which data is available, 2023-24, degrees awarded have begun to climb, albeit slowly, to 1880.

2025-26 Updated Trends:
The Business Administration Degree for Transfer continues to be the most awarded degree, with just over 1800 degrees awarded during the past year for which data is available. The number of certificates awarded is up, while the number of degrees awarded is mostly flat (little to no increase). This trend seems to indicate that students are opting for fewer years in school with a more immediate return that can lead to job readiness. This matches reported trends that students are questioning the cost of tuition, and want to know that a degree or certificate will provide a return on investment in terms of a job. Across the campus, course success rates and rates of completion are up slightly, however, several key business courses have success rates that are lower than the campus average of 74%.

Business 100 course success is 67%, Business 115 course success is 65%, and Business 129 course success is 59%. This trend may reflect the popularity of the business program's online courses. According to the National Center for Education Statistics, students in online classes tend to perform worse than students in face-to-face classes. Equity gaps for course success also persist, and remain high for Black/African American (-7.8%) and Latin-x (-7.4%) students.

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.
Students like the flexibility to choose between online and on-campus courses. For on-campus classes, students appreciate having full access to course materials online, even as classroom learning takes place in person. Students need not worry about missing out on information when they are absent, as videos, syllabi, and other course materials are still available through Canvas. This also allows students to review material at any time. The availability of various accessible formats meets the needs of our diverse student body.

This accessible approach will likely be the model maintained by the program. The program experimented with a hybrid model, where classes would be held one day/week on campus, and one day/week online. This model was not as popular with students, who prefer either fully online classes, or fully on-campus sections.

The Business Administration Degree for Transfer continues to be a popular degree, with 2369 degrees awarded between 2015-2024, and 220 degrees awarded in the 2023-24 academic year. No changes in service or academic models is reported for the 2025-26 academic year.

Summary and Reflection

If applicable, describe the impact of any new resources (human, fiscal, etc) on the unit and/or action plan implementation.
The program has been hampered by the loss of a full-time faculty member who specialized in Business Law. Efforts were made to replace this position during the last program review cycle, and will be made again. Business Law is a required course in the program's degree for transfer, in high demand, and deserving of a dedicated faculty member who can concentrate on delivering this curriculum.

2024 Update: Two hiring committees have failed to hire a new faculty member. After departmental debate, it has been decided to forgo hiring a business faculty member at this time. Instead, the decision has been made to hire faculty for the Real Estate program. Business faculty will continue to support the RE program.

For the 2025-26 academic year, the focus is on hiring and mentoring adjunct faculty.

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.
As with previous years, 83% of Business Administration certificates and degrees awarded are the degree for transfer, with another 14% awarded in Business Administration (not for transfer) or Business Studies (Liberal Arts emphasis). Fewer than 1% of students opt for degrees in Management or Small Business Management and Entrepreneurship.

The 3-year trend, which covers the years pre- and post-COVID, and also the lockdown period of the pandemic, shows a low in 2021-22 of 302, down slightly from the 2019-20 total of 326. Interestingly, the high for this period occurred in 2020-21, with a total of 383 degrees awarded. This seems to reflect a higher percentage of students taking advantage of fully online offerings.

The current post-pandemic period, with lower enrollment and fewer degrees awarded, indicates another period of adjustment for our students and the campus.

Course success rates have held fairly steady, with a high of .74 and a low .71. This speaks to the adaptability of our program in delivering courses in a variety of modalities, including fully online during the pandemic. Course retention has also held steady, with a low of .85 and a high of .90. Course outcomes are discussed each semester. Current outcomes assessments are up to date, and the program is meeting benchmarks.

2024 Update:
The 18-24 year old age group continues to dominate the student body makeup at nearly 50%, and female students are in the majority at 58.5%. Interestingly, the 49.2% of students in the 18-24 age range represents a decrease of nearly 8%. This may be due to lower enrollment of students coming directly from high school, and my be pandemic related. Older age brackets show positive growth, with as much as 5.7% increase for the 25-29 age range. This may also be due to economic and pandemic disruptions, leading those who were in the work force to return to school.

The 2024-25 course outcomes have been reviewed and are up to date. The program is meeting and exceeding benchmarks. Faculty have met to discuss outcomes assessments. No resource requests are made at this time.

Going into the Fall 2025 academic season, Mesa's business administration program shows high fill rates. Courses continue to be in high demand.

Waitlist numbers indicate continued demand. Courses showing weaker fill rates include entrepreneurship and small business management, which are not required for the degree for transfer.

Summary and Reflection

At the college level, Mesa's overall headcount for Fall 2025 is 19,749, with a fill rate of 97% toward FTES targets and productivity at 15.33. Compared to Fall 2024, there is a significant decline in district-wide headcount (-17.4%) and FTES (-6.2%). This trend is consistent across the district. It is likely that as the district and Mesa are impacted by economic and funding challenges, these enrollment issues will continue.

Because the Business Administration program has been relatively stable for the past few years, courses and faculty have been only moderately impacted by enrollment trends. However, it should be noted that the program is currently static (not growing).

For 2025-26, the Business Administration Degree for Transfer continues to be the most awarded degree, with just over 1800 degrees awarded during the past year for which data is available. The number of certificates awarded is up, while the number of degrees awarded is mostly flat (little to no increase). This trend seems to indicate that students are opting for fewer years in school with a more immediate return that can lead to job readiness. This matches reported trends that students are questioning the cost of tuition, and want to know that a degree or certificate will provide a return on investment in terms of a job. Across the campus, course success rates and rates of completion are up slightly, however, several key business courses have success rates that are lower than the campus average of 74%.

Business 100 course success is 67%, Business 115 course success is 65%, and Business 129 course success is 59%. This trend may reflect the popularity of the business program's online courses. According to the National Center for Education Statistics, students in online classes tend to perform worse than students in face-to-face classes. Equity gaps for course success also persist, and remain high for Black/African American (-7.8%) and Latin-x (-7.4%) students.

The National Student Clearinghouse Research Center reports that community college enrollment for 2024-25 (best available data for the 2025-26 report) is up slightly, at 6%, which is higher than enrollment at four-year colleges and universities, but enrollment is still lower, overall, than pre-pandemic years. Freshman enrollment rates at community colleges were weaker overall than enrollment rates at four-year colleges. However, Pell-grant serving community colleges such as Mesa enroll more freshmen, who then go on to enroll in four-year universities. This type of enrollment may be impacted by changes to Pell grant awards. Certificate program enrollment is up, especially for community colleges.

Describe any equity gaps in the data. Are there differences and/or patterns observed by demographics (e.g.race/ethnicity, gender, age, etc.)
Degrees awarded continue to be predominately to the 18-24 age range, with gains in the number of students in the 25-29 and 30-39 ranges. Male students outnumber female students, and this gap has increased. Other significant increases in our program's population show gains in the number of Asian/Pacific Islander and Latinx populations.

Compared to the campus, Business course success rates trend slightly lower, averaging 72.5% for the program, compared to 73% for the campus. Analyzed by demographic, success and retention rates are highest for Asian, Filipino, Native American, and white students, and lowest for Black/African American and Latinx students. The equity gap analysis shows gaps of -12.9% for Black/African American and -8.2% for Latinx students.

2024 Update:
Business programs are awarding degrees to more male than female students (55% compared to 45%). An almost equal number of degrees are awarded to Latinx and White students (35% and 34% respectively). African American students lag significantly, with only 5.6% receiving the Business Administration Degree for Transfer.

2025 Update:
Women continue to be underrepresented in business administration. Awards data now shows parity between white and Latinx students, with African-American students earning fewer degrees by comparison. Business 100 course success is 67%, Business 115 course success is 65%, and Business 129 course success is 59%. This trend may reflect the popularity of the business program's online courses. According to the National Center for Education Statistics, students in online classes tend to perform worse than students in face-to-face classes. Equity gaps for course success also persist, and remain high for Black/African American (-7.8%) and Latin-x (-7.4%) students.

Related Documents for Charts and Graphs

Summary and Reflection

Describe the discussion(s) that took place about the unit's learning outcomes assessment data.
The Business Administration program continues to engage in dialogue, training, course redevelopment and design, and equity practices to promote student success and retention for all of our students. Specific dialogue has occurred around strategies for closing equity gaps, with faculty sharing the results of training and best practices that improve outcomes.

Faculty continue to implement practices such as course and syllabus redesign, and grading for equity, as well as implementing career and strong workforce components into curriculum.

See the Outcomes Report for further reflection.

Data Reflection Complete
Yes

Practice Reflection

Describe current practices your program/service area has engaged in that you believe impact the above data trends and equity gaps.
The program has always emphasized small business and entrepreneurship. Business program faculty are working to create an entrepreneurial micro-climate, with added emphasis in our classes and campus activities designed to help students realize myriad business opportunities.

Activities and opportunities include entrepreneurial panels, clubs, and a virtual entrepreneurship incubator in which students receive assistance in developing business ideas.

What other factors (internal or external) might also impact the above data trends and equity gaps?
While the business program includes faculty and administrators from different racial, ethnic, and gender identity backgrounds and experiences, we continue to strive to increase diversity and awareness of diversity issues in our program. Ongoing professional development, course redesign, and the hiring process, among other activities, are opportunities to work toward achieving greater program diversity.

2024 Update:
Statewide, the success for community college students enrolled in business and entrepreneurship programs is trending slightly upward, to reach an overall course success rate of 76% in 2021. The retention rate, statewide for these programs, is high, at 90%.

2025 Update:
The program has not hired full-time faculty. There exists a need for the program to on-board and mentor adjunct faculty.

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.
The business program's resource request for one additional faculty in business law/real estate was approved and the hiring process is active. A new hire is expected to be onboarded and oriented during the Spring 2024 semester.

Update: no faculty were hired; the goal has been archived.

An additional resource request is being made for our marketing and entrepreneurship programs. IbisWorld is a marketing database used by start-ups and entrepreneurs, as well as established businesses to study market trends. This database is not currently supported by the Mesa Library. Access to this data will assist marketing and entrepreneurship students, as well as students in the Entrepreneurship Cohort with preparing business plans.

Summary and Reflection

The business program, combined with the real estate program, has not been successful in hiring faculty. The recommendation is to recruit solely in the area of real estate faculty.
The business program was successful in achieving funding for the IBIS database.

Provide any edits or updates to the prompts originally documented in the Data Reflection section for Year 2.
According to the 2022 CTE Employment Outcomes Survey, Business Administration ranks among the top degrees awarded, with a high level of job satisfaction reported. Disaggregated by race and ethnicity, the data shows 48% and 59% job satisfaction for African-American and LatinX populations respectively. Asian students reported being very satisfied or satisfied with their jobs after receiving their degree. The Business Administration Degree for Transfer continues to be the most awarded degree.

2024: Statewide, the success for community college students enrolled in business and entrepreneurship programs is trending slightly upward, to reach an overall course success rate of 76% in 2021. The retention rate, statewide for these programs, is high, at 90%.

2025 Update:
The National Student Clearinghouse Research Center reports that community college enrollment for 2024-25 (best available data for the 2025-26 report) is up slightly, at 6%, which is higher than enrollment at four-year colleges and universities, but enrollment is still lower, overall, than pre-pandemic years. Freshman enrollment rates at community colleges were weaker overall than enrollment rates at four-year colleges. However, Pell-grant serving community colleges such as Mesa enroll more freshmen, who then go on to enroll in four-year universities. This type of enrollment may be impacted by changes to Pell grant awards. Certificate program enrollment is up, especially for community colleges. Based on this data, the program should consider updating certificate awards.

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

Provide any edits or updates to the prompts originally documented in the Practice Reflection section for Year 2.
The program should continue to focus on building Marketing and Entrepreneurship opportunities for students. Equity gaps still exist. According to the 2021-22 data dashboard, African-American and LatinX Students lag slightly behind White and Asian students in degrees awarded, although gaps remain small at 1% or less compared to campus representation. According to PEW research conducted in 2022, Black Americans are more likely than other groups to hold negative views regarding capitalism, which may impact business ownership. Participation in entrepreneurship classes can help students overcome this barrier.

YEAR 3 Updates (2024 - 2025)

Provide any edits or updates to the prompts originally documented in the Executive Summary section for Year 3.
Business Administration Occupations, which include General and Operational Managers, Human Resources Specialists, Management Analysts, Service and Sales Manages have a labor market demand of 5840 annual job openings, with almost 7000 awards supplied for these occupations, which suggests an oversupply. The Labor Market brief recommends that colleges do not develop new programs, but instead support modifications to existing programs. The assessment is that too many degrees are awarded, and that too many colleges offer the same degrees. Furthermore, because a bachelor's degree, at minimum, is required for most of these occupations, students will need to pursue additional education beyond the community college level.

Provide any edits or updates to the prompts originally documented in the Data Reflection section for Year 3.
Statewide, the success for community college students enrolled in business and entrepreneurship programs is trending slightly upward, to reach an overall course success rate of 76% in 2021. The retention rate, statewide for these programs, is high, at 90%.
The Business Administration Program is currently meeting benchmarks for course learning outcomes. Faculty have met to discuss learning outcomes, and assessments are up to date.

Review Outcomes Report. Review the unit's outcomes assessment process for 2023 - 2024. Discuss connections to unit goals/action plans/resource requests.
The Business Administration Program is current and up to date with outcomes assessments. We have had program and department meetings to discuss outcomes reporting, and have reviewed outcomes for program syllabi. The program review lead writer is in communication with the program outcomes coordinator, and we have assessed outcomes by course. We are currently meeting benchmarks and are on track with goals. No resource requests are planned for this update.

Summary and Reflection

Provide any edits or updates to the prompts originally documented in the Practice Reflection section for Year 3.
According to the Bureau of Labor Statistics, the market for real estate brokers and sales agents is expected to grow by about 3% between now and 2032.

According to US News & World Report, Real Estate Agents rank 6th overall in best sales and marketing jobs, and 22nd in highest paying jobs without a degree. Retail Sales, by comparison, are often entry level jobs with significantly less growth potential. According to the Bureau of Labor Statistics, the national average wage of real estate agents in California is above $77,000.

For the past academic year, the Real Estate program awarded 12 degrees and the Retail Management program awarded only 7. Over the 2015-2024 time period, Real Estate has awarded 103 degrees, and Retail Management has awarded only 25.

Degrees awarded for Business Management are 50 for this same time period. This shows that students seeking management expertise are seeking business management degrees over retail management.

Due to the current trends in Business Administration and Real Estate, the program goals have been updated. The recommendation is to shift resources to real estate.

Please see the goals section of program review.

YEAR 4 Updates (2025 - 2026)

Provide any edits or updates to the prompts originally documented in the Executive Summary section for Year 4.
The Business Administration Degree for Transfer continues to be the most awarded degree, with just over 1800 degrees awarded during the past year for which data is available. The number of certificates awarded is up, while the number of degrees awarded is mostly flat (little to no increase). This trend seems to indicate that students are opting for fewer years in school with a more immediate return that can lead to job readiness. This matches reported trends that students are questioning the cost of tuition, and want to know that a degree or certificate will provide a return on investment in terms of a job. Across the campus, course success rates and rates of completion are up slightly, however, several key business courses have success rates that are lower than the campus average of 74%.

Provide any edits or updates to the prompts originally documented in the Data Reflection section for Year 4.
Business 100 course success is 67%, Business 115 course success is 65%, and Business 129 course success is 59%. This trend may reflect the popularity of the business program's online courses. According to the National Center for Education Statistics, students in online classes tend to perform worse than students in face-to-face classes. Equity gaps for course success also persist, and remain high for Black/African American (-7.8%) and Latin-x (-7.4%) students.

Review Outcomes Report. Review the unit's outcomes assessment process for 2024 - 2025. Discuss connections to unit goals/action plans/resource requests.
See the outcomes report for data. Outcomes assessments are ongoing, with courses assessed for accuracy of learning outcomes, and for course-by-course outcomes and success data. Faculty discuss outcomes reporting and results regularly at faculty meetings and make recommendations for adjustments to course outlines and syllabi. The data in the 2025-26 program review show that some business courses have success rates below the campus average of 74%, however, the business program has robust online course offerings to meet student demand. Research data shows that students in online courses typically perform at lower rates of success than students in face-to-face classes. In order to mitigate this gap, faculty regularly engage in workshops and trainings to revise online courses and to promote greater student success. This is part of the ongoing review of outcomes in the business program.

Provide any edits or updates to the prompts originally documented in the Practice Reflection section for Year 4.
2025 Update:
The National Student Clearinghouse Research Center reports that community college enrollment for 2024-25 (best available data for the 2025-26 report) is up slightly, at 6%, which is higher than enrollment at four-year colleges and universities, but enrollment is still lower, overall, than pre-pandemic years. Freshman enrollment rates at community colleges were weaker overall than enrollment rates at four-year colleges. However, Pell-grant serving community colleges such as Mesa enroll more freshmen, who then go on to enroll in four-year universities. This type of enrollment may be impacted by changes to Pell grant awards. Certificate program enrollment is up, especially for community colleges. Based on this data, the program should consider updating certificate awards.

Summary and Reflection

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

Goal 1: Promote small business management and entrepreneurship - ongoing

Unit Goal: Goal 1: Promote small business management and entrepreneurship ongoing

Goal Status: Active

Beginning Year: 2022 - 2023

Projected Completion Year: 2029 - 2030

Mapping
Mesa College Strategic Plan: Roadmap to Mesa2030:

- **Community - Objective 1:** Use technology to improve communication and accessibility across campus. (✓)
- **Community - Objective 4:** Remove barriers to equitable participation by developing, incentivizing and creating structures for all employees to engage in and design professional learning (✓)
- **Completion - Objective 1:** Develop pathways that provide students with clarity about degree, certificate, and transfer requirements. (✓)
- **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 (✓)
- **Pathways and Partnerships - Objective 1:** Develop and implement frameworks to create communities that can provide more targeted delivery of educational resources and support services. (✓)
- **Scholarship - Objective 2:** Evaluate and improve Diversity, Equity, and Inclusion practice in classroom environments, campus activities, departments, schools, and administrative units (✓)

Action Plans	Updates
Action Plan Status: Active **Action Plan:** Virtual Incubator **Action Plan Cycle:** 2025 - 2026, 2023 - 2024	**Submission Date**: 10/24/2025 **Action Plan Update**: On Track **Update Year**: 2025 - 2026 **Action Plan Progress**: On Track **Submission Date**: 09/21/2023 **Action Plan Update**: Resource Request made for IBIS World database subscription **Update Year**: 2025 - 2026 **Action Plan Progress**: Completed
Action Plan Status: Active **Action Plan:** Entrepreneurship Panels **Action Plan Cycle:** 2025 - 2026, 2023 - 2024	**Submission Date**: 10/24/2025 **Action Plan Update**: Ongoing **Update Year**: 2025 - 2026

Unit Goals, Action Plans, and Updates

Action Plans	Updates
	Action Plan Progress: On Track

Goal 2: Hire one additional faculty member with an emphasis in Business Law

Unit Goal: Goal 2: Hire one additional faculty member with an emphasis in Business Law

Goal Status: Archived

Beginning Year: 2022 - 2023

Projected Completion Year: 2024 - 2025

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 (✓)
- **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 (✓)
- **Pathways and Partnerships - Objective 3:** Increase community engagement, experiential learning, integrated career planning, and workforce training to prepare students for future careers (✓)
- **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 (✓)
- **Stewardship - Objective 6:** Develop a proactive hiring plan that includes a review of advertising, screening, and interviewing with a goal of establishing a diverse and competent workforce that is reflective of the student population and the local community (✓)

Action Plans	Updates
Action Plan Status: Archived	**Submission Date**: 09/21/2023

Unit Goals, Action Plans, and Updates

Action Plans	Updates
Action Plan: Faculty Hiring Request - this action plan has been archived. No current plan to submit faculty hiring request for business. **Action Plan Cycle:** 2023 - 2024, 2022 - 2023	**Action Plan Update**: In fall 2023 a hiring committee has been formed. The hiring process will take place in fall 2023 for one faculty member in business law and/or real estate. This goal has been archived. **Update Year**: 2023 - 2024 **Action Plan Progress**: Barriers Encountered

Goal 3: Retire Retail Management program and certificate

Unit Goal: Goal 3: Retire Retail Management program

Goal Status: Archived

Beginning Year: 2025 - 2026

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 (✓)
- **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 3:** Design and promote programs and services that intentionally target a reduction in equity gaps in completion outcomes (✓)
- **Pathways and Partnerships - Objective 1:** Develop and implement frameworks to create communities that can provide more targeted delivery of educational resources and support services. (✓)
- **Scholarship - Objective 3:** Assess impact of prerequisites and corequisites on student success and revise curriculum, as needed (✓)
- **Stewardship - Objective 6:** Develop a proactive hiring plan that includes a review of advertising, screening, and interviewing with a goal of establishing a diverse and competent workforce that is reflective of the student population and the local community (✓)

Unit Goals, Action Plans, and Updates

Action Plans	Updates
Action Plan Status: Active	

Action Plan: Data shows the following:
1. current oversupply of general and operational managers, service and sales managers
2. current demand for real estate brokers and sales agents

According to US News & World Report, Real Estate Agents rank 6th overall in best sales and marketing jobs, and 22nd in highest paying jobs without a degree. Retail Sales, by comparison, are often entry level jobs with significantly less growth potential. According to the Bureau of Labor Statistics, the national average wage of real estate agents in California is above $77,000.

The Labor Market brief from San Diego/Imperial County Labor Market Research recommends modifications to existing programs due to an oversupply of general and operational managers, service and sales managers.

According to the Bureau of Labor Statistics, the market for real estate brokers and sales agents is expected to grow by about 3% between now and 2032.

For the past academic year, the Real Estate program awarded 12 degrees and the Retail Management program awarded only 7. Over the 2015-2024 time period, Real Estate has awarded 103 degrees, and Retail Management has awarded only 25.

Degrees awarded for Business Management are 50 for this same time period. This shows that students seeking management expertise are seeking business management degrees over retail management.

Due to the current trends in Business Administration and Real Estate, the program goals have been updated. The recommendation is to retire retail management and shift resources to real estate.

Recommendation: Move college resources from Retail Management (existing oversupply for low wage jobs) to

Unit Goals, Action Plans, and Updates

Action Plans	Updates
Real Estate (existing demand for high wage jobs). Retire Retail Management program and certificate. Shift resources to Real Estate, with support for a new faculty hire. **Action Plan Cycle:** 2024 - 2025	

Support Hiring Real Estate Faculty

Unit Goal: Support the hiring process and orientation for faculty in the real estate program.

Goal Status: Archived

Beginning Year: 2025 - 2026

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 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 (✓)
- **Pathways and Partnerships - Objective 1:** Develop and implement frameworks to create communities that can provide more targeted delivery of educational resources and support services. (✓)
- **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 4:** Expand the use of innovative and high-quality teaching, learning, and support practices that achieve equitable outcomes and increase student success (✓)

- **Stewardship - Objective 6:** Develop a proactive hiring plan that includes a review of advertising, screening, and interviewing with a goal of establishing a diverse and competent workforce that is reflective of the student population and the local community (✓)

Action Plans	Updates
Action Plan Status: Archived **Action Plan:** Work with Dean Romero to create hiring committee and complete hiring process. **Action Plan Cycle:** 2025 - 2026	**Submission Date**: 10/24/2025 **Action Plan Update**: This goal is on hold until faculty hiring can be approved. **Update Year**: 2025 - 2026 **Action Plan Progress**: Barriers Encountered

Revise Business Program Curriculum

Unit Goal: Revise and Update Business Program Curriculum

Goal Status: Archived

Beginning Year: 2025 - 2026

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 3:** Build a culture of communication that is evidence based, race conscious, institutionally focused, systemically aware, and equity advancing (✓)
- **Completion - Objective 1:** Develop pathways that provide students with clarity about degree, certificate, and transfer requirements. (✓)
- **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 (✓)
- **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 (✓)
- **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 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 (✓)

Unit Goals, Action Plans, and Updates

- **Stewardship - Objective 3:** Increase student access and schedule efficiency by coordinating schedules among departments/disciplines (✓)
- **Stewardship - Objective 5:** Increase campus understanding, communication of and transparency in budget and resource allocation (✓)

Action Plans	Updates
Action Plan Status: Archived **Action Plan:** Work with Dean Romero to update and revise the curriculum for the business program. Due to lack of faculty hiring, this goal has been archived. **Action Plan Cycle:** 2025 - 2026	**Submission Date**: 10/24/2025 **Action Plan Update**: This goal is not currently prioritized. **Update Year**: 2025 - 2026 **Action Plan Progress**: Barriers Encountered