Program Review

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

Instructional Program - Chicana and Chicano Studies (CHIC)

Executive Summary

Describe the successes and challenges your unit has faced since the last comprehensive review.
The past two years have presented us with a number of challenges, including the transition from in-person to online learning. This transition was accelerated by the COVID-19 pandemic, which led to a significant increase in the number of online courses offered by Mesa College. According to the Mesa College data dashboard, in 2021, over 80% of our courses were online, with only 10% being offered in person. This shift to online learning has been challenging for all disciplines, as it has forced us to reconsider the traditional community college experience.

Mesa College Chicano Studies has always been at the forefront of online education at this college. We were one of the first disciplines to offer online courses consistently. However, we still see the need to improve our online courses and develop critical pedagogical approaches that consider the unique challenges of online learning.

We are committed to providing our students with the best possible educational experience, both online and in person. We are working diligently to improve our online courses and develop new approaches to teaching and learning that will meet the needs of our students in the ever-changing world of higher education.

The department has also faced other challenges, such as the need for more faculty to teach Chicano Studies courses. The new CSU Area F Ethnic Studies requirements and the upcoming Title 5 community college requirements have created a demand for these courses, which has forced the department to increase the number of sections offered significantly over the last two years. This is a positive development, as it reflects the growing interest in Chicano Studies and other Ethnic Studies disciplines. However, it has also created a major challenge, as there are not enough faculty with the necessary qualifications to meet the new demands. This need for faculty has been exacerbated by the fact that two full-time faculty members, Manuel Velez and Cesar Lopez, have taken on more reassigned time that has removed them from the classroom. This trend is likely to continue for several years, as Professor Velez continues to commit to statewide leadership work that requires his full attention.

Despite these challenges, the department has also achieved some successes over the last several years. One of the greatest highlights has been the department's work at the local and statewide level to implement the new Area F requirements and to ensure that its courses would be eligible to meet those requirements. Mesa College Chicano Studies faculty have been at the forefront of efforts to require Ethnic Studies courses for graduation and as general education requirements. Manuel Velez, as a member of the Academic Senate for Community Colleges, has played an active role in establishing the Title 5 Ethnic Studies requirements. In fact, he wrote and presented the resolution that would mandate these changes directly. Both Manuel Velez and Dr. Cesar Lopez have been active in the California Community Colleges Ethnic Studies Faculty Council, which has served as the statewide voice when it comes to subject matter expertise. At the local level, the department was instrumental in the formation of the Mesa College Ethnic Studies Faculty Council, which has helped to facilitate the implementation of CSU's Area F requirements. Finally, the department received approval from CSU for its CHIC 110 courses to fulfill their Area F requirements. These were the first courses in the San Diego Community College District to do so.

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.
Over the last 2 years, the Chicano Studies department has undergone some significant changes to its curriculum. Perhaps the most significant change is the removal of the Spanish requirement for the major. This change was made in order to prepare students for future ADT majors and to allow them to explore other courses as part of their major. The new major was officially recognized and accepted in Fall 2022.
The department has also successfully submitted its two Introduction courses (CHIC 110A and CHIC 110B) to the CSU to be considered as fulfilling their new Area F requirements. This accomplishment has created a major demand for these courses. Additionally, the department has successfully submitted its Chicano Culture course (CHIC 210) for CSU Area D equivalency. This means that the course now fulfills the CSU's Sociology requirements.

All of these accomplishments are excellent because they create a demand for the department's courses, especially at a time when enrollment in general has decreased. The changes to the curriculum have made the major more accessible to a wider range of students, and the department's success in getting its courses approved by the CSU has made them more attractive to

potential students. These changes are a positive step for the Chicano Studies department and will help to ensure its continued success in the years to come.

If applicable, describe the impact of any new resources (human, fiscal, etc) on the unit and/or action plan implementation.
The Mesa College Chicano Studies department added a new full-time, tenure-track Professor, Jennifer Frost-Moreno, in Spring 2023. This addition was a culmination of the department's efforts to increase enrollment in their courses, fulfill the new Area F CSU Ethnic Studies requirements, and expand the scope and vision of their department to include feminist perspectives. Professor Frost-Moreno was hired after a rigorous search and screening process that included faculty from the Chicano Studies department, Counseling department, and English department. Her hiring also fulfills a goal the department had long established through Program Review.

Professor Frost-Moreno has already made significant contributions in her full-time role. In addition to teaching six sections this semester, she also contributed significantly to the Chicano/Latino Heritage Celebration events and served as the lead organizer for this year's Gracia Molina de Pick Feminist Lecture. The department is excited to have Professor Frost-Moreno continue the amazing work she began as an adjunct and to see her grow into her new tenure-track position and become a leader and visionary for the department.

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.
The new CSU Area F requirements are expected to have a major impact on the characteristics of our students, particularly in terms of ethnicity. Historically, our students have been predominantly Chicanx/Latinx. In fact, according to the Mesa College Data Dashboard, in the 2019-2020 academic year, 83.4% of our students identified as Latinx. This is much higher than the schoolwide average of Latinx students, which was 37.9% in the same year. We anticipate that our Introduction to Chicano Studies courses, which fulfill Area F requirements, will attract a more diverse body of students overall. So far, data from the Mesa College Data Dashboard supports this prediction. In the 2021-2022 academic year, the number of Latinx students enrolling in our courses dropped to 72.2%, a significant decrease from 2019-2020. When we disaggregate the data by course, we see that the Introduction courses (CHIC 110A and B) have a very diverse student body compared to our other courses. Today, Latinx students make up 58.1% of all students enrolled in these courses, down from 90.8% in 2019-2020. This exponential difference is another indication of the impact that the new Area F requirements are having on our discipline and department. This data reveals both exciting and challenging times for the future of our discipline, as this new demographic will force our faculty to reconsider pedagogical approaches and classroom management strategies.

Describe any equity gaps in the data. Are there differences and/or patterns observed by demographics (e.g.race/ethnicity, gender, age, etc.)
Interestingly, when looking at our success and retention data disaggregated for ethnicity from the Mesa College Data Dashboard, we find that the only group whose success rate indicates a disproportionate impact is our Latinx students. Between 2019 and the present our Latinx students have a success rate of 65.8%. This is lower than our department's Success rate of 67.3% and of the School's Success Rate of 71.3%. It is also lower than the success rate of our White students which is at 71.2%. This data may seem ironic since our department does focus on Chicanx students; however this is an issue that we've identified before and have even worked to address in our discipline through the exploration of different pedagogical approaches. It's interesting to note that no other ethnicity group has equity gaps, according to the Data Dashboard. This indicates that the issue may not be necessarily (or only) our faculty's pedagogical approaches but may be more related to the fact that Latinx students outnumber all of our other students significantly, thus impacting the data. In fact, according to the Data Dashboard, Valid Enrollments for Latinx students in our classes was at 4,557 for the academic years '19 to the present. That's about 78% of our total valid enrollment. Despite this, it is still important for our faculty to continue to focus on and address this matter.

Summary and Reflection

The popularity and proliferation of online courses necessitate an examination of our students' success rates based on modalities. Our Latinx students have a higher success rate in face-to-face courses (70.1%) than in online courses (63.4%). This is a significant difference that should be addressed. Overall, the success rate for online courses is 65%, while the success rate for face-to-face courses is 72.6%. These data reinforce the need to increase face-to-face offerings and encourage students to enroll in them, or to reconsider and invest significant resources and time in how we teach online courses. Another reason to consider increasing face-to-face offerings is the retention rate. According to the Data Dashboard, the retention rate for face-to-face classes is currently 91%, while the rate for online courses is 85%. This is without considering the impact of bots on our online enrollment numbers.

Related Documents for Charts and Graphs

Describe the discussion(s) that took place about the unit's learning outcomes assessment data.
The first thing we did to attempt to address the equity gaps identified by our research of the data dashboard was to dedicate more time to discussing and addressing them. To that end we increased the number of department meetings that we have throughout the year and added discussions on equity gaps to ensure that we discussed them. Part of our discussion was based on revisiting current/prior practices such as the dedicated Facebook page for Chicano Studies faculty. This increase in meetings has certainly helped to bring us together and to create a space where we can discuss these issues collectively. In terms of Outcomes Assessment, faculty were asked to submit outcomes assessment forms for each of their classes, utilizing a Google form created by the chair, Manuel Velez. This form was first used for outcomes assessment during the '21-'22 academic year and proved to be an effective means of collecting data for outcome assessment as well as a means of encouraging dialogue among faculty in regards to increasing success rates for our classes. During the '22-'23 academic year, the decision was made to continue with this process but to expand upon it by asking faculty to submit forms for each of their classes and including as many PLOs as possible. The use of Google forms made this process incredibly easy and this year, more faculty participated. The forms were also expanded to include more information and to allow for participants to see the results as the forms were submitted. Through this process it is our hope that we can generate positive and productive dialogue around our program and student learning outcomes and how to improve our overall success rates.

Hiring a CCAP faculty member are a key unit goal of increasing majors. The focus on expansion in the high schools increase knowledge/interest in the discipline, and as a result, increase majors.

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.
Our most direct approach to addressing the equity gaps in our classrooms is to focus specifically on Professional Development and curriculum redesign practices that focus on replacing traditional, often eurocentric frameworks, with frameworks that place our students' lied experience at the forefront. This is more than just simply creating a more inclusive syllabus or reading list but involves an in-depth and thorough re-examination of our pedagogical and curricular practices and our reliance on traditional eurocentric frameworks. Our dedicated Facebook page provides our faculty with a space upon which we can share best practices that rely upon de-colonial and liberation frameworks. We have also begun the process of organizing a curriculum redesign institute for our faculty where they'll be invited to participate in a year-long intensive institute designed to "de-colonize" our pedagogical approaches. Unfortunately, the pandemic and COVID restrictions have made organizing this institute difficult, we still intend to go on with organizing and plan on including it as one of our goals for the coming years.

What other factors (internal or external) might also impact the above data trends and equity gaps?
Chicana/o/Latina/o community college students often face unique social factors that can significantly impact their success rates. Systemic issues like socioeconomic status, language barriers, and access to resources can significantly influence their academic achievements. Many Latinx students come from low-income households, which can result in financial instability affecting their ability to focus on studies. They may have to juggle work and study, which can detract from academic performance. Language barriers may also present an obstacle if English is not their first language, possibly hindering comprehension and communication. Cultural differences, such as varying expectations about education, can add to these challenges. Additionally, first-generation college students might lack the institutional knowledge and family support necessary

to navigate college life effectively. Lastly, access to resources such as academic counseling, tutoring, and financial aid, which could improve their chances of success, is often limited in under-resourced schools and communities.

Related Documents for Charts and Graphs

Practice Reflection Complete
Yes

Mid-Cycle Updates

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

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

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

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

YEAR 3 Updates (2024 - 2025)
Provide any edits or updates to the prompts originally documented in the Executive Summary section for Year 3.
Chicana/o Studies at Mesa College has been a leader in online education, as one of the first departments to consistently offer online courses. However, we recognize the need to continue improving our online courses and to develop pedagogical strategies that address the unique challenges of online learning. We are committed to providing students with high-quality education, whether online or in person, and we are actively working to enhance our teaching methods to meet students' needs in the evolving landscape of higher education.

In addition to adapting to online learning, the department has faced a growing demand for Chicano Studies courses due to the new CSU Area F Ethnic Studies requirements and upcoming Title 5 community college requirements. This demand has led us to increase the number of course sections offered over the past two years—a positive indicator of the rising interest in Chicano and Ethnic Studies. However, it has also presented a staffing challenge, as there are not enough qualified faculty to meet this new demand.

Despite these challenges, the department has achieved several key successes. Notably, we have played a pivotal role at both local and state levels in implementing the Area F requirements and ensuring that our courses meet these standards. Mesa College Chicana/o Studies faculty have been instrumental in advancing Ethnic Studies requirements for graduation and general education. Manuel Velez, as a member of the Academic Senate for California Community Colleges, led efforts to establish the Title 5 Ethnic Studies requirements, authoring and presenting the resolution that ultimately mandated these changes. Both Manuel Velez and Dr. César López are also active members of the California Community Colleges Ethnic Studies Faculty Council, which serves as the statewide authority on ethnic studies curriculum.

At the local level, the department helped establish the Mesa College Ethnic Studies Faculty Council to support the implementation of CSU's Area F requirements. Additionally, our CHIC 110A and CHIC 110B courses were the first in the San Diego Community College District to be approved for Area F, marking a significant achievement. These efforts demonstrate the department's commitment to advancing Ethnic Studies and fostering equity in education for all students.

Provide any edits or updates to the prompts originally documented in the Data Reflection section for Year 3.
The new CSU Area F requirements are expected to have a major impact on the characteristics of our students, particularly in terms of ethnicity. Historically, our students have been predominantly Chicanx/Latinx. In fact, according to the Mesa College Data Dashboard, in the 2019-2020 academic year, 80% of our students identified as Latinx. This is much higher than the school wide average of Latinx students, which was 38% in the same year. We anticipate that our Introduction to Chicano Studies courses, which fulfill Area F requirements, will attract a more diverse body of students overall. So far, data from the Mesa College Data Dashboard supports this prediction.

Summary and Reflection

The newest updates are in the 2022-2023 and 2023-2024 academic years, the number of Latinx students enrolling in our courses dropped to 39.3%, a significant decrease from 2019-2020. When we disaggregate the data by course, we see that the Introduction courses (CHIC 110A and B) have a very diverse student body compared to our other courses. Today, Latinx students make up 52.6% of all students enrolled in these courses, down from 91.9% in 2019-2020. This exponential difference is another indication of the impact that the new Area F requirements are having on our discipline and department. This data reveals both exciting and challenging times for the future of our discipline, as this new demographic will force our faculty to reconsider pedagogical approaches and classroom management strategies.

Review Outcomes Report. Review the unit's outcomes assessment process for 2023 - 2024. Discuss connections to unit goals/action plans/resource requests.
We have initiated the assessment process this fall and are actively collecting data. Our plan is to review and discuss the findings from fall 2024 in spring 2025. Additionally, we are on track to complete the assessments for the remaining courses by June 2026.

Provide any edits or updates to the prompts originally documented in the Practice Reflection section for Year 3.
Our primary approach to addressing equity gaps in the classroom focuses on targeted Professional Development and curriculum redesign practices. These efforts are centered on replacing traditional, often Eurocentric frameworks with ones that prioritize our students' lived experiences. This goes beyond simply creating more inclusive syllabi or reading lists; it requires a deep and thorough re-examination of our pedagogical and curricular practices, as well as our reliance on conventional Eurocentric models.

To support this work, our dedicated Facebook page provides a space for faculty to share best practices grounded in decolonial and liberation frameworks. We are also in the process of organizing a curriculum redesign institute for faculty, where they will be invited to participate in a year-long intensive program aimed at "decolonizing" our pedagogical approaches.

The latest update is that, with the easing of pandemic restrictions, our Professional Development and curriculum redesign initiatives are moving forward with even greater focus. The Chicana/o Studies Department is actively developing the year-long intensive institute, which will help faculty reimagine and transform their teaching practices to better reflect and honor the lived experiences of our students.

YEAR 4 Updates (2025 - 2026)
Provide any edits or updates to the prompts originally documented in the Executive Summary section for Year 4.
Ethnic Studies Required:
The department has seen growing demand for Chicano Studies courses due to the new CSU Area F Ethnic Studies requirement (fall 2021) and upcoming Title 5 community college mandates. Over the past three years, this increased demand has led us to expand the number of course sections offered—an encouraging sign of rising interest in Chicano and Ethnic Studies. However, this growth has also created staffing challenges, as there are currently not enough qualified faculty to meet the demand.

Last fall 2025, we successfully hired a new tenure-track faculty member for the Chicana/o Studies Department, replacing 18 year veteran Professor Manuel Velez, who was recently appointed Dean at San Diego City College. Despite this addition, our four-person department still needs another faculty (as fifth one) member to adequately support the growing student demand for Chicana/o Studies courses.

Currently, we have submitted our Chicana/o history classes for CSU Area F Ethnic Studies approval, which typically requires an introductory course and a history course. Similarly, Palomar College has utilized its American Indian Studies, Chicano Studies, and Africana Studies departments to develop Ethnic Studies courses—both introductory and history—that satisfy CSUGE Area F requirements. Once our Chicana/o Studies classes are reviewed and likely approved and the expanded need of two Ethnic Studies classes to three or four, the need for additional tenure-track faculty will become even more urgent!

Online Education:
Chicana/o Studies at San Diego Mesa College has been a pioneer in online education, becoming one of the first departments to consistently offer online courses as early as fall 2006. For Spring 2026, we are offering a total of 41 classes—28 online and 13 face-to-face. Enrollment for both Fall 2025 and Spring 2026 classes is already full! In fact, during the Fall 2025 semester, we had to open a second 8-week session to accommodate students needing to take Chicana/o Studies courses. Despite this, several of our classes still have up to 5-10 students attempting to add into the Fall 2025 semester. The demand for Chicana/o Studies

classes has become mainstream at Mesa College over the past four years.

However, we recognize the need to continue improving our online courses and to develop pedagogical strategies that address the unique challenges of online learning. We are committed to providing students with high-quality education, whether online or in person, and we are actively working to enhance our teaching methods to meet students' needs in the evolving landscape of higher education.

Despite these challenges, the department has achieved several key successes. Notably, we have played a pivotal role at both local and state levels in implementing the Area F requirements and ensuring that our courses meet these standards. Mesa College Chicana/o Studies faculty have been instrumental in advancing Ethnic Studies requirements for graduation and general education. Manuel Velez, as a member of the Academic Senate for California Community Colleges, led efforts to establish the Title 5 Ethnic Studies requirements, authoring and presenting the resolution that ultimately mandated these changes. Both Manuel Velez and Dr. César López are also active members of the California Community Colleges Ethnic Studies Faculty Council, which serves as the statewide authority on ethnic studies curriculum. At the local level, the department helped establish the Mesa College Ethnic Studies Faculty Council to support the implementation of CSU's Area F requirements. Additionally, our CHIC 110A and CHIC 110B courses were the first in the San Diego Community College District to be approved for Area F (2021-2022), marking a significant achievement. These efforts demonstrate the department's commitment to advancing Ethnic Studies and fostering equity in education for all students.

Executive Summary: The Future
In the summer of 2025, we held an inspiring retreat that brought together faculty from Black Studies, Chicana/o Studies, the Asian American Studies program, and the emerging Native American Studies program. Over four days in the desert, we listened deeply and learned from one another, grounding our conversations in reflection and possibility. The central theme of the retreat—"How might we grow bigger, but together?"—invited us to look back on the past 55 years while envisioning a shared future. Each program has seen significant growth: Chicana/o Studies expanded from two to four faculty members (including the incoming Native American Studies professor in Spring 2026); Black Studies is on track to grow from two to four by the same time; and Asian American Studies welcomed a new professor in 2023.

One area for discussion is the physical space of G-103: our campus home, offices and student space. As this office and learning resource have evolved, a redesign of the G-103 lobby has become necessary to better accommodate both students and faculty. The Black Studies Department and the Chicana/o Studies Department are integral to the future of the campus and must be included in the changes envisioned through the Mesa College 2030 Plan. The Task Force will guide the development, review, and college-wide vetting of this plan, including the analysis of data and discussion of key findings and recommendations. These recommendations will then be presented to the PIE Committee and ultimately submitted to the President's Cabinet.The vision for the physical space of G-103 includes transforming the front area of the offices into a more welcoming, community-oriented "living room." However, the current space is too small to fully realize this vision. We would like to explore the possibility of securing a larger Chicana/o Studies lounge elsewhere on campus. This is part of the goals that needs to happen in the not-too-long future and as part of the Mesa 2030.

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Our vision is to grow—not in isolation, but in solidarity. We are committed to building Ethnic Studies as a collective framework, while honoring the autonomy of each discipline. On some campuses, "Ethnic Studies" has emerged as an umbrella term—a way to bring together, and at times compare, the four core fields. But for us at Mesa College, these four autonomous disciplines remain the heart of Ethnic Studies, and our future lies in their continued collaboration, growth, and shared purpose.

Provide any edits or updates to the prompts originally documented in the Data Reflection section for Year 4.
SDCCD Enrollment Dashboard: Spring 2024
For the 2022-2023 academic year, 40.2% Latina/o/Chicana/o students are at San Diego Mesa College.

Capacity: 1,442, Enrollment: 1,307 , Ad Fill Rate; 91% , Sections: 33,

Summary and Reflection

Average Class Size: 40 (the largest for any other departments in the Social Behavior Sciences and Multicultural Studies at San Diego Mesa College)
Current Production: 20.05 (the largest for any other departments in the Social Behavior Sciences and Multicultural Studies at San Diego Mesa College)
We have the largest number of enrollments we have every had since 2021 with 2596 students enrolled to 5108 students enrolled in 2025. That is a 97% growth of the Chicana/o Studies Department (SDCCD Enrollment Dashboard: 2021 and 2025 Chicana/o Studies Department headcount).

Since Fall 2021, the California Community Colleges (CCC) system has required students to complete an ethnic studies course to transfer to the California State University (CSU) system. San Diego Mesa College's Chicana/o Studies Department—founded in 1970—has played a central role in meeting this mandate, offering two Cal-GETC Area 6 (Ethnic Studies) courses: CHIC 110A and CHIC 110B. The new CSU Area F Ethnic Studies requirements are expected to significantly influence the demographics of our student population across the board. Preliminary data from the Mesa College Data Dashboard supports this expectation with the growth at 1382 students in 2023 to 3971 students in 2024 students enrolled in these classes (SDCCD Enrollment Dashboard: 2023-2024). That means that the number from one year was by 287%! These courses have served a total of 6,442 STUDENTS between Fall 2021 and Fall 2025 at San Diego Mesa College, reflecting both the department's impact and the growing interest in the field!

Additionally, the submission in spring 2025 of two Chicana/o history courses—CHIC 141A and CHIC 141B: United States History from a Chicano Perspective—to fulfill the Area F requirement beginning in Fall 2026 will further expand our offerings. This development underscores the growing demand for additional faculty to support these courses!

Review Outcomes Report. Review the unit's outcomes assessment process for 2024 - 2025. Discuss connections to unit goals/action plans/resource requests.
We have initiated the assessment process this fall and are actively collecting data. Our plan is to review and discuss the findings from fall 2025 in spring 2026. Additionally, we are on track to complete the assessments for the remaining courses by June 2026.

We have met the target benchmarks, and the requested resources will be used to hire new faculty members, including a CCAP faculty member who will focus on addressing the needs of teaching high school classes. It is essential to foster an environment that encourages student success while aligning with community college requirements. We recommend exercising patience to fully understand and meet the needs of the students, as well as engaging the broader high school community—including fellow teachers, administrators, and parents—in this process.

The new requirement of having a CSU requirement Ethnic Studies make the department want to improve the CLO assessment results in the future by focusing on the Student Learning Outcomes and the Course Objectives: Critical Thinking, Communication, Global Awareness. This is a key part of our work as educators and community members. It is essential to foster an environment that encourages student success while aligning with community college requirements.

Provide any edits or updates to the prompts originally documented in the Practice Reflection section for Year 4.
Professional development and curriculum redesign are our primary strategies for addressing equity gaps in the classroom. These efforts focus on moving away from traditional, often Eurocentric frameworks toward approaches that center our students' lived experiences. This involves more than simply creating inclusive syllabi or reading lists; it demands a deep and comprehensive re-examination of our pedagogical methods, curricular content, and our reliance on conventional Eurocentric models.

Our professional development and curriculum redesign initiatives are advancing with renewed focus. The Chicana/o Studies Department is actively developing a year-long intensive institute (On-boarding Professional for Chicana/o Studies faculty) designed to help faculty re-imagine and transform their teaching practices in ways that authentically reflect and honor the lived experiences of our students. We have written and have submitted a new proposal to the San Diego Mesa College Foundation for the Innovation Grant 2025-2026.

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

Increase enrollment in all our courses

Unit Goal: Goal 3: Increase enrollment in all our courses

Goal Status: Completed

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 (✓)
- **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 (✓)
- **Scholarship - Objective 1:** Expand and prioritize professional learning experiences for all employees that create parity in outcomes across racial/ethnic groups and all disproportionately impacted groups (✓)

Unit Goals, Action Plans, and Updates

- **Scholarship - Objective 2:** Evaluate and improve Diversity, Equity, and Inclusion practice in classroom environments, campus activities, departments, schools, and administrative units (✓)
- **Scholarship - Objective 3:** Assess impact of prerequisites and corequisites on student success and revise curriculum, as needed (✓)
- **Scholarship - Objective 4:** Expand the use of innovative and high-quality teaching, learning, and support practices that achieve equitable outcomes and increase student success (✓)
- **Scholarship - Objective 5:** Reduce costs associated with instructional materials to support the elimination of equity gaps (✓)
- **Stewardship - Objective 1:** In collaboration with students, develop a climate action plan aligned with state and city goals that includes a timeline to reduce Mesa College's carbon footprint, focuses on climate literacy and student action, and mitigates Mesa's impact on climate change (✓)
- **Stewardship - Objective 2:** Support processes and initiatives that prioritize environmental sustainability and reduce Mesa College's impact on climate change (✓)
- **Stewardship - Objective 3:** Increase student access and schedule efficiency by coordinating schedules among departments/disciplines (✓)
- **Stewardship - Objective 4:** Establish a college-wide practice and schedule that addresses routine maintenance and renewal of equipment, facilities and technology to ensure access to adequate resources and better serve students (✓)
- **Stewardship - Objective 5:** Increase campus understanding, communication of and transparency in budget and resource allocation (✓)
- **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: Active **Action Plan:** The Area F has created a need for more classes. **Action Plan Cycle:** 2024 - 2025, 2023 - 2024	**Submission Date**: 11/07/2024 **Action Plan Update**: We have increased the enrollments in all our courses for 2024-2025 and are looking for more faculty to teach our classes. **Update Year**: 2024 - 2025 **Action Plan Progress**: Completed

Create the CLOs for new course CHIC 140 Chicana/o Sociology

Unit Goal: These are NEW classes that will be worked into the scheduling for fall 2025 and spring 2026. CHIC 155 Introduction to Central American Studies was taught in the spring 2025 semester and the CLOs were created. CHIC 140 is being planned to be taught in the fall 2026 and the CLOs will be created as well.

Goal Status: Active

Beginning Year: 2025 - 2026

Projected Completion Year: 2026 - 2027

Unit Goals, Action Plans, and Updates

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

Unit Goals, Action Plans, and Updates

- **Stewardship - Objective 1:** In collaboration with students, develop a climate action plan aligned with state and city goals that includes a timeline to reduce Mesa College's carbon footprint, focuses on climate literacy and student action, and mitigates Mesa's impact on climate change (✓)
- **Stewardship - Objective 2:** Support processes and initiatives that prioritize environmental sustainability and reduce Mesa College's impact on climate change (✓)
- **Stewardship - Objective 3:** Increase student access and schedule efficiency by coordinating schedules among departments/disciplines (✓)
- **Stewardship - Objective 4:** Establish a college-wide practice and schedule that addresses routine maintenance and renewal of equipment, facilities and technology to ensure access to adequate resources and better serve students (✓)
- **Stewardship - Objective 5:** Increase campus understanding, communication of and transparency in budget and resource allocation (✓)
- **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: Active **Action Plan:** The department will work on this during the spring 2026 semester. **Action Plan Cycle:** 2025 - 2026	**Submission Date**: 12/03/2024 **Action Plan Update**: The department will work on this goal during the spring 2026 semester for a class teach in fall 2026. **Update Year**: 2025 - 2026 **Action Plan Progress**: On Track

Increase the student success rates of Latinx students in our classes to 73%

Unit Goal: Goal 2: Increase the student success rates of Latinx students in our classes to 73%

Goal Status: Completed

Beginning Year: 2023 - 2024

Projected Completion Year: 2025 - 2026

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- **Community - Objective 3:** Build a culture of communication that is evidence based, race conscious, institutionally focused, systemically aware, and equity advancing (✓)

Unit Goals, Action Plans, and Updates

- **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. (✓)
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- **Stewardship - Objective 1:** In collaboration with students, develop a climate action plan aligned with state and city goals that includes a timeline to reduce Mesa College's carbon footprint, focuses on climate literacy and student action, and mitigates Mesa's impact on climate change (✓)
- **Stewardship - Objective 2:** Support processes and initiatives that prioritize environmental sustainability and reduce Mesa College's impact on climate change (✓)
- **Stewardship - Objective 4:** Establish a college-wide practice and schedule that addresses routine maintenance and renewal of equipment, facilities and technology to ensure access to adequate resources and better serve students (✓)

Action Plans	Updates
Action Plan Status: Active **Action Plan:** The faculty are working to modify how students are graded and help students that need extra help. **Action Plan Cycle:** 2024 - 2025, 2023 - 2024	**Submission Date**: 11/07/2024 **Action Plan Update**: We are continuing to develop this goal. **Update Year**: 2024 - 2025 **Action Plan Progress**: On Track

Unit Goals, Action Plans, and Updates

Complete the SDCCD curriculum for the new Native American Studies classes

Unit Goal: Complete the SDCCD curriculum development for the new Native American Studies courses in preparation for the tenure-track faculty hire in Spring 2026, who will begin teaching the courses in Fall 2026.

Goal Status: Completed

Beginning Year: 2025 - 2026

Projected Completion Year: 2025 - 2026

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- **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 (✓)
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- **Stewardship - Objective 5:** Increase campus understanding, communication of and transparency in budget and resource allocation (✓)
- **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: Active **Action Plan:** The department will work on this curriculum during Summer and early Fall 2025, aiming to finalize it in time for submission. The new courses will fulfill Cal-GETC Area 6 (Ethnic Studies) and/or Area 4 (Social and Behavioral Sciences) requirements. **Action Plan Cycle:** 2025 - 2026	**Submission Date**: 09/10/2025 **Action Plan Update**: The department completed the work on this curriculum and has submitted the courses to the SDCCD Curriculum & Instructional Council for review. The new courses are intended to fulfill Cal-GETC Area 6 (Ethnic Studies) and/or Area 4 (Social and Behavioral Sciences) requirements. **Update Year**: 2025 - 2026 **Action Plan Progress**: On Track

Increase the number of Chicano Studies majors by 50%

Unit Goal: Goal 1: Increase the number of Chicano Studies majors by 50%

Goal Status: Active

Unit Goals, Action Plans, and Updates

Beginning Year: 2022 - 2023

Projected Completion Year: 2025 - 2026

Mapping

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- **Stewardship - Objective 4:** Establish a college-wide practice and schedule that addresses routine maintenance and renewal of equipment, facilities and technology to ensure access to adequate resources and better serve students (✓)

Unit Goals, Action Plans, and Updates

Action Plans	Updates
Action Plan Status: Active **Action Plan:** We plan on working with more information on the majors and expand the need to offer more classes with a new tenure-track hire. **Action Plan Cycle:** 2024 - 2025, 2023 - 2024	**Submission Date**: 11/07/2024 **Action Plan Update**: We are still working on this goal. We are hiring a new faculty member that will help with this goal. **Update Year**: 2025 - 2026 **Action Plan Progress**: Completed

Complete the SDCCD curriculum for a new LGBTQ+ Chicane Perspectives class

Unit Goal: Complete the SDCCD curriculum development for the new LGBTQ+ Chicane Perspectives class, who will begin teaching the courses in Fall 2027.

Goal Status: Active

Beginning Year: 2025 - 2026

Projected Completion Year: 2026 - 2027

Action Plans	Updates
Action Plan Status: Active **Action Plan:** The department will work on this curriculum during Fall 2025 and Spring 2026, aiming to finalize it in time for submission. The new courses will fulfill Cal-GETC Area 4 (Social and Behavioral Sciences) requirements. **Action Plan Cycle:** 2026 - 2027	**Submission Date**: 09/30/2025 **Action Plan Update**: The department is working on this curriculum and will submit the class to the SDCCD Curriculum & Instructional Council for review at the end of Spring 2026. The new courses are intended to fulfill Cal-GETC Area 4 (Social and Behavioral Sciences) requirements. Submission Date 09/10/2025 **Update Year**: 2025 - 2026 **Action Plan Progress**: On Track