Program Review

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

Instructional Program - Computer Information Sciences (CISC)

Executive Summary

Describe the successes and challenges your unit has faced since the last comprehensive review.
Our department is growing, with high enrollments across the board. However, one of our contract faculty retired at the end of Fall 22, so we are seeking more adjunct instructors to help fill the gap caused by the reduction in contract faculty and the growth of the department. While we have been able to hire adjunct faculty, their available time and dedication to support students and contribute to the department is limited. This puts more workload on the remaining contract faculty who all serve as mentors to the new adjuncts in addition to the necessary out of classroom work that is part of the faculty load. We are requesting more contract faculty positions.

Several of our classes have started utilizing embedded tutors. Faculty report that embedded tutors are able to spend time helping individual students who are struggling, both during class and during tutoring sessions, and have helped students succeed in their classes. We hope to continue having embedded tutors in our classes and to increase the number of classes that utilize embedded tutors.

With the introduction of student SDCCD e-mails, our students now have no-cost access to Office 365 applications, which has helped to reduce costs for students in our CISC 181 classes.

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.
In partnership with our sister colleges, we have updated the SLOs for many of our courses to ensure that our students are learning skills that are in demand from industry and are also equipped to successfully progress through course sequences. We anticipate that this will help our students to be better positioned to find jobs and internships.

We have been working on new certificates and courses and are currently working on a certificate and additional course related to Agile software development.

In partnership with Multimedia and Web Development, we created a new Certificate of Performance tailored to CCAP students at Point Loma High School. This two year degree (1 class per semester) provides students with 21st century technology skills while providing a broad exploration of topics within ICT.

If applicable, describe the impact of any new resources (human, fiscal, etc) on the unit and/or action plan implementation.
We have not had new resources, but we have unfortunately seen a reduction in contract faculty due to retirement. This has had a negative impact on our department as we have fewer people completing the same amount of work outside of the classroom.

If you assess OUTCOMES, please confirm that the outcomes have been reviewed for accuracy. If you do not assess Outcomes, skip this question.
Reviewed Not Accurate - Update In Progress

Related Documents for Charts and Graphs

Executive Summary Complete
Yes

Data Reflection

Trends observed in program/service area's data.
CISC saw enrollment drops in from Fall 19 (1,037 students) to Fall 20 (935 students), but by Spring 20, enrollments were back to normal Spring levels (948 in Spring 20 to 949 in Spring 21); although Fall enrollment levels didn’t reach pre-pandemic amounts Fall 22, the upward trend in fall continued and Spring enrollment trends remained stable with a slight upward trend. Both Fall 22 and Spring 23 enrollment levels are now higher than pre-pandemic; CISC is growing, both in enrollment and in

productivity (Fall 19 16.27 -> Fall 22 17.14). The percentage of students with CISC as their academic plan has also increased, from 1.2% (437 students) in 17/18 to 4.1% (1,167 students) in 21/22. The increases that we are seeing are due in part to Associate Degree for Transfer that Mesa now offers in Computer Science, but also because of the relevance of computer and information systems to many jobs available and in demand in industry today.

The number of awards in CISC also dropped during the pandemic but has begun an upward trend in large part due to the introduction of the ADT in Computer Science. Unfortunately, there are equity gaps in who is earning degrees and certificates (see next question). Although the number of CISC awards is growing, the total number of awards is still small. We think this is because our certificates need to be updated, and new certificates need to be created to better reflect industry needs; reviewing and updating this curriculum is one of our goals.

The CISC overall course success rates have increased; in 16/17 and 18/19 the success rate was 63%; it has increased to 68% in 20/21 and 66% in 21/22, for an average of 4% increase. Face to face and hybrid courses have seen a growth in success rates from 71% in 16/17 to 84% in 21/22. Asynchronous online classes have also seen a growth from 58% in 16/17 to 66% in 21/22. We attribute the growth in success rates to faculty participation in professional development that emphasized equitable practices in course policies and in grading.

Describe any equity gaps in the data. Are there differences and/or patterns observed by demographics (e.g.race/ethnicity, gender, age, etc.)
The awards earned in CISC have equity gaps in several areas. In examining the data from 20-22 (starting after the introduction of the ADT), students in the 18-24 age group are at -18.4%; we are hopeful that this is because the ADT is new, and for many students takes more than 2 years to earn. We are interested to see what the data looks like for the 22-23 AY. As we introduce new degrees that are more relevant to industry, we hope that younger students will find the degrees valuable and will earn them.

There is also an equity gap for female students (-34.0%). We know that there is an imbalance of gender in computer science industry that is perpetuated by media stereotypes of computer scientists as white males; unfortunately, this often leads to a loss of interest for women by middle school, and results in lower enrollment in computer science classes. Several ways that we can work around this challenge include offering more CCAP courses in high school, so that girls have the opportunity to take computer science classes before college, and increasing outreach to younger students by offering campus visit days that showcase the rich variety of options in ICT fields.

We noticed an award gap for Latinx students (-13.3%). We are troubled by its existence especially because Mesa is an HSI. In addition to faculty mindfully approaching equitable course policy changes, we are hopeful that we will be successful in our goal to create an ICT community/study space in the BT building, and that this will help our students to better collaborate and to support each other as well as to allow non-ICT students to discover the availability and fun in ICT fields.

There is an equity gap in success between asynchronous online classes and classes with an in-person component (both face-to-face and hybrid). As our success rates have grown, this gap has unfortunately also grown. We are continuing to encourage faculty to participate in professional development, especially when that professional development includes practices for online teaching.

The equity gaps in success rates unfortunately mirror the award gaps. Latinx students have a -9.6% equity gap, and Black/African American students have a -12.1% equity gap. The equity gap by age group is, fortunately, smaller at -2.0% for the 18-24 age group. This is an indication that continuing our professional development efforts and ICT community/study space creation efforts as approaches to reduce the success rate equity gap will also help with the award equity gap.

Surprisingly, the equity gap by gender shows that female students are more successfully; there is -3.1% equity gap for male students, which indicates that more successful outreach to enroll women in CISC programs is a good solution to reduce the gender award gap.

Related Documents for Charts and Graphs

Describe the discussion(s) that took place about the unit's learning outcomes assessment data.
We noted that many of our CLOs are inaccurate, and some courses do not have CLOs listed. We are addressing these issues so that we will be able to collect appropriate data and examine it in the future.

Summary and 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 CISC department has committed to increasing the diversity of our students. We have taken many approaches to this goal, notably around equity and inclusion.

CISC faculty have participated in a Grading for Equity FIG, and have altered course grading policies to be more equitable. Some faculty have embraced standards-based grading policies; others have adopted smaller changes such as accepting late work without penalty and encouraging revisions to shift student focus from earning a grade to learning the course concepts.

Another FIG that CISC faculty participated in created Canvas pages showcasing computer scientists, with a focus on women and underrepresented ethnicities. We have started integrating these pages into our Canvas courses so that students can "see" themselves as successful computer scientists. We are working on printing posters to put in our classrooms so that our students will literally "see" faces that look like theirs every day in class.

Efforts to increase success rates in online courses are needed as well. Several faculty are improving their online courses based on information they have learned from participating in professional development courses offered by MOST (Refresh, Include, Assess) and by Humanizing Online STEM. We are sharing the changes that we have made, as well as the reasoning behind these changes, at department meetings so that all faculty can benefit.

OER and ZTC has been another focus for our department. Multiple instructors have adopted ZTC materials; in courses where ZTC materials are not readily available, instructors are comparing options from multiple publishers and are choosing the lower cost options.

What other factors (internal or external) might also impact the above data trends and equity gaps?
The pandemic had a major impact on equity. Many factors outside of school affected our students' ability to complete courses and programs. We have been slowly returning to campus and are saddened that our work to create a student space for ICT students to study and build community within the BT was incomplete despite the fact that we had secured funding for the project. This lack of space to create community will continue to impact our students in the form of decreased retention and success.

The combination of the recent retirement of a contract faculty and the growth that CISC is experiencing has resulted in a need to hire additional adjunct instructors. Because of intentional recruitment efforts, this has increased the diversity of our faculty, which we hope will assist our efforts in increasing the diversity of our students.

Unfortunately, the reduction in the number of contract faculty has made it difficult for us to participate as broadly as we would like to in conversations and efforts across campus, especially in efforts designed to increase student success and retention. Because we have fewer contract faculty, our individual responsibilities have increased, leaving us with less time to spend interacting with individual students.

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.
We appreciate the benefits of student SDCCD e-mails, but we have noticed that students are not consistently checking this e-mail address, and so are not getting messages from instructors. This is posing a challenge when instructors need to contact students regarding things like enrollment and progress in the class, especially for online classes.

Summary and Reflection

Provide any edits or updates to the prompts originally documented in the Data Reflection section for Year 2.
No.

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.
No.

YEAR 3 Updates (2024 - 2025)

Provide any edits or updates to the prompts originally documented in the Executive Summary section for Year 3.
We had one unsuccessful search for a new contract faculty member and just completed another search. That search resulted in the identification of a new contract faculty member to hire, and we are awaiting notification from the district about whether the candidate has accepted the offer.

Faculty continue to utilize embedded tutors in their classrooms, with both students and faculty indicating that the presence of the embedded tutor is helpful to student learning. Embedded tutors are able to spend extended time with students who need extra help, freeing the faculty member to check in with all students during class time. There are often not sufficient embedded tutors to meet faculty demand. This seems to be caused by multiple issues: there are not enough Mesa students who are interested in being tutors; there is not sufficient funding to hire more tutors in CISC, the process for becoming a tutor is long and cumbersome and students are not always able to enroll in EDU 100 to even be eligible to be hired.

We have improved communication with our colleagues at Miramar and City and have started a cross-college group to update our Java sequence of courses. We anticipate the outcome of these discussions to include a streamlined curriculum that reduces overlap between the introductory and intermediate level courses as well as a more consistent level at which each topic is taught between colleges, which we hope will reduce the number of students who enter the intermediate course unprepared.

We had a major curriculum discussion at the start of Fall 24 and are designing new courses and awards that will be ready to enter into Meta in the Spring semester. These new awards reflect the dual nature of our department that prepares students both for transfer and for jobs (CTE).

Provide any edits or updates to the prompts originally documented in the Data Reflection section for Year 3.
We have continued to see increased demand and enrollment during Fall and Spring semesters. Because district cuts to FTEF were disproportionately directed to many CTE programs, to be able to continue serving students during Fall 24 and Spring 25 semesters, we had to cut the number of Summer 24 classes that were offered. The few classes that we offered filled quickly and had full waitlists. We had previously noted an increase in productivity; with the return to on campus classes, which have a lower cap due to room capacity constraints, we have seen our productivity decrease slightly. This is offset by higher success rates for students taking these smaller-size on campus classes. Our overall course success rates have also been increasing, from a low of 60% success in 2018/19 to a 70% success in 2023/24! The success rates for online courses has increased from a low of 54% to a69%.

In revisiting equity gap analysis, we previously noted that there was an equity gap for female students in data from 20-22. Including semesters from Fall 22- Spring 24, we now see that this gap has been eliminated when considering all CISC classes and reduced to 1.8% (not considered a disproportionate impact) when considering only the classes in the ADT! There has also been a reduction in the equity gap for Latinx students, from 13.3% in 20-22 to 9.3% in 22-24. This impressive result is due to the hard work of our faculty in making our classes more equitable for all students.

We have had trouble with "bots" registering for classes as well as the transition to SSO that has prevented many students from being able to log into their online courses or even receive e-mails at their student accounts. Instructors are starting to reach out to students using their preferred e-mail addresses, and we appreciate that the district provides these to faculty.

The number of awards in CISC has been increasing each year. Our degree earners tend to be in the 25-39 age group, male, and White, Asian/Pacific Islander, or Latinx. Our outreach efforts might best be directed toward groups with an equity gap compared to campus representation: 18-24 age group, females, and Latinx students.

Summary and Reflection

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

We discussed outcomes in a department meeting. There are several courses that do not have correct outcomes; these are being corrected through a collaboration of the DOC and the faculty who teach those courses. We also discussed the results that were available for recently assessed classes. Faculty found the outcomes reports confusing to read, so in future semesters we will spend more time learning how to read the reports. Additionally, we noticed that some faculty provided more detail about the type of assessments used, and other faculty included minimal information; we are encouraging faculty to provide more comprehensive details about the specific type of assessment used in the future. We are also encouraging faculty to include the course number in their reports to make it easier to read the outcomes reports.

Because it appears that some faculty have higher reported success rates, we have decided to utilize time at department meetings to meet in course-specific groups to discuss teaching best practices and assessment strategies. This approach will foster a more targeted exchange of ideas, helping faculty refine their instructional methods for improved CLO outcomes.

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

Faculty have worked hard to reduce equity gaps. Many of our online faculty have participated in MOST cohorts and MOST coaching and have shared out about the changes they made in their courses to the department. Many faculty have also transitioned to standards-based grading and/or incorporated more equitable grading strategies into their class while maintaining the high standards of learning needed for our students to successfully transfer or gain employment. Additionally, there has been an increase in the number of faculty who are adopting OER/ZTC materials, which enables all students to start with full access to materials on the first day of class.

YEAR 4 Updates (2025 - 2026)

Provide any edits or updates to the prompts originally documented in the Executive Summary section for Year 4.

We have a new contract faculty member and are excited about the skills and experience he brings to the department!

Artificial Intelligence (AI), specifically Large Language Models (LLMs) are a challenge as faculty balance ensuring that students learn fundamental programming principles with students being ready to join the workforce and knowing how to use AI as a programming partner. Additionally, students are seeing the headlines that say it is difficult to find jobs in computer science and are questioning whether computer science is still a good option for a major (it still is!). As a department, we frequently discuss ways to help students be workforce and transfer ready, especially regarding AI. We are also developing curriculum that explicitly teaches aspects of AI and are consulting with our Industry Advisory Committee for insight into industry needs and expectations.

In Fall 25, we started using classroom furniture that replaced tables and chairs that were ergonomically incorrect and required students to turn their heads sideways to see the front screen. We also replaced classroom desktops with laptops, and have external computer accessories, like monitors, mice, and keyboards, that students can plug in to the laptops. With the new tables, chairs, and laptops, students can easily work in groups, in pairs, or individually, and can easily move around the room as needed to see the front screen or collaborate with a classmate.

Embedded tutoring continues to be a source of help for our students. Having a near-peer in the classroom inspires students. CISC faculty have actively identified students from their classes who would be good tutors; unfortunately, a lack of funding prevents these students from getting tutoring placements, which has a negative impact on the students in courses that do not get tutors.

The ICT study space is now officially open in the BT building and is actively used by multiple instructors for office hours as well as for club meetings. The original vision for this space included having the room open when the building is open, so that students can drop in and find other students working on similar courses, personal projects related to their major, and a sense of community. Since the room is not staffed, it is not open for as many hours as needed to help build community between students in different classes. It would be very helpful to have someone who could staff the room, help students troubleshoot installation and usage issues of required programs on personal computers, quickly resolve technical issues that arise in the classroom, and assist with checking out classroom laptops.

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

Enrollment continues to grow, with additional sections and enrollments in Spring 25 and Fall 25. Enrollment numbers increased by ~50 students compared to Spring 24 and Fall 24. Productivity has dipped slightly as we transition more classes back to campus; on campus classes are capped at 24, the number of seats in the computer lab classrooms, and online classes

are capped at 40. Since there is high demand for on campus classes, and higher success rates, we think this lowered productivity is reasonable. We also had a drop in fill rate for online classes, which we attribute to bots filling classes and displacing real students; although instructors worked to get add codes to real students, it was often difficult to identify bots in time to recruit real students. Additionally, the time spent identifying bots reduces the time that instructors can spend building community and interacting with students. We are hopeful that new technology used by the district to remove bots before they enroll will help.

Review Outcomes Report. Review the unit's outcomes assessment process for 2024 - 2025. Discuss connections to unit goals/action plans/resource requests.
We are on track with outcomes assessment and expect to complete the outcomes cycle this semester. We discuss the prior semester's outcomes at the first department meeting of each semester. Additionally, we are updating the outcomes for each course and will be revising those for the next cycle.

Provide any edits or updates to the prompts originally documented in the Practice Reflection section for Year 4.
Faculty continue to participate in professional development and implement lessons learned in an effort to reduce equity gaps, although faculty have noted that they miss the MOST offerings. Teaching practices are shared at department meetings, and in several courses, faculty typically choose to use a shared shell that is humanized and provides support for all students. Because all of these faculty contribute to updating the shell as well, the course materials developed reflect a diversity of faculty voices and better serve all students.

OER/ZTC adoption is also increasing in the department. Faculty who prefer typical publisher materials are cognizant of the cost to students and choose either lower-priced materials and/or work with the publisher to get the best price for students.

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: In the next 4 years, increase by 10% the number of students who gain employment at a livable wage or who attain a CISC certificate.

Unit Goal: Goal 1: In the next 4 years (program review cycle), increase by 10% the number of students who gain employment at a livable wage in computer science or a related field, or who see a wage increase by increasing the number of students who attain a certificate in CISC.

Goal Status: Active

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 **Action Plan:** Hire new contract faculty who will primarily teach CTE courses and allow our programs to grow. **Action Plan Cycle:** 2025 - 2026, 2024 - 2025, 2023 - 2024, 2022 - 2023	**Submission Date**: 12/02/2024 **Action Plan Update**: New faculty member in hiring process. This faculty member will primarily teach courses that are part of the ADT, which opens up adjunct faculty and current contract faculty available to teach CTE courses. **Update Year**: 2024 - 2025 **Action Plan Progress**: Completed **Submission Date**: 01/24/2024 **Action Plan Update**: A contract position has been approved and will be filled to start in Fall 2024. **Update Year**: 2023 - 2024 **Action Plan Progress**: On Track
Action Plan Status: Active	**Submission Date**: 12/02/2025 **Action Plan Update**: We have designed and gotten industry advisory committee approval for a new game development award that stacks with the MULT Associate's degree. Additionally, we are working with UCSD and SDSU to design one or more AI courses for transfer. **Update Year**: 2025 - 2026

Unit Goals, Action Plans, and Updates

Action Plans	Updates
Action Plan: Update curriculum to include specific areas of computer science. Ideas for new areas include data science, artificial intelligence, and cybersecurity; note that the specific area(s) we design curriculum around will be dependent on the advice of our advisory committee, labor market indicator reports from the regions, and the expertise of contract faculty. **Action Plan Cycle:** 2025 - 2026, 2024 - 2025, 2023 - 2024, 2022 - 2023	**Action Plan Progress**: On Track **Submission Date**: 12/02/2024 **Action Plan Update**: We are developing an Agile Software Development capstone course and certificate, with the possibility of creating an AS degree that corresponds to the certificate. **Update Year**: 2024 - 2025 **Action Plan Progress**: On Track

Goal 2: In the next 4 years, increase the number of students who attain an ADT in computer science.

Unit Goal: Goal 2: In the next 4 years (program review cycle) increase by 10% the number of students who transfer to a 4-year school in computer science or related majors by increasing the number of students who attain an ADT in computer science.

Goal Status: Active

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 (✓)
- **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 **Action Plan:** Hire new contract faculty who will primarily teach transfer-pathway courses. **Action Plan Cycle:** 2025 - 2026, 2024 - 2025, 2023 - 2024, 2022 - 2023	**Submission Date**: 12/02/2024 **Action Plan Update**: Action Plan Update: New faculty member in hiring process. This faculty member will primarily teach courses that are part of the transfer pathways. **Update Year**: 2024 - 2025 **Action Plan Progress**: Completed **Submission Date**: 01/24/2024 **Action Plan Update**: A contract position has been approved and will be filled to start in Fall 2024. **Update Year**: 2023 - 2024 **Action Plan Progress**: On Track
Action Plan Status: Active **Action Plan:** Assign a "lead" faculty for each transfer-pathway course, who will lead a community of practice to ensure that all courses are taught to the same standard, thus enabling students to successfully proceed through course sequences. **Action Plan Cycle:** 2025 - 2026, 2024 - 2025, 2023 - 2024, 2022 - 2023	**Submission Date**: 12/02/2025 **Action Plan Update**: We held a number of meetings with faculty from Mesa, Miramar, and City to discuss and update the course outline of record for CISC 190 and CISC 191. Those meetings led to increased collaboration between colleges and a shared understanding of the level at which we expect students to learn each concept, which we expect will lead to a smoother transition for students in these sequential courses. Additionally, faculty from Miramar and City have been added to Mesa's CISC 191 development shell and invited to use any or all materials and the shell. There is interest in creating a shared CISC 190 shell as well. **Update Year**: 2025 - 2026 **Action Plan Progress**: On Track **Submission Date**: 12/02/2024 **Action Plan Update**: We have unofficial "leads" for CISC 191 and CISC 211. The approaches to teaching CISC 190 and CISC 246 are varied by instructor, but communication between instructors is increasing through outcome discussions and department meetings. **Update Year**: 2024 - 2025 **Action Plan Progress**: On Track

Goal 3: In the next 2 years, revise the curriculum to meet the current industry demands.

Unit Goal: Goal 3: In the next 2 years, revise the curriculum to meet the current industry demands.

Unit Goals, Action Plans, and Updates

Goal Status: Active

Beginning Year: 2022 - 2023

Projected Completion Year: 2024 - 2025

Mapping
Mesa College Strategic Plan: Roadmap to Mesa2030:

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

Action Plans	Updates
Action Plan Status: Active **Action Plan:** Meet with an advisory committee to determine industry needs. **Action Plan Cycle:** 2024 - 2025, 2023 - 2024, 2022 - 2023	**Submission Date**: 12/02/2025 **Action Plan Update**: Advisory Committee now plans to meet once each semester as we develop curriculum to meet industry needs related to AI. **Update Year**: 2025 - 2026 **Action Plan Progress**: On Track **Submission Date**: 12/02/2024 **Action Plan Update**: Advisory committee continues to meet yearly **Update Year**: 2024 - 2025 **Action Plan Progress**: On Track **Submission Date**: 01/24/2024 **Action Plan Update**: Advisory Committee met in April 23 and will meet again in Spring 24. **Update Year**: 2023 - 2024 **Action Plan Progress**: On Track
Action Plan Status: Active **Action Plan:** Request LMI reports based on advisory committee recommendations. **Action Plan Cycle:** 2024 - 2025, 2023 - 2024, 2022 - 2023	**Submission Date**: 12/02/2025 **Action Plan Update**: Necessary LMI reports were obtained. **Update Year**: 2025 - 2026 **Action Plan Progress**: Completed

Unit Goals, Action Plans, and Updates

Action Plans	Updates
	Submission Date: 12/02/2024 **Action Plan Update**: A regional report already existed to support the updates we made to the Certificate of Achievement and AS in CISC, so no additional report is requested. Other regional reports guided us in updating other certificates, and specific LMI reports to support our proposed updates will be requested. **Update Year**: 2024 - 2025 **Action Plan Progress**: On Track
Action Plan Status: Active **Action Plan:** Develop new courses and certificates needed, as identified by advisory committee and LMI reports. **Action Plan Cycle:** 2024 - 2025, 2023 - 2024, 2022 - 2023	**Submission Date**: 12/02/2025 **Action Plan Update**: New courses and certificates will launch Fall 26 and Fall 27. Development of new courses and certificates is ongoing and necessary to keep the course and award offerings current with industry and transfer needs. The cycle of new courses and awards that was envisioned in the initial goal is now complete though. **Update Year**: 2025 - 2026 **Action Plan Progress**: Completed **Submission Date**: 12/02/2024 **Action Plan Update**: New courses and certificates are in the process of being developed and will be input into Meta soon. **Update Year**: 2024 - 2025 **Action Plan Progress**: On Track
Action Plan Status: Active **Action Plan:** Hire new contract faculty who will primarily teach CTE courses and allow our programs to grow. (relates to Goal 1 action 1). **Action Plan Cycle:** 2024 - 2025, 2023 - 2024, 2022 - 2023	**Submission Date**: 12/02/2024 **Action Plan Update**: New faculty member in hiring process. This faculty member will primarily teach courses that are part of the ADT, which opens up adjunct faculty and current contract faculty available to teach CTE courses. **Update Year**: 2024 - 2025 **Action Plan Progress**: Completed **Submission Date**: 01/24/2024 **Action Plan Update**: A contract position has been approved and will be filled to start in Fall 2024. **Update Year**: 2023 - 2024 **Action Plan Progress**: On Track

Unit Goals, Action Plans, and Updates

Goal 4: In the next 4 years (program review cycle), increase the number of high school students who go on to enroll at Mesa by 5%.

Unit Goal: Goal 4: In the next 4 years (program review cycle), increase the number of high school students who go on to enroll at Mesa by 5%, ideally with the goal of earning a degree or certificate in CISC.

Goal Status: Active

Beginning Year: 2022 - 2023

Projected Completion Year: 2025 - 2026

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 **Action Plan:** . Increase outreach and mentoring through CCAP offerings. **Action Plan Cycle:** 2025 - 2026, 2024 - 2025, 2023 - 2024, 2022 - 2023	**Submission Date**: 12/02/2025 **Action Plan Update**: Due to the barriers previously encountered, we are not currently offering CCAP courses in CISC. When we start teaching CISC 112, we are hopeful that it will better serve the CCAP population and will be easier to teach within the constraints of a high school bell schedule. **Update Year**: 2025 - 2026 **Action Plan Progress**: Barriers Encountered **Submission Date**: 12/02/2024

Unit Goals, Action Plans, and Updates

Action Plans	Updates
	Action Plan Update: FTEF was provided specifically to offer CCAP courses. We have determined that the format and intensity of many of our 4-unit lecture/lab courses, which meet 6 hours/week on campus for 16-week classes, is not compatible with high school schedules. We are exploring the possibility of teaching a class over two semesters at a high school instead, and have also designed a CS 0 level class (pre-intro programming class) that would be a better match for both the experience that high school students have and would convert to a hybrid class compatible with the high school schedule. Our action plan progress is part way between "Barriers Encountered" and "On Track" as we are currently working our way through the barriers that we have encountered. **Update Year**: 2024 - 2025 **Action Plan Progress**: Barriers Encountered **Submission Date**: 01/24/2024 **Action Plan Update**: FTEF cuts imposed on our growing program mean that we will need to either reduce on campus/online course offerings or CCAP course offerings. Because reducing on campus/online course offerings will negatively impact our students' ability to transfer in a timely fashion, our department is choosing to put part of the FTEF cuts on CCAP classes. This also means we will not be able to increase our CCAP course offerings as hoped. **Update Year**: 2023 - 2024 **Action Plan Progress**: Barriers Encountered
Action Plan Status: Active **Action Plan:** Increase outreach through ICT days, like we held for Junior High students prior to the pandemic. **Action Plan Cycle:** 2025 - 2026, 2024 - 2025, 2023 - 2024, 2022 - 2023	**Submission Date**: 12/02/2024 **Action Plan Update**: Discussions starting to reboot Empower, an outreach for Junior High students. **Update Year**: 2024 - 2025 **Action Plan Progress**: On Track
Action Plan Status: Active **Action Plan:** Participate in ICT marketing work with the CTE office. **Action Plan Cycle:** 2025 - 2026, 2024 - 2025, 2023 - 2024, 2022 - 2023	**Submission Date**: 12/02/2024 **Action Plan Update**: Marketing materials were created and launched. **Update Year**: 2024 - 2025 **Action Plan Progress**: Completed **Submission Date**: 01/24/2024 **Action Plan Update**: We have been working with the CTE office through a vendor that they selected related to a marketing campaign. We are still waiting to see the actual marketing materials. **Update Year**: 2023 - 2024 **Action Plan Progress**: On Track

Unit Goals, Action Plans, and Updates

Goal 5: Create a homework space for ICT students in the BT building.

Unit Goal: Goal 5: Create a homework space for ICT students in the BT building, where they can study, collaborate, receive tutoring assistance, and build connections with other students. The community room is needed to improve equity gaps by creating community so that students help support each other as they work together to learn.

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 **Action Plan:** We have previously designed a plan to create this space. Funding was identified, but then lost, because approval at higher administrative levels took too long to secure. We now need to identify a new funding source and continue our work to secure administrative approval. **Action Plan Cycle:** 2025 - 2026, 2024 - 2025, 2023 - 2024, 2022 - 2023	**Submission Date**: 12/02/2025

Unit Goals, Action Plans, and Updates

Action Plans	Updates
	Action Plan Update: The ICT Study Space is officially open! But it can only be used when a faculty member is present, so the space use is limited to office hours and clubs. Having a way to keep the room open during the times that the building is open would allow students to have a hangout space where they can easily meet other students taking ICT classes, work on homework, and find help from tutors and other students. The room has some computers, but they are former lab classroom computers that have been replaced with newer technology, and there is some doubt about how long this old equipment will be usable for ICT purposes. Additionally, there were some challenges getting the computers connected to the internet (we aren't sure if this is fully resolved), and the projector equipment was erroneously removed from the podium. We've found a workaround that allows us to use the projector but does not connect to the sound system. It would be nice to replace the desktops with laptops that students can check out and to have someone to staff the room to assist with laptop checkout and to keep the room open. **Update Year**: 2025 - 2026 **Action Plan Progress**: Barriers Encountered
	Submission Date: 12/02/2024 **Action Plan Update**: We have permission to create an ICT Study Space in BT-216. As noted previously, old equipment from MULT and CISC labs will be used as technology in the new space, until funding is secured to purchase more up-to-date technology. Staffing is still an issue; it would be helpful to have an ICT ILT who could keep the space open as well as assist with technology issues encountered in the classrooms during class times. **Update Year**: 2024 - 2025 **Action Plan Progress**: On Track
	Submission Date: 01/24/2024 **Action Plan Update**: We have successfully moved the BT-216 computers to BT-208, so BT-216 is now ready to be outfitted as a homework space. While we are working on obtaining funding for modern, up-to-date equipment, we are repurposing old computers from a MULT lab classroom that was able to obtain new computers, and plan to place them in BT-216. We are encountering issues with planned staffing to keep the room open for students to use though. **Update Year**: 2023 - 2024 **Action Plan Progress**: Barriers Encountered