SAN DIEGO MESA COLLEGE

Program Review

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

Instructional Program - Exercise Science (EXSC), Health Education (HEAL), Athletics

Executive Summary

Describe the successes and challenges your unit has faced since the last comprehensive review.
Successes: Creation of 3 new CTE certificate programs (Health Coaching, and Aquatics). Converting over 100 on-campus courses to distance education. Updated the CLOs for over 200 courses. Successful integration of 2 new contract faculty members into the department.

Challenges: Inadequate facilities to grow enrollment (existing Gym, Aquatics Complex, and Stadium can only accommodate one class at a time). Low enrollment in non-prime time slots for on-campus courses.

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.
Creation of 2 new CTE certificate programs (Health Coaching, Aquatics). Converting over 100 on-campus courses to distance education. Updated the CLOs for over 200 courses. Developed three new classes for the health and wellness coaching program. Updated personal trainer certificate program curriculum.

If applicable, describe the impact of any new resources (human, fiscal, etc) on the unit and/or action plan implementation.
Addition of two much needed contract faculty in Jackie Guidi and Travis Nichols.
Gym bleacher refurbishment reduced safety hazards in an aging and problematic gymnasium.

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.
Instructional data: While enrollment decreased substantially during 2020/21 and 2021/22, course retention and success rates remained high. Additionally, enrollment in Intercollegiate Athletics courses remained largely consistent, even during the pandemic.

CLO/PLO/ILO: Course Learning Outcomes were updated for over 200 courses, including mapping to Program and Institutional Learning Outcomes.

Degree Completion in Kinesiology remains low, as well as Certificate completion in the Personal Training CTE program. The Health Coaching and Aquatics certificates are new, so no data is available.

Transfer for intercollegiate athletics remains high, including over 1.5 million dollars in athletic aid being earned by Mesa student-athletes on a yearly basis.

Making large capital improvements in the Exercise Science facilities including the Gym, Aquatics Complex, and Stadium will allow the department to grow enrollment. The existing Gym, Aquatics Complex, and Stadium can only accommodate one class at a time, meaning that adding additional sections must be added in non-prime time slots. This has significantly contributed to reduced headcount in EXSC sections during cycles of lower demand.

Summary and Reflection

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

While equity gaps continue in enrollment, course success rate, and course retention rate; the success and retention rates have remained much higher than the campus rates of 73.1% and 86.8%, respectively. The Exercise Science courses overall exceed the campus course retention and success rates for that of the campus (81.7% and 87.9%, respectively for EXSC vs. 73.1% and 86.8% for the campus). Health Education courses also exceeded that of the campus, but by a lesser margin (74.3% and 89.7%, respectively for HEAL vs. 73.1% and 86.8% for the campus). However, the Health Education course success rate for Black/African American students is significantly lower than the campus rate at 60.6%, as well as the course retention rate for Black/African American students being somewhat lower than the campus rate at 84.1%.

Equity Gaps for Exercise Science:
Enrollment = Latinx 13,603, White 10,513, Black/AA 3,490, Multi/Other 2,911, Asian 2,579, Filipino 1,275, PI/HN 254
Course Success = PI/HN 86.6%, White 83.0%, Asian 82.9%, Multi/Other 82.4%, Black/AA 80.4%, Latinx 80.2%, Filipino 80.0%
Retention Rate = PI/HN 92.1%, Black/AA 88.5%, Multi/Other 88.4%, White 88.1%, Asian 88.1%, Latinx 87.5%, Filipino 86.5%

Equity Gaps for Health Education:
Enrollment = Latinx 4,768, White 3,253, Asian 1,121, Black/AA 1,073, Multi/Other 831, Filipino 507, PI/HN 60
Course Success = Asian 83.1%, White 79.5%, PI/HN 78.3%, Multi/Other 72.2%, Latinx 71.6%, Filipino 79.3%, Black/AA 60.6%
Retention Rate = Asian 93.1%, Filipino 92.1%, PI/HN 91.7%, Multi/Other 91.3%, White 90.6%, Latinx 89.3%, Black/AA 84.1%

Equity Gaps for Intercollegiate Athletics Courses:
Enrollment = Latinx 1,626, White 1,289, Black/AA 677, Multi/Other 436, Asian 143, Filipino 79, PI/HN 44
Course Success = PI/HN 97.7%, Asian 96.5%, Filipino 96.2%, Latinx 95.9%, White 95.5%, Multi/Other 93.8%, Black/AA 91.0%,
Retention Rate = PI/HN 97.7%, Asian 97.2%, Filipino 96.2%, Latinx 96.1%, White 96.0%, Multi/Other 94.0%, Black/AA 92.3%

Related Documents for Charts and Graphs

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

Discussions about outcomes data at department meetings, Zoom meetings, and on-campus meetings have focused on completing outcomes assessments on at least one CLO for over 200 courses in Exercise Science and 325 course sections. The focus of discussions in Health Education centered around collaboration and agreement to use a common measurement instrument to assess one CLO for each of 6 courses and 24 course sections.

The Department Outcomes Coordinator for Exercise Science for the beginning of the cycle was Ed Helsher. The current DOC is Nathan Resch.

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.

Current practices in Exercise Science that impact the above equity gaps are centered on creating meaningful course learning outcomes and that assessments are broadly relevant to ensure that the needs of all students are considered. Several exercise science activity classes (EXSC 124 and 139) had been previously converted from flexible class times to specific class times, and these are being reassessed to determine if student needs are better met with one format and/or the other.

Summary and Reflection

Current practices in Health Education that impact the above equity gaps may be contributed to by the greater portion of health education classes being delivered online compared to in-person classes in this domain. Perhaps the equity gap is related to reduced access to things like Wi-Fi, distraction-free places to study/complete work, etc. for online students

Current practices in Athletics that impact the above equity gaps are the focus on contact hours with student-athletes in practices, training, study hall, and recruiting activities.

What other factors (internal or external) might also impact the above data trends and equity gaps?
Factors –

A significant factor that has affected students is the issue of course repeatability. Currently, students are not able to repeat Exercise Science activity courses. EXSC activity courses may have beginner (A level) through advanced (D level) sections, but this system has shown to be a difficult pathway for students to navigate. The department and others in the state have continued lobbying for a return to the former system of students being able to repeat specific activity courses up to 4 times. Additionally, adding non-credit options for additional access to facilities that the local community currently has difficulty gaining access.

The removal of Area E from the CalGETC lower division breadth requirements poses a grave threat to enrollments in HEAL 101. The current legislation moves it to an upper division course, despite courses in this area not being offered as upper division courses in the CSU system. We feel that Area E provide vital skills and knowledge for students in important life areas that are not addressed in other areas, such as nutrition, mental health, physical health, and the effect of social justice issues on health and well being.

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.
During the current four-year Course Learning Outcome (CLO) assessment cycle the departments of Exercise Science, Health Education and Athletics have followed the Committee of Outcomes and Assessment (COA) recommended timeline. During Year 1 (2022-23) we had discussions and reflection on the previous cycle including reviewing and reaffirming outcomes and developing program review unit goals and action plans. Based on the post-COVID Course Learning Outcome assessment experience, where a backlog of in-person assessments were not possible, we decided to schedule CLO assessment in a way that spread the assessments more evenly by semester. We set a goal to group assessments where similar outcomes, such as with intercollegiate athletics courses, are assessed in the same semester.

During the fall of Year 2 (2023-2024) our departments continued validation of outcomes with our department faculty and identifying our gateway courses along with assessing several other groups of courses. Exercise Science 241B Introduction to Kinesiology was identified as a gateway course and assessed in Spring 2024. Exercise Science 282 Techniques of Weight Training (Personal Trainer) and Exercise Science 294 Health Coaching (Health and Wellness Coaching) were also identified as gateway courses to be assessed in year two. Exercise Science 118 Lifeguard Training was identified as a gateway course for the Aquatics Certificate program, however, it was not offered in Spring 2024 so assessment of that course was scheduled to be conducted in Fall 2024.

Spring 2024 Intercollegiate sport course learning outcomes were assessed as well as the gateway courses for our personal

trainer and health and wellness coaching programs. Due to the volume of courses learning outcomes need to be assessed in our department (over 200), our department faculty made the determination to use the Nuventive assignment feature in order to make the work of the Department Outcomes Coordinator (DOC) and faculty more organized and streamlined.

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.
The passage of Proposition HH in November of 2024 provides new optimism to address the facilities challenges faced by the Exercise Science, Athletics, and Dance courses. Many courses that teach in the Gym, L100, Aquatics, and athletic fields have long suffered from pedagogical and scheduling challenges due to facilities that are inadequate and 60+ years old. Future facilities planning provide opportunities to improve instruction, grow enrollment, improve safety, and lead to improved student success. The department of Exercise Science, Dance, Health Education, and Athletics has participated in extensive facilities planning as part of the Mesa 2030 planning group. Now will begin the next round of planning and implementation of the bond expenditures to bring the Mesa 20230 vision to fruition.

Provide any edits or updates to the prompts originally documented in the Data Reflection section for Year 3.
Degree completion data for the new certificate program in Health Coaching is growing stronger enrollment and completion. This program was modified to offer more online course offerings and a 9-unit certificate option to go along with the 18-unit option. The new Aquatics certificate has had more challenges filling classes.
Equity Gaps: The Health Education faculty are in ongoing discussions to address lagging Course Success and Retention Rates for African-American students in Health Education courses.
CLO assessments are being conducted in over 75 sections of Exercise Science, Athletics, and Health Education courses. Department discussions are ongoing to determine the order of assessment, assessment instruments, and strategies for improving assessment outcomes. Exercise Science also has CTE courses in the Personal Trainer Certificate and Health Coaching Certificates that are on a 2-year cycle – and are assessed each year.

Review Outcomes Report. Review the unit's outcomes assessment process for 2023 - 2024. Discuss connections to unit goals/action plans/resource requests.
Discussion Summary for Spring Intercollegiate Course Data Reflection (FHP Request for Mental Health Counseling Faculty):

In Spring 2024, the school of Exercise Science, Health Education Dance and Athletics conducted Student Learning Outcomes Assessments for Spring intercollegiate athletics courses. The school met during the Fall 2024 semester to analyze outcomes data, reflect on findings and discuss connections to our unit goals, curriculum, resource needs and action plans. Assessments included skills evaluation in practice and competition as well as exit interview written reflections and in person meetings. One key takeaway from data analysis and resource needs reflection/discussion was the overwhelming demand for mental health support for our student-athlete population. Our student-athletes reflect the challenges many Mesa students face, such as basic needs concerns, financial and scheduling burdens including needing to work to make ends meet while attending classes, transportation issues, etc., all while facing additional student-athlete commitments of practice and competition.

Mesa College has only started the work of addressing the mental health challenges of our students and student-athletes. Our data and reflection indicates that more mental health resources are necessary to educate the Mesa community, and, in the case of athletics, our coaches, faculty, staff and student-athletes to create partnerships in order to identify concerns and address them. The Community, Counseling and Mentorship (CCM) approach already deployed with athletics needs additional resources to reach a sustainable level of success.

During the 2023-2024 academic year our mental health counselor and mentors attended several games, conducted over 18 presentations to teams and coaching staff and developed new forms that cater to the needs of the student athlete. Counselors worked to make counseling more attainable to the needs of the student-athlete. Counselors conducted sessions at practice, early morning/afternoon and virtually. Mentors have developed strong relationships with coaches and assisted in reaching out to students that are reluctant to access services.

Though these efforts have made significant impacts on our student-athlete population, we must continue to develop rapport between coaches and student athletes. Even though we have had every team represented in therapy session we still have a goal is to increase mental health counseling to student-athletes and mentorship. Ultimately, an embedded counselor in the athletics department will increase mental health awareness and decrease the stigma of mental health counseling. When factoring the larger needs of the entire campus, the demands for mental health counseling is compounded. All this can only be accomplished

Summary and Reflection

with additional mental health counselling faculty. The school of Exercise Science, Health Education, Dance and Athletics faculty, administrators and staff, proudly join Student Affairs, Mental Health Counseling, Student Health Services, in supporting the resource request for additional Mental Health Counseling Faculty.

Detailed Data Reflection by Course:

EXSC 200/201: Unit Goal: Explain how resources selected will be used.
An automatic shuttle feeder for training would be helpful.
By purchasing an automatic shuttle feeder, success rates of student athletes would be improved, thus exceeding CLO#1:
Course Learning Outcome
Upon completion of this course the student will be able to demonstrate the skills necessary to compete at the intercollegiate level.

EXSC 222/223: Unit Goal #3 Increase the Number of Tenure-track Faculty
We have a need to support our students and student-athletes with more mental health faculty; one mental health counselor is not enough
Approach other departments/schools in FHP request for campus
Student-Athlete support through MAAP program tremendous resource; success having our counselor faculty in our building
We have a part-time counselor that runs out of time in Spring (pro-rata); other programs have multiple counselors
What is our facilities plan in the future for housing our counseling faculty with new facilities
ART program supports student-athletes and connects them with resources
Right now this is year-by-year funding can it/should it be expanded to include permanent classified support? Or, ok as a faculty/nance coach model?
Student success coach program volunteer faculty
Current model works to have coaches supervising ozone; one classified will divert funding to one position would hinder current
How will you use data reported above to continue improvement for the Course, CLO, Student Success, or Assessment Process?
Reflection on our curriculum and strengths and challenges in setting up our student athletes for success, completion of academic goals, and transfer rates.
If resources are needed to complete the action plan, select one or more categories.
Hiring, Student Support Services, Professional Development Resources
Explain how resources selected will be used.
Hopefully our ART Program stays in effect. This is a critical program in supporting our student athletes, keeping them on track academically and connecting them to resources. We also need more mental health support and resources. Derrick White is not enough. I would rate our student services as failing in providing enough mental health support for not just our student athletes, but our whole student population at SD Mesa College. Michael Temple has been a huge resource for our department.
Assessing the Action Plan
Our student athletes completion of their academic goals/associate degree, transfer rate of our student athletes to a four year, and their improvement and development in their marks over the course of their two years.

EXSC 282: Unit Goal #1:
While all of the course outcomes are being met, CLOs #2 and #3 require creativity to successfully educate and prepare students on because of space limitations. These CLOs involve students being able to successfully demonstrate, cue, and teach different exercises to and train a novice individual. Appropriately preparing students to meet these CLOs is difficult with the limited training space available. We often overlap with our class times in the fitness center with the football team, other sports teams, or general population classes. This means we have to modify class times/structure to use the fitness facility when it is available or we are in a space that is very loud and crammed, making educational instruction difficult. Lastly, the football team sometimes modifies their schedule for us to allow us to be in the space for certain practicals. Overall, space and equipment is a limitation for meeting CLOs in EXSC 282 and the personal trainer program as a whole.
In addition to the additional space and equipment we need to allow our personal training program, general population classes, and athletic team training to occur at the same time, we need and ILT lab technician for this/these spaces. Currently, there is no one to oversee the lab spaces, purchase new equipment, set up regular maintenance and repair, and oversee the space, so these duties fall on faculty. This regularly leaves gaps in maintenance, repair, and overall functionality of the space.

Summary and Reflection

EXSC 294: Unit Goal #3 Increase the Number of Tenure-track Faculty
While we are meeting course outcomes for EXSC 294, we are limited in the number of course sections we can offer in EXSC 294, EXSC 298, and HEAL 107 and the additional number of elective/GE health coaching courses we can teach due to not having any tenure-track faculty in the health and wellness coaching program outside of the program director. Because the instructors in the program are all adjuncts, they are capped at three classes per semester each, constraining our program size and offerings. Faculty must have specific credentials to teach in the program for us to maintain accreditation, so we cannot have other current tenured or tenure-track faculty teach in the program. Adding an additional tenure-track faculty to teach in either the personal trainer or health and wellness coaching programs would allow for more classes to be offered in the health and wellness coaching program, thus better meeting program demand and enhancing program outcomes (some of our adjuncts teach in both programs).

Provide any edits or updates to the prompts originally documented in the Practice Reflection section for Year 3.
Unit Goals
Facilities Improvement: Passage of Proposition HH will offer an opportunity to improve facilities as part of the Mesa 2030 plan to enable the Gym, Aquatics Complex, Stadium, and Dance Complex to accommodate 2 or more classes simultaneously, as well as better serving student learning and safety.

Equity Gap Reduction: The Health Education faculty continue ongoing discussions to determine the causes of and reduce the equity gap that is evident for Black/African American students in Health Education classes. One potential solution that is being implemented is equity-based grading strategies. One potential contributing factor to the equity gap may be the number of fraudulent students enrolling in online classes. Health Education has experienced a rise in the proportion of online vs. on-campus sections. There is no ethnicity data on fraudulent students, but 100% of fraudulent students receive financial aid.

Increase the number of Tenure Track Faculty: The department added two new tenure track faculty in 2023-24, one in Exercise Science/Softball, and one in Exercise Science/Men's Basketball. The current FHP request for 2024-25 includes requests for 2 additional contract faculty positions, one in Exercise Science/Women's Volleyball, and one in Exercise Science/Women's Soccer. These two requests will help equalize the Title IX requirements for gender equity.
Additionally, the Exercise Science Department would like to support the hiring of additional Mental Health Counselor(s) by the Student Health Services.

YEAR 4 Updates (2025 - 2026)
Provide any edits or updates to the prompts originally documented in the Executive Summary section for Year 4.
The implementation of the Mesa 2030 planning as part of Prop HH provides an opportunity to address the facilities challenges faced by the Exercise Science, Athletics, and Dance courses over the last several decades. Antiquated and unsafe Exercise Science facilities have hindered scheduling and enrollment. Building for the future is critical in the development of the Gym, L100, Aquatics, Dance studios, and athletic fields. The department of Exercise Science, Dance, Health Education, and Athletics has participated in extensive facilities planning as part of the Mesa 2030 planning group. Now we begin the implementation of the Mesa 2030 vision to set the stage for Mesa to be the leading College for Equity and Excellence.

Additional Goal: An ADT in Public Health has begun the process of approval. Goal of fall 2026 for beginning to offer the courses for the degree. The first 2 new courses were approved and added in 2023. The last course needed is History of Public Health.

Provide any edits or updates to the prompts originally documented in the Data Reflection section for Year 4.
CLO assessments for 100+ EXSC courses revealed the following trends: Course Learning Outcomes are continuing to be met at a level above the campus rate. However, implementation of an equity-based grading method has not altered the equity gap for Black/African American Health Education students, especially in online classes. A reassessment and planning process will need to be redone to address the equity gap. OER in HEAL 101 has seen some positive trends for decreasing equity gaps.

Review Outcomes Report. Review the unit's outcomes assessment process for 2024 - 2025. Discuss connections to unit goals/action plans/resource requests.
Unit Goal: We have a need to support our students and student-athletes with more mental health personnel. Facilitate more transfer/career based opportunities for our students.

Summary and Reflection

Action Plan: Having Michael Temple as an embedded academic counselor has been an important asset for the 600+ Mesa student-athletes. The ART program has also been a huge help in supporting the academic and alleviating the stresses on student-athletes. But additional support is needed.

Personal trainer program will work with WBL to plan two career events this year—one in the fall and one in the spring (held one last year). Add a networking component so students can informally chat after speakers present.

Resource Requests: Hiring one (or more) campus mental health professionals to add to the great work the Derrick White is doing in Student Health Services is needed.
Expanding the ART program to reduce the ratio of ARTs to student-athletes.
Hiring 2 additional tenure-track Exercise Science faculty to increase the contact hours with student-athletes and full-time faculty and reduce equity gaps.
Need new aquatics center will be built as part of Mesa 2030 facilities master plan. Need new vacuum for current facility (purchased). Purchase new pool covers. Purchase variety of surfboard options including short boards to allow instruction for short board surfing.

Provide any edits or updates to the prompts originally documented in the Practice Reflection section for Year 4.
Upon reflection of this four-year cycle, several goals have been met in curriculum development, CLO assessment, and faculty hiring. The EXSC, Health, Dance, and Athletics school has put a tremendous amount of time and effort in to the Mesa 2030 planning, and in preparing that planning to be implemented in the Prop HH bond build. This is a crucial time for Mesa College to move forward into the future of education with facilities that will stand the test of time. We need to build facilities that will meet the needs of students in 2050.
In the present, we need to better support the mental health of students and student-athletes. Embedded academic counseling, ART support personnel, and additional campus mental health practitioners are essential to student success.

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.

Facilities Improvement

Unit Goal: Improve facilities as part of the Mesa 2030 plan to enable the Gym, Aquatics Complex, Stadium, and Dance Complex to accommodate 2 or more classes simultaneously, as well as better serving student learning and safety.

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 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 3:** Design and promote programs and services that intentionally target a reduction in equity gaps in completion outcomes (✓)
- **Pathways and Partnerships - Objective 1:** Develop and implement frameworks to create communities that can provide more targeted delivery of educational resources and support services. (✓)
- **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 (✓)
- **Scholarship - Objective 2:** Evaluate and improve Diversity, Equity, and Inclusion practice in classroom environments, campus activities, departments, schools, and administrative units (✓)
- **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 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 (✓)

Action Plans	Updates
Action Plan Status: Active **Action Plan:** Increasing enrollment, retention, and success in exercise Science courses via improved facilities for the Mesa 2030 project. Exercise Science courses overall, and Intercollegiate Athletics focused Exercise Science courses exceed the campus course retention and success rates (81.7% and 87.9%, respectively for EXSC vs. 73.1% and 86.8% for the campus). Exercise Science courses overall, and Intercollegiate Athletics focused Exercise Science courses have a track record of course retention and success among Mesa's diverse student groups, including those that have equity gaps campus wide. Updating and expanding exercise science facilities to accommodate larger class sections and/or multiple sections will increase the number of students in courses that promote academic success and have demonstrated equity success. **Action Plan Cycle:** 2023 - 2024, 2022 - 2023	

Equity Gap Reduction

Unit Goal: Determine the causes of and reduce the equity gap that is evident for Black/African American and Latine students in Health Education classes.

Goal Status: Active

Beginning Year: 2026 - 2027

Projected Completion Year: 2029 - 2030

Mapping
Mesa College Strategic Plan: Roadmap to Mesa2030:

- **Community - Objective 2:** Develop activities, spaces, and programs that support a sense of belonging with a focus on antiracism, historically minoritized groups, and inclusion. (✓)
- **Community - Objective 3:** Build a culture of communication that is evidence based, race conscious, institutionally focused, systemically aware, and equity

advancing (✓)

- **Community - Objective 4:** Remove barriers to equitable participation by developing, incentivizing and creating structures for all employees to engage in and design professional learning (✓)
- **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 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 (✓)
- **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 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 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:** Evaluation of data to determine the contributing causes to lower retention and success rates among Black/African American and Latine students in Health Education courses may include, but are not limited to examination of: Drop/Withdrawal survey data, CLO completion rate for online vs. on-campus sections, course learning outcomes, and course learning outcome assessment. **Action Plan Cycle:** 2029 - 2030, 2023 - 2024, 2022 - 2023	

Unit Goals, Action Plans, and Updates

Increase the Number of Tenure-track Faculty.

Unit Goal: Increase the number of tenure-track faculty. Retirements and hiring freezes have decreased the number of tenured and tenure-track faculty and increased the reliance on adjunct faculty. The department is requesting an additional tenure-track faculty member in each of the following areas of Exercise Science, with a specialty in coaching: Women's Soccer, Women's Volleyball, Baseball, Strength and Conditioning Coach for all athletic teams. Additionally, the department is requesting additional classified professionals to better meet the needs of students and our instructional mission. Athletic Trainer, Sports Information Director/Event Coordinator, Groundskeeper are critically needed to meet the needs of students and instruction.

Goal Status: Active

Beginning Year: 2022 - 2023

Projected Completion Year: 2025 - 2026

Mapping
Mesa College Strategic Plan: Roadmap to Mesa2030:

- **Community - Objective 2:** Develop activities, spaces, and programs that support a sense of belonging with a focus on antiracism, historically minoritized groups, and inclusion. (✓)
- **Community - Objective 3:** Build a culture of communication that is evidence based, race conscious, institutionally focused, systemically aware, and equity advancing (✓)
- **Community - Objective 4:** Remove barriers to equitable participation by developing, incentivizing and creating structures for all employees to engage in and design professional learning (✓)
- **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 (✓)
- **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 4:** Expand the use of innovative and high-quality teaching, learning, and support practices that achieve equitable outcomes and increase student success (✓)
- **Stewardship - Objective 3:** Increase student access and schedule efficiency by coordinating schedules among departments/disciplines (✓)
- **Stewardship - Objective 5:** Increase campus understanding, communication of and transparency in budget and resource allocation (✓)
- **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:** Hire additional tenure-track faculty in Women's Soccer, Women's Volleyball, Baseball, and a multisport Strength and Conditioning to facilitate greater student success and transfer among Mesa's 500+ student athletes. Hire additional classified professionals to support student success and safety as Athletic trainer, SID/Event Coordinator, and athletic/exercise science area grounds keeper **Action Plan Cycle:** 2023 - 2024, 2022 - 2023	

Address legislative impacts

Unit Goal: Address legislative impacts such as AB 928/CalGETC

Goal Status: Active

Beginning Year: 2023 - 2024

Projected Completion Year: 2029 - 2030

Mapping

Mesa College Strategic Plan: Roadmap to Mesa2030:

- **Community - Objective 5:** Increase opportunities to be an asset and resource to the external community (✓)

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. (✓)
- **Pathways and Partnerships - Objective 1:** Develop and implement frameworks to create communities that can provide more targeted delivery of educational resources and support services. (✓)
- **Scholarship - Objective 3:** Assess impact of prerequisites and corequisites on student success and revise curriculum, as needed (✓)

Student-Athlete recruitment, retention, academic success, completion and transfer

Unit Goal: Our school perpetually strives to recruit new student-athletes, retain them at Mesa college and support them by connecting them with resources, assisting them with completion of an award and transfer them to the institution of their choosing with scholarship and/or financial aid support.

Goal Status: Active

Beginning Year: 2024 - 2025

Projected Completion Year: 2029 - 2030

Mapping
Mesa College Strategic Plan: Roadmap to Mesa2030:

- **Community - Objective 1:** Use technology to improve communication and accessibility across campus. (✓)
- **Community - Objective 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 (✓)
- **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:** Support student-athlete mental health **Action Plan Cycle:** 2025 - 2026	

Unit Goals, Action Plans, and Updates

Equity Gap Reduction (Copied on 09/28/2026, 14:14:27)

Unit Goal: Determine the causes of and reduce the equity gap that is evident for Black/African American and Latine students in Health Education classes.

Goal Status: Active

Beginning Year: 2026 - 2027

Projected Completion Year: 2029 - 2030