SAN DIEGO MESA COLLEGE

Program Review

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

Instructional Program - Geography (GEOG)

Executive Summary

Describe the successes and challenges your unit has faced since the last comprehensive review.
Since the last comprehensive review, successes include:

• Completion of an EquityEdit faculty interest group (FIG) with three geography faculty members (one contract and two part-time).

• Completion of the Teaching Research for Equity and Excellence (TREE) FIG with one geography faculty member. (in collaboration with faculty from sociology and biology).

• Publication of an OER physical geography lab manual (co-authored by the contract geographer).

• Funding for an OER world regional geography textbook (co-authored by a Mesa faculty member) and an OER physical geography lab manual for online instructions
(co-authored by contract and part-time faculty members).

• Involvement in seven grant applications to provide funding for Mesa student research internships; five of which were successful:

o Encoding Geography ($140,000 subaward from the American Association of Geographers funded by the National Science Foundation)
in partnership with Mesa's geographic information systems (GIS) department,
o Sustainable Food Futures ($98,201 subaward from the San Diego State University Research Foundation funded by the U.S. Department of Agriculture), and
o International Research Internship Program ($2,500 direct student payment from UCSD's International Institute).
o Strengthening Our Roots ($125,000 award from the San Diego Foundation)
o SEEDS Scholars: APT Program ($400,000 from the U.S. Department of Agriculture)
o Climate Literacy @ Mesa ($15,000 award from the National Audubon Society)

• Co-hosting professional learning workshops on science identities and geoscience careers with faculty members in geography and geology.

• Faculty accolades include the 2024 Sustainability Champion award from the California Community Colleges Board of Governors, selection for the inaugural 2023 STEMSEAS community college faculty expedition from Seattle to Honolulu, faculty mentorship for the 2024 STEMSEAS expedition from Portland (OR) to San Diego, selection for the 2024 International Ocean Discovery Program's School of Rock in Amsterdam, and lead authorship on a poster presentation at the 2024 American Geophysical Union's annual meeting.

• Hiring of a tenure-track assistant professor with a physical geography specialization.

2025-2026 Update:

- Cal-GETC, Area 1B, approval for GEOG 205 (critical thinking and writing in geography)
- Launching a Canvas course for majors to share resources and provide monthly mentorship meeting
- Co-hosting an internship workshop for geography majors with the Career Center

Since the last comprehensive review, challenges include:

• 50% loss of contract faculty due to retirement.

Summary and Reflection

- 48% loss of course sections scheduled each semester even though the program's productivity values exceed campus-wide targets.
- Persistent equity gaps.

2025-2026 Update:
- Persistent equity gaps in student retention and student success
- Need to resubmit GEOG 175 (sustainable places and practices) for Cal-GETC Area 4 approval (submitted to CRC October 2025)
- GEOG 102 (cultural geography) still does not articulate to CSU, San Marcos

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 2021, CSU San Marcos began offering a bachelor's degree in geography. Two of four preparation for the major courses have been articulated so far.

In collaboration with the contract geography at City College, scheduled six-year reviews for GEOG 102 (effective term Spring 2020), GEOG 104 (effective term Fall 2021), GEOG 101, GEOG 101L, and GEOG 154 (effective term Fall 2023) were completed.

The physical geography lab course (GEOG 101L) was submitted for non-emergency distance education instruction in Spring 2023.

Two new geography courses were approved for scheduling starting in the Fall 2025 semester: Sustainable Places and Practices (GEOG 170) and Critical Thinking and Writing in Geography (GEOG 205).

2025-2026 Update:
Need to resubmit GEOG 175 (sustainable places and practices) for Cal-GETC Area 4 approval (submitted to CRC October 2025)

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

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 following trends in instructional data have been observed:
- Slight improvements in reducing equity gaps in course success and retention rates, although there are still persistent and considerable gaps.
- After the decline in enrollment during the pandemic, enrollments have increased over the past two academic years.
- Geography continues to enroll more male-identifying students (51%) than female-identifying (48%). This is distinct from the College statistics: 44% and 54%, respectively.

Describe any equity gaps in the data. Are there differences and/or patterns observed by demographics (e.g.race/ethnicity, gender, age, etc.)
There are persistent equity gaps in the geography program that have seen slight improvements since the pandemic. The five-year average of course success is 72.4% and the equity gaps are as follows: Black/African American (14%), Latinx (7%), and

first-generation status (4%). Similar equity gaps exist for course retention.

2025-2026 Updates:

There have been slight improvements in reducing equity gaps in course success and retention rates, although there are still persistent and considerable gaps. In terms student success:

The equity gap for Black/African American students, while still unacceptable, has improved by about 7%. The six-year average for this equity gap is 8.3%. In 2024-2025, this gap was 5.6%.
The equity gap for Latine students lowered by less than 1%. The six-year average for this equity gap is 6.3%. In 2024-2025, this gap was 4.4%.
The equity gap for Pacific Islander is the largest at 19.8%, although there is a relatively small sample size (37 students).
The equity gap for Native American students is 9.8%, although there is a relatively small sample size (21 students).
The equity gap for students who have experienced the foster youth system is 13.5%. For the past two academic years, the equity gap has been 6% (2023-2024) and 4.2% (2024-2025).
The equity gap for student athletes is 5.2%.
The equity gap for student parents is 4.1%
There is no longer an equity gap for first-generation students. In 2024-2025, this gap was 2.2%.

Related Documents for Charts and Graphs

Describe the discussion(s) that took place about the unit's learning outcomes assessment data.
Each semester, the geography program discusses the course and program learning outcomes assessment data. At the course level, students are meeting the minimum threshold set by the social sciences department.

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.
Professional learning is a focus of reducing equity gaps in geography classes. Recent opportunities completed by geography faculty include:
• Unlearning Racism in the Geosciences, which included the co-authorship of the Guidelines to be Actively Anti-Racist in the Geosciences at Two-Year Colleges.
• Supporting and Advancing Geoscience Education at Two-Year Colleges change agent program with faculty in the geology program.
• EquityEdit faculty interest group.
• Introducing Geophysics for Urban and Near-surface Applications NSF-workshop, which had the goal to attract a diverse population of students to geophysics through the development of teaching materials that highlight the application of geophysical tools and methods to societally-relevant questions, including environmental, engineering, and forensic questions in urban settings.
• Workshops with geography and geology faculty on creating inclusive field experiences, professional opportunities in the geosciences, and cultivating students' science identities.
• Faculty member participation in the AAPI Community of Practice.
• Partnership with Mesa Athletics to enroll and support athletes in geography courses.

2025-2026 Updates:

- Professional learning is a focus of reducing equity gaps in geography classes. Recent opportunities completed by geography faculty include:
- Presented at workshops related to the National Park Service Tribal Heritage Grant and Mind Mapping for Community Improvement.

Summary and Reflection

- Presented at the Work-Based Learning Summit.
- Presented at the Annual Meeting of the Association of Pacific Coast Geographers.

What other factors (internal or external) might also impact the above data trends and equity gaps?
It is unclear what internal or external factors directly influence data trends and equity gaps. Promoting the geography program and adapting teaching practices to best student needs may help to improve the positive data outcomes.

Related Documents for Charts and Graphs

Practice Reflection Complete
Yes

Mid-Cycle Updates

YEAR 2 Updates (2023 - 2024)

Provide any edits or updates to the prompts originally documented in the Executive Summary section for Year 2.
2023-2024 Update:

Since the last comprehensive review, successes include:

- Approval for a physical geography faculty hire, who will start in Fall 2024.
- Lottery funds approval to purchase qPCR and seismic refraction equipment in Fall 2023 for use in the physical geography laboratory course and for student research projects.
- Delivery of two asynchronous physical geography laboratory courses in Fall 2023 with the District ZTC grant-funded lab manual. The implementation of the course has been positive thus far in terms of student learning, however student success rates and evaluations will need to be evaluated at the end of the term.
- In partnership with Garden 31, Mesa College was awarded a $125,000 grant from the San Diego Foundation to increase students' food security and food sovereignty at the TerraMesa Community Garden.

2025-2026 Update:
- Cal-GETC, Area 1B, approval for GEOG 205 (critical thinking and writing in geography)
- Launching a Canvas course for majors to share resources and provide monthly mentorship meeting
- Co-hosting an internship workshop for geography majors with the Career Center

Since the last comprehensive review, challenges include:
- Ensuring that course modalities match student needs.
- Persistent equity gaps.

In 2021, CSU San Marcos began offering a bachelor's degree in geography. Three of four preparation for the major courses have been articulated so far.

In Fall 2023, two new courses are being proposed: GEOG 170, Sustainable Places and Practices; and GEOG 205, Critical Thinking and Writing in Geography.

In Fall 2023, the first honors section of cultural geography (GEOG 102) was offered.

2025-2026 Update:
- Persistent equity gaps in student retention and student success
- Need to resubmit GEOG 175 (sustainable places and practices) for Cal-GETC Area 4 approval (submitted to CRC October 2025)
- GEOG 102 (cultural geography) still does not articulate to CSU, San Marcos

Summary and Reflection

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

There have been slight improvements in reducing equity gaps in course success and retention rates, although there are still persistent and considerable gaps.

There are persistent equity gaps in the geography program. The five-year average of course success is 71.4% and the equity gaps are as follows: Black/African American (15%), Latinx (7%), and first-generation status (4%). Similar equity gaps exist for course retention.

Each semester, the geography program discusses the course and program learning outcomes assessment data. At the course level, students are meeting the minimum threshold set by the social sciences department.

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.

2023-2024 Updates:

Professional learning is a focus of reducing equity gaps in geography classes. Recent opportunities completed by geography faculty include:
• Unlearning Racism in the Geosciences, which included the co-authorship of the Guidelines to be Actively Anti-Racist in the Geosciences at Two-Year Colleges.
• Supporting and Advancing Geoscience Education at Two-Year Colleges change agent program with faculty in the geology program.
• EquityEdit faculty interest group.
• Introducing Geophysics for Urban and Near-surface Applications NSF-workshop, which had the goal to attract a diverse population of students to geophysics through the development of teaching materials that highlight the application of geophysical tools and methods to societally-relevant questions, including environmental, engineering, and forensic questions in urban settings.
• Workshops with geography and geology faculty on creating inclusive field experiences, professional opportunities in the geosciences, and cultivating students' science identities.

It is unclear what internal or external factors directly influence data trends and equity gaps. Hiring a physical geographer with professional experience in teaching culturally-affirming curricula is a step towards eliminating equity gaps.

2025-2026 Updates:

Each semester, the geography program discusses the course and program learning outcomes assessment data. At the course level, students are meeting the minimum threshold set by the social sciences department. Goals 1, 2, 4, and 6 address ways to improve student recruitment, retention, and success in geography courses.

YEAR 3 Updates (2024 - 2025)

Provide any edits or updates to the prompts originally documented in the Executive Summary section for Year 3.
• Funded grants:
    o Strengthening Our Roots ($125,000 award from the San Diego Foundation)
    o SEEDS Scholars: APT Program ($400,000 from the U.S. Department of Agriculture)
    o Climate Literacy @ Mesa ($15,000 award from the National Audubon Society)

• Faculty accolades include the 2024 Sustainability Champion award from the California Community Colleges Board of Governors, selection for the inaugural 2023 STEMSEAS community college faculty expedition from Seattle to Honolulu, faculty mentorship for the 2024 STEMSEAS expedition from Portland (OR) to San Diego, selection for the 2024 International Ocean Discovery Program's School of Rock in Amsterdam, and lead authorship on a poster presentation at the 2024 American

Geophysical Union's annual meeting.

• Hiring of a tenure-track assistant professor with a physical geography specialization.

Two new geography courses were approved for scheduling starting in the Fall 2025 semester: Sustainable Places and Practices (GEOG 170) and Critical Thinking and Writing in Geography (GEOG 205).

Provide any edits or updates to the prompts originally documented in the Data Reflection section for Year 3.
The following trends in instructional data have been observed:
- Slight improvements in reducing equity gaps in course success and retention rates, although there are still persistent and considerable gaps.
- After the decline in enrollment during the pandemic, enrollments have increased over the past two academic years.
- Geography continues to enroll more male-identifying students (51%) than female-identifying (48%). This is distinct from the College statistics: 44% and 54%, respectively.

There are persistent equity gaps in the geography program that have seen slight improvements since the pandemic. The five-year average of course success is 72.4% and the equity gaps are as follows: Black/African American (14%), Latinx (7%), and first-generation status (4%). Similar equity gaps exist for course retention.

Review Outcomes Report. Review the unit's outcomes assessment process for 2023 - 2024. Discuss connections to unit goals/action plans/resource requests.
Each semester, the geography program discusses the course and program learning outcomes assessment data. At the course level, students are meeting the minimum threshold set by the social sciences department.

Provide any edits or updates to the prompts originally documented in the Practice Reflection section for Year 3.
- Faculty member participation in the AAPI Community of Practice.
- Partnership with Mesa Athletics to enroll and support athletes in geography courses.

It is unclear what internal or external factors directly influence data trends and equity gaps. Promoting the geography program and adapting teaching practices to best student needs may help to improve the positive data outcomes.

YEAR 4 Updates (2025 - 2026)
Provide any edits or updates to the prompts originally documented in the Executive Summary section for Year 4.
2025-2026 Update:
- Since the last comprehensive review, successes include:
- Cal-GETC, Area 1B, approval for GEOG 205 (critical thinking and writing in geography)
- Launching a Canvas course for majors to share resources and provide monthly mentorship meeting
- Co-hosting an internship workshop for geography majors with the Career Center

Since the last comprehensive review, challenges include:
- Persistent equity gaps in student retention and student success
- Need to resubmit GEOG 175 (sustainable places and practices) for Cal-GETC Area 4 approval (submitted to CRC October 2025)
- GEOG 102 (cultural geography) still does not articulate to CSU, San Marcos

Provide any edits or updates to the prompts originally documented in the Data Reflection section for Year 4.
2025-2026 Updates:

There have been slight improvements in reducing equity gaps in course success and retention rates, although there are still persistent and considerable gaps. In terms student success:

The equity gap for Black/African American students, while still unacceptable, has improved by about 7%. The six-year average for this equity gap is 8.3%. In 2024-2025, this gap was 5.6%.
The equity gap for Latine students lowered by less than 1%. The six-year average for this equity gap is 6.3%. In 2024-2025, this gap was 4.4%.

Summary and Reflection

The equity gap for Pacific Islander is the largest at 19.8%, although there is a relatively small sample size (37 students).
The equity gap for Native American students is 9.8%, although there is a relatively small sample size (21 students).
The equity gap for students who have experienced the foster youth system is 13.5%. For the past two academic years, the equity gap has been 6% (2023-2024) and 4.2% (2024-2025).
The equity gap for student athletes is 5.2%.
The equity gap for student parents is 4.1%
There is no longer an equity gap for first-generation students. In 2024-2025, this gap was 2.2%.

Review Outcomes Report. Review the unit's outcomes assessment process for 2024 - 2025. Discuss connections to unit goals/action plans/resource requests.
2025-2026 Updates:

Each semester, the geography program discusses the course and program learning outcomes assessment data. At the course level, students are meeting the minimum threshold set by the social sciences department. Goals 1, 2, 4, and 6 address ways to improve student recruitment, retention, and success in geography courses.

Provide any edits or updates to the prompts originally documented in the Practice Reflection section for Year 4.
Professional learning is a focus of reducing equity gaps in geography classes. Recent opportunities completed by geography faculty include:
- Presented at workshops related to the National Park Service Tribal Heritage Grant and Mind Mapping for Community Improvement.
- Presented at the Work-Based Learning Summit.
- Presented at the Annual Meeting of the Association of Pacific Coast Geographers.

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: Implement the recommendations of the Supporting and Advancing Geoscience Education at Two-Year Colleges program of the Science Education Resource Center to reduce equity gaps.

Unit Goal: Goal 1: Implement the recommendations of the Supporting and Advancing Geoscience Education at Two-Year Colleges program of the Science Education Resource Center to reduce equity gaps.

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 (✓)
- **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 (✓)

Action Plans	Updates
Action Plan Status: Active **Action Plan:** Meet with geography faculty in Spring 2026 to discuss the recommendations and develop an implementation strategy. **Action Plan Cycle:** 2025 - 2026	**Submission Date**: 12/02/2024 **Action Plan Update**: This action plan was postponed to Spring 2026 due to scheduling conflicts. **Update Year**: 2024 - 2025 **Action Plan Progress**: On Track

Goal 2: Modernize the physical geography laboratory.

Unit Goal: Goal 2: Modernize the physical geography laboratory.

Goal Status: Active

Beginning Year: 2022 - 2023

Projected Completion Year: 2027 - 2028

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. (✓)

Unit Goals, Action Plans, and Updates

- **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 (✓)

Action Plans	**Updates**
Action Plan Status: Completed	**Submission Date**: 12/02/2024

Unit Goals, Action Plans, and Updates

Action Plans	Updates
Action Plan: Request lottery funds for qPCR and seismic refraction equipment. **Action Plan Cycle:** 2023 - 2024	**Action Plan Update**: completed **Update Year**: 2024 - 2025 **Action Plan Progress**: Completed
Action Plan Status: Active **Action Plan:** Identify what resources are needed to provide students with experience using appropriate technologies and equipment. **Action Plan Cycle:** 2027 - 2028	**Submission Date**: 11/26/2025 **Action Plan Update**: A soil microscope was purchased using grant funding. Lab inventory and discussions with lab instructors needed. **Update Year**: 2025 - 2026 **Action Plan Progress**: On Track **Submission Date**: 12/02/2024 **Action Plan Update**: Several pieces of equipment were purchased for the geography lab, including equipment to conduct microbe research, seismic studies, air quality studies, and water quality research. We need to develop and refine curricula related to this equipment, and identify what other technologies and equipment will provide students with hands-on applications of physical geography and develop students' transferable and professional skills. Additionally, GIS software will be requested for installation on the geography lab room computers. **Update Year**: 2024 - 2025 **Action Plan Progress**: On Track

Goal 3: Develop the sustainable places and practices course.

Unit Goal: Goal 3: Develop the sustainable places and practices course.

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. (✓)

Unit Goals, Action Plans, and Updates

- **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: Completed **Action Plan:** 1. Review the course syllabus from SDSU. 2. Draft a course outline and discuss with District colleagues. 3. Submit course for state and articulation approval.	**Submission Date**: 11/26/2025 **Action Plan Update**: Resubmitted for Cal-GETC Area 4 approval. **Update Year**: 2025 - 2026 **Action Plan Progress**: Barriers Encountered

Unit Goals, Action Plans, and Updates

Action Plans	Updates
Action Plan Cycle: 2023 - 2024	

Goal 4: Increase hands-on and field experiences in geography courses.

Unit Goal: Goal 4: Increase hands-on and field experiences in geography courses.

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 (✓)
- **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 (✓)

Unit Goals, Action Plans, and Updates

- **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:** Identify current and potential hands-on and field experiences. **Action Plan Cycle:** 2025 - 2026	**Submission Date**: 11/26/2025 **Action Plan Update**: Need to schedule a meeting to discuss field experiences with geography professors. **Update Year**: 2025 - 2026 **Action Plan Progress**: On Track **Submission Date**: 12/02/2024

Unit Goals, Action Plans, and Updates

Action Plans	Updates
	Action Plan Update: This is an ongoing project within the geography program. We will begin to price how much a field trip vehicle will cost to purchase and maintain by speaking to other groups on campus with a vehicle (e.g., NextUP and Athletics). And we will look for funding to support this project. Additionally, we will work with Facilities to create an on-campus, ADA accessible space for outdoor lab analysis exercises for future field data collection and analysis. **Update Year**: 2024 - 2025 **Action Plan Progress**: On Track

Goal 5: Publish an OER physical geography lab manual designed for asynchronous instruction.

Unit Goal: Goal 5: Publish an OER physical geography lab manual designed for asynchronous instruction.

Goal Status: Completed

Beginning Year: 2022 - 2023

Projected Completion Year: 2023 - 2024

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 (✓)
- **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

Action Plans	Updates
Action Plan Status: Completed **Action Plan:** 1. Co-author lab manual for review. 2. Send lab manual draft for review. 3. Beta-test lab manual 4. Publish lab manual. **Action Plan Cycle:** 2023 - 2024	

Goal 6: Formalize mentoring opportunities for majors in geography and related disciplines.

Unit Goal: Goal 6: Formalize mentoring opportunities for majors in geography and related disciplines.

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 (✓)
- **Pathways and Partnerships - Objective 1:** Develop and implement frameworks to create communities that can provide more targeted delivery of educational resources and support services. (✓)

Unit Goals, Action Plans, and Updates

- **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 (✓)

Action Plans	Updates
Action Plan Status: Completed **Action Plan:** Plan a visit to the geography department at SDSU for Fall 2023. **Action Plan Cycle:** 2023 - 2024	
Action Plan Status: Completed **Action Plan:** Identify what activities would best support geography majors. **Action Plan Cycle:** 2023 - 2024	**Submission Date**: 11/26/2025 **Action Plan Update**: Canvas course created for geography majors. Geography majors completed a survey of their interests. Internship workshop offered in collaboration with the Career Center in November 2025. **Update Year**: 2025 - 2026 **Action Plan Progress**: On Track **Submission Date**: 12/02/2024

Unit Goals, Action Plans, and Updates

Action Plans	Updates
	Action Plan Update: We are able to get email addresses for geography and sustainability majors. There has been a poor response rate to emails. We need to update the geography program webpage to include mentoring opportunities. Additionally, we are planning to implement Monday Meetings, which is a mentorship/professional development group for students with an emphasis on geography, sustainability, environmental science, and GIS majors. **Update Year**: 2024 - 2025 **Action Plan Progress**: On Track

Goal 7: Develop Garden-related Curricula

Unit Goal: Develop garden and food system-related curricula for the TerraMesa Community Garden.

Goal Status: Completed

Beginning Year: 2022 - 2023

Projected Completion Year: 2024 - 2025

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. (✓)
- **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 (✓)
- **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 (✓)

Unit Goals, Action Plans, and Updates

Action Plans	Updates
Action Plan Status: Active **Action Plan:** Develop curricula as part of the Strengthening Our Roots grant. **Action Plan Cycle:** 2023 - 2024	**Submission Date**: 12/02/2024 **Action Plan Update**: Curricula for physical geography lecture and lab and cultural geography courses have been developed. **Update Year**: 2024 - 2025 **Action Plan Progress**: Completed