Program Review

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

Instructional Program - Sociology (SOCO)

Executive Summary

Describe the successes and challenges your unit has faced since the last comprehensive review.
Program Challenges

The last comprehensive program review was held in 2018/19. Understandably, the COVID-19 pandemic will be central to this program review. While we are all eager to move past this event, it inevitably contours both the successes of, and challenges to, the Sociology Program in San Diego Mesa College's Behavioral Sciences Department. Sociology faculty are proud of our successes, and our students' many successes, and they are only amplified by the challenges brought on by pandemic isolation. For that reason, we are starting with these challenges in our program review.

As you will read in the forthcoming Data Reflection section, our student success rates and equity rates, as they are determined by the college, stayed about the same, if only because distance education teaching meant that exams were held online instead of in the classroom, and were usually open-book, and open-note. In terms of equity, the online/remote modalities especially affected students who do not have access to technology or secure internet. As we'll discuss in the Data Reflection sections, African-American, Black, and Latinx students are more likely to experience these problems with technology, despite the best efforts of student services providing on-campus Wifi and free laptops during the COVID-19 pandemic. These students missed parts of class due to slow internet connections, and faculty report some students regularly getting kicked offline or experiencing choppy access due to bad connections. This makes students less likely to participate again. It also impacts the presentation of teaching as faculty internet connections are also not infallible.

As expected, the onset of the COVID-19 pandemic and the ongoing conditions thereof negatively affected student success and equity in each discipline of the social and behavioral sciences, including Sociology, but there has been an uptick in success rates since the slow return to face-to-face classes.

These data being used to determine success and equity rates are descriptive and lack some of the control measures and statistical analyses that are necessary for understanding the nuances of student education. One such control measure is enrollment rates, and another is actual learning outcomes. Relatedly, another challenge to higher education, more broadly, is the incentification of online learning and consequent drop in enrollment in face-to-face classes. Lack of regular in-person communication causes an absence of accompanying forms of nonverbal communication that are necessary for supporting students who are learning to think critically about complex course material. Spontaneous discussions that flow smoothly are crucial for students learning to engage with, and use sociological theory to understand social patterns that are so relevant to their day-to-day lives. This has reinforced the Sociology faculty's commitment to providing in-person courses that are intellectually robust and relevant to the experiences of students from diverse backgrounds. It has also reinforced our commitment to remaining knowledgeable of current sociological research, to contributing to sociological research, and using Sociology to close the gap between theory and praxis in education and in our community.

Program Successes

Closing the gap between theory and praxis has been central to the many successes in our Sociology Program at San Diego Mesa College. Our faculty contributions to sociological research is couched in studies of social movements and racial/ethnic inequities praxis. The following is a list of both academic and mass media publications authored by Sociology faculty with San Diego Mesa College affiliation:

? "'Spokes in the Wheel' and How Policy Reform Can Diversify a Social Movement" (2019) Social Movement Studies 19(3): 268-286.
? "Globally Visible Environmental Protest: A Cross National Analysis, 1970-2010" with Evan Schofer and Ann Hironaka (2020) Sociological Perspectives, 63(5): 786-808.
? "Institutionalization of Animal Welfare and the Evolution of Corona Virus(es)," special edition of This View of Life, The Evolution Institute, published online on August 31st.

Summary and Reflection

? “San Diego’s Commission on Police Practices needs these five things to create real change,” San Diego Union-Tribune, June 23rd, 2020.
? “Care Movements, Climate Change, and Multi-Species Refugees,” (2021) Like an Animal: Critical Animal Studies Approaches to Borders, Displacement, and Othering, eds. Natalie Khazaal and Nuria Almiron, Brill Publishing.
? “A Mediation Model for Why Controversial Organizations Get the Coverage They Want,” (2021) with Edwin Amenta and Thomas Alan Elliott, Society & Animals (1) 1-22.
? “The Policy Trap of Personal Responsibility,” Times of San Diego, May 20th, 2021.
? “Animal Advocacy and the ‘Good Cop-Bad Cop’ Radical Flanking of Laboratory Research,” (2022) Sociological Inquiry https://doi.org/10.1111/soin.12521
? Introduction to Latinx Studies: A Social Science and Cultural Studies Reader (2023) co-edited/written with Lydia Huerta Moreno, Cognella Publishing.

Not only have our faculty contributed to academic discourse, we also engaged in Public Sociology, where we focus on making Sociology publicly relevant, impactful, and accessible. One method for doing so is by engaging with the broader community and organizing departmental and campus events. Our faculty started holding informal and virtual Sociology Club meetings for students and Sociology majors. We created a system for gathering and maintaining sociology major contact information through the club and are writing newsletters to provide students with information such as transfer deadlines, class availability, and internship opportunities. Since students of color and marginalized communities are attracted to sociology, the club provides a forum for learning more about social justice issues and opportunities to apply sociological learning.

Our informal Sociology club meetings have included a film series on care workers, inequities, and social justice movements that was funded by the Humanities Institute and included collaborations with the FAST Center, Voices for Children and San Diego’s Court Appointed Special Advocate program, ANIMARTE art collective out of Reno, Nevada, and the San Diego Mesa College student initiative, Propelled by Protests. Faculty also collaborated with the Women Studies Advisory Committee and organized an event on Gendered Professions for Women’s History Month. Finally, the Sociology faculty collaborated with the Environmental Sustainability Committee and our student environmentalism club, TerraMesa, on a film screening event for our campus Earth Fair in 2023.

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.
We are continuing to build our academic programming and have introduced an honors section for Sociology of Family, and reactivated Sociology of Race and Ethnicity, Research Methods for Sociology, and Sociology of Health and Society. We have also significantly increased enrollment in our Sociology of Latinos/as/x course. These have not only elevated the voices of Mesa College’s diverse student body, but they have also provided a variety of avenues through which students can empower themselves to be civically engaged.

All of this was accomplished during the massive curricular and service changes brought on by pandemic and the now ongoing readjustment to on-campus learning. During this entire public health crisis Sociology faculty have remained active in the service and curricular changes related to the Guided Pathways policy initiatives and the Mesa 2030 plan. Our faculty were also active members of the Environmental Sustainability Committee, Faculty Professional Learning Committee, the AFT executive board, and Women’s Studies Advisory Committee. As you can see above, and as you’ll read in the Data Reflection section, our pedagogical, service, and curricular activities are anchored to equity, diversity, inclusion, and structural competency that acknowledges and addresses the root causes of education disparities related to ethnicity, race, able-ism, and gender.

If applicable, describe the impact of any new resources (human, fiscal, etc) on the unit and/or action plan implementation.
With the support of established faculty sociologists, our two new faculty members gained tenure and were able to spearhead many of these successes. More importantly, they were able to maintain the integrity, rigor, and justice-oriented substance of our course programming. This is especially important considering the ongoing pressure to acquiesce to broader neoliberal pressures to compromise our commitment to liberal arts education. As opposed to prioritizing job-training, we continue to prioritize equity and excellence by supporting in-person classes, as opposed to converting our courses to online modalities and to short-term courses.

Summary and Reflection

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
Sociology 2023 Program Review.docx;
Program Review December 2024.pdf

Executive Summary Complete
Yes

Data Reflection

Trends observed in program/service area's data.
According to the Enrollment Management Dashboard, the total enrollment in Sociology classes from fall 2019 (so excluding summer 2019 for consistency) to present is 6,841. This value differs from total valid enrollment data in the Course Outcomes Measures. We continue to provide classroom instruction that both accommodates and empowers neurodivergent and medically/physically disabled students. According to the Course Outcomes Measures and Equity Gap Analysis, since the last reporting period in 2018/19 Sociology has had 218 students who receive Disabled Students Programs Services accommodations, and 5,722 students who do not receive DSPS accommodations, for a total of 5,940 students. Our Program Success Rate is 3 percentage points below the campus and school success rate of about 73%. Our success is also 3% lower than the campus school for students who receive services through Extended Opportunity Programs and Services (EOPS.) What should be noted is that the equity gap, according to these measures, is in favor of students who receive EOPS, indicating that increasing financial and other resources for individual students is effective for improving course and program success rates. This is not surprising, and points towards there being broader social structural problems influencing our students' educational success.

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

The data on course success for students from historically marginalized social groups mirrors that of the other programs in Behavioral Sciences and of other Schools. San Diego Mesa College is designated as an Hispanic Serving Institution, where "Hispanic" is meant to include students who identify as Indigenous and/or other students who reject this neocolonial panethnic label. According to the Course Outcome Measures and Equity Gap Analysis, from fall 2019 2,545 Latinox, 1,553 white students, 489 African American students, 476 Asian students, 497 students identifying as "Other," 254 Filipino, 90 Unreported, and 28 Pacific Islander/Native Hawaiian students have taken Sociology courses. The three groups experiencing an unfavorable equity gap are Latinx, African American, and Unreported students. The success rates in our courses for Latino/a/x students is significantly lower than all other groups, including Black and/or African-American students. This may partly be a problem of descriptive data, as Black and/or African-American students are still under-represented in our college as a whole, and the lack of population level control measures may be skewing the equity measure data. That said, there is no disagreement from our program that an equity gap absolutely exists, as we teach in our Sociology classes using more statistically valid analyses.

In terms of gender equity gaps, 3,624 female-identifying students, 2,282 male-identifying, 19 Non-binary, and 15 Unreported students have been in our Sociology classes since fall 2019, and we have a disproportionate equity gap in favor of women. This may also be a problem with data, as systemic pressures often push women into non-STEM majors and classes, but we are happy to see that there does not appear to be a significant equity gap that is unfavorable to women or non-binary-identifying students.

Finally, and also mirroring other departments, we have an equity gap indicating that first-generation students are experiencing a disadvantage in Sociology classes. While data used may be problematic, these overall patterns in course success rates and equity gaps are important for all faculty to acknowledge and address. This is especially true for Sociology faculty whose research and teaching specializations focus on equity gaps and social movements addressing those gaps.

Summary and Reflection

Related Documents for Charts and Graphs

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

Data Reflection Complete

Practice Reflection

Describe current practices your program/service area has engaged in that you believe impact the above data trends and equity gaps.

For this section, we will focus on distance education practices, including access to technology and the growing reliance on that technology. We are anchoring our discussion of how to address equity gaps and improve education for all to distance education and technology because of the massive shift towards holding more courses online both synchronously and asynchronously. In Fall 2021, a poll was given in four sections for SOCO 101 distance education courses. A question on the poll asked students the primary technology tool they are using for the course. 171 students responded and 30% of the students said a phone or tablet was the primary device. Mobile devices have accessibility drawbacks for viewing course material on Canvas, and completing reading and writing assignments. The primary reliance on mobile devices reflects the digital divide, or the lack of access to the internet and computers outside of campus spaces.

According to the National Science for Education Statistics (NSES), black, indigenous and people of color (BIOPIC) and low-income households are more likely to have either no or unreliable internet access. For example, in 2015, the NSCES reported that 17% of Hispanic households have little to no internet. Also, according to The Pew Research Center, about four-in-ten adults with lower incomes do not have home broadband services (43%) or a desktop or laptop computer (41%). San Diego Mesa College, and the Sociology program serve first-generation college students, and these students are more likely to be BIPOC and/or low-income. According to more recent data from the Pew Research Center, “racial minorities and those with lower levels of education and income are less likely to have broadband service at home.” The below table of data is drawn from Pew Research Centers website tracking at-home broadband service by race.
See Table 1

The same Pew Research poll reported complete equity of at-home broadband adoption by gender, with 77% of all men polled reporting at-home broadband access, and 77% women have high speed internet at home. If these data on gender were disaggregated by race, we would surely see the intersectional equity gaps where women of color are even more of a disadvantage in terms of have high speed internet at home. These data, coupled with the tendency for students to use smartphones for their course material, indicate that maintaining fair access to face-to-face classes is the best way to address equity gaps until access to high speed internet becomes a publicly provided good.

According to the Course Outcomes Measures, providing on-campus internet and free laptops had a negligible effect on an aggregated level. While this helped many students get through their courses pandemic, it is not a solution to the structural barriers creating the digital divide. For instance, even after pandemic lockdown, students who want to participate in Zoom classes are often relegated to their cars because it is the only personal and quiet space for them to do so, and students who did not have cars were dissuaded from participating at all. Our faculty routinely report students using public cafes to access the internet for classes and office hours. These conditions may be suitable for completing homework, but they are not suitable substitutes for in-class learning. To illustrate this equity gap that is not related to instructional capabilities, we are including the Equity Gap data on modalities.
See Chart 1

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

Related Documents for Charts and Graphs
Chart 1.png;
Table 1.png

Summary and Reflection

Practice Reflection Complete

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.

See Unit Goals, Action Plans, and Updates for Year 2 Updates.

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

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

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

YEAR 3 Updates (2024 - 2025)

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

See Unit Goals, Action Plans, and Updates for Year 3 Updates.

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

Review Outcomes Report. Review the unit's outcomes assessment process for 2023 - 2024. 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 3.

YEAR 4 Updates (2025 - 2026)

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

Enrollment increasingly improved from 2019 and is higher than pre-COVID levels in Fall 2025. Current enrollment is 895 with a fill rate of 88%, compared to Fall 2019 (888, 78%). Course success rate is 72% and course completion is 89.9%. For Program and Course Success Rates: On-Campus Modality is 76.8% which is higher than the campus and school both respectively 74.5%. For Online Modality success rates in sociology are 65.4% compared to the school's 70.0% and the campus's 73.1%. Along faculty discussions, this may be explained by lower completion rates in online courses (84.7%) compared to on-campus (89.8%), which likely contributes to the variation in success rates between modalities. This points toward the continued need to bring back more class offerings on campus. Especially as faculty struggle with AI-assisted plagiarism and fraudulent enrollments in online classes. Also, the sociology program continues to support a growing number of students who receive Disabled Students Programs Services accommodations 6.1% in Fall 2024 and 5.7% in Fall 2025 (up from 3.9% in Fall 2022 and 4.1% in Fall 2021). These trends show growth in enrollment and success rates On-Campus as the sociology program adapts to challenges in the learning environment and student needs.

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

Equity data from Fall 2023 through Fall 2025 shows improvement from previous gaps in Fall 2019. Sociology program success rate is 72.6%, and most groups are near or above parity. The only group showing a disproportionate impact is White students, with 68.4% success rate. This means around 30 more completions are needed to close the gap. And with further review, this disproportionate rate is related only to Online completion (63.0% success) and not On-Campus sociology classes (86.7% success). This trend follows the previous pattern of

lower completion by online students overall. Students identifying as “Unknown” show lower success (58.3%, -14.4%), but the sample size is too small for interpretation. Equitable levels were met or above parity for the other groups: Latine, Black/African American, Filipino, Asian, Pacific Islander, and Multi-Ethnicity. This demonstrates gains in closing prior equity gaps since Fall 2019 with improved parity across historically marginalized groups within the sociology program. Also, gender-based success rates are equitable, with no disproportionate impacts. Female and non-binary students demonstrate slightly higher success rates (71.1% and 77.1%) than the average, and male and “Unknown” gender students fall slightly below (69.9% and 64.7%). Again, “Unknown” is too small of a sample for a reliable interpretation. Compared to Fall 2019, the current patterns reflect improved gender parity across groups.

Review Outcomes Report. Review the unit’s outcomes assessment process for 2024 - 2025. Discuss connections to unit goals/action plans/resource requests.
Outcomes were assessed for all courses taught since 2023, and these have met their goals. SOCO 150 and SOCO 145 have not been offered because they were not on the Associate in Arts for Transfer (ADT) in Sociology until this semester. Particular success of the outcomes is reflected in Goal 1: Expanding Face-to-Face Course List, in which enrollment has continued to increase, and this is further strengthened by the newly updated ADT.

Faculty discussed offering SOCO 150 and SOCO 145 in 2026 and 2027, now that these courses are included in the Sociology ADT. Responding to challenges, faculty are trying to implement strategies to address AI-assisted plagiarism and fraudulent enrollments in online classes. These issues, and growing disenchantment by students with online learning (as represented in lower completion rates) are barriers to completion and success rates in the online modality. Strategies include new assignments, proctored in-person exams, and more on-campus course offerings. Online fraud has significantly increased faculty load and range of teaching responsibilities and represents a wider impact on higher education overall.

Provide any edits or updates to the prompts originally documented in the Practice Reflection section for Year 4.
No edits or updates to the Practice Reflection section for Year 4

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: Expanding Face-to-Face Course List

Unit Goal: Goal #1: Continue expanding our face-to-face course list with curricula related to the structural roots of inequities.

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 (✓)
- **Completion - Objective 3:** Design and promote programs and services that intentionally target a reduction in equity gaps in completion outcomes (✓)
- **Completion - Objective 4:** Support students' access to resources to mitigate the impact caused by technological and basic needs insecurity (✓)
- **Pathways and Partnerships - Objective 1:** Develop and implement frameworks to create communities that can provide more targeted delivery of educational resources and support services. (✓)
- **Scholarship - Objective 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 (✓)

Action Plans	Updates
Action Plan Status: Active	**Submission Date**: 12/01/2025

Unit Goals, Action Plans, and Updates

Action Plans	Updates
Action Plan: 1. Build enrollment in our newly introduced courses on Sociology of Race and Ethnicity, Research Methods for Sociology, and Sociology of Health and Society. 2. Create courses in Social Statistics and Sociology of Deviance. 3. Create honors sections for higher enrolled courses. **Action Plan Cycle:** 2025 - 2026, 2024 - 2025, 2023 - 2024, 2022 - 2023	**Action Plan Update**: With the consistent offering of Sociology of Race & Ethnicity and its inclusion in the newly updated ADT in Sociology, enrollment has increased with a current fill rate of 71%, which is a course high. We can now plan to offer Research Methods and Health and Society, which are newly added to the updated ADT. We are planning for approval for the Sociology of Deviance course in Spring 2026, with implementation and inclusion on the ADT planned for Fall 2027. This approval process requires coordination with Miramar and City colleges, this has been an obstacle over the past year. Informal discussions have been had with sociology faculty at City about the potential to develop and offer a Social Statistics course, which would be supported by the upcoming common course outline for that course. SOCO 223, SOCO 125, and SOCO 110 have been successfully offered as honors courses, with enrollments increasing across all three in the past academic year. These courses are supported by faculty who do not receive additional compensation, as honors contracts are financially supported, but teaching honors courses is not. **Update Year**: 2025 - 2026 **Action Plan Progress**: On Track **Submission Date**: 01/17/2025 **Action Plan Update**: 1) We offered Sociology of Race and Ethnicity for the second semester with increased enrollment. Awaiting degree changes to offer Research Methods for Sociology and Sociology of Health and Society. 2) We proposed a course on Sociology of Deviance and encountered barriers when Miramar College's Sociology Department blocked the course. The proposed course is pending. 3) We created two honors courses for Sociology of Family (SOCO 125) and Globalization and Social Change (SOCO 223). **Update Year**: 2024 - 2025 **Action Plan Progress**: On Track

Goal #2: Address the SOCO Curricular Obstacles

Unit Goal: Goal #2: Address the curricular obstacles for Sociology majors related to transfer and degree requirements.

Goal Status: Active

Beginning Year: 2022 - 2023

Projected Completion Year: 2025 - 2026

Unit Goals, Action Plans, and Updates

Mapping
Mesa College Strategic Plan: Roadmap to Mesa2030:

- **Completion - Objective 1:** Develop pathways that provide students with clarity about degree, certificate, and transfer requirements. (✓)
- **Pathways and Partnerships - Objective 4:** Expand intersegmental pathways to create a seamless transition between Mesa and k-12, non-credit, Universities, and careers (✓)
- **Scholarship - Objective 3:** Assess impact of prerequisites and corequisites on student success and revise curriculum, as needed (✓)

Action Plans	Updates
Action Plan Status: Active **Action Plan:** 1. Articulate courses in the follow ways: a. For UCSD SOCI 10 - American Society: Social Structure and Culture in the United States i. Sociology of Latinos (SOCO 150) ii. Race and Ethnicity (SOCO 207) b. For UCSD SOCI 40- Sociology of Health Care Issues i. Health and Society (SOCO 145) c. For UCSD SOCI 60- Practice of Social Research i. Research Methods for Sociology (SOCO 220) d. For SDSU SOCI 201- Elementary Social Statistics i. Research Methods for Sociology (SOCO 220) 2. Revise degree requirements to include more Sociology courses as elective requirements. **Action Plan Cycle:** 2025 - 2026, 2024 - 2025, 2023 - 2024, 2022 - 2023	**Submission Date**: 12/01/2025 **Action Plan Update**: There has been no response from UCSD or SDSU to the requests for these courses to articulate, which would allow students aiming for Bachelor's degrees in sociology at these institutions to receive prior credit for this coursework at San Diego Mesa College. However, faculty are working with the district and articulation officers to integrate new common course outlines and descriptions to maintain articulation for the 3 sociology courses included in Phase II and Phase III of the AB 1111 timeline. The Associate in Arts for Transfer (ADT) and the Associate of Arts Degree (AA) in Sociology are updated and in effect as of Fall 2025. The primary change was to include all sociology courses offered at San Diego Mesa College in the degrees (this was previously not represented). The positive impact of these updates is already seen in the increase in enrollment for SOCO 207 in Fall 2025. The updates to the degrees clarify transfer pathways and improve degree completion options. **Update Year**: 2025 - 2026 **Action Plan Progress**: On Track **Submission Date**: 01/17/2025 **Action Plan Update**: 1. We encountered barriers to articulating courses due to state level curricular changes including but not limited to Common Course Numbering. 2. Degree requirements were streamlined and revised to address issues of student completion that we identified during ongoing assessment processes. **Update Year**: 2024 - 2025 **Action Plan Progress**: On Track

Goal #3: Student Support and Resources

Unit Goal: Goal #3: Build upon our Sociology library to include a computer with A/V access for students in need of a quiet space for synchronous online classes and/or course assignments.

Goal Status: Active

Beginning Year: 2022 - 2023

Projected Completion Year: 2025 - 2026

Mapping

Mesa College Strategic Plan: Roadmap to Mesa2030:

- **Completion - Objective 3:** Design and promote programs and services that intentionally target a reduction in equity gaps in completion outcomes (✓)
- **Completion - Objective 4:** Support students' access to resources to mitigate the impact caused by technological and basic needs insecurity (✓)
- **Pathways and Partnerships - Objective 3:** Increase community engagement, experiential learning, integrated career planning, and workforce training to prepare students for future careers (✓)
- **Scholarship - Objective 4:** Expand the use of innovative and high-quality teaching, learning, and support practices that achieve equitable outcomes and increase student success (✓)

Action Plans	Updates
Action Plan Status: Active **Action Plan:** 1. Identify lines of funding to purchase a computer with A/V access. **Action Plan Cycle:** 2025 - 2026, 2024 - 2025, 2023 - 2024, 2022 - 2023	**Submission Date**: 12/01/2025 **Action Plan Update**: Successfully awarded BARC funds to provide new technology for direct student use. Faculty submitted requisition requests by the deadline in October 2025. **Update Year**: 2025 - 2026 **Action Plan Progress**: On Track **Submission Date**: 01/17/2025 **Action Plan Update**: We applied for an Innovation Grant through Mesa College and were not granted funding for a computer and AV access for both classwork and research purposes. **Update Year**: 2024 - 2025 **Action Plan Progress**: Barriers Encountered