SAN DIEGO MESA COLLEGE

Program Review

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

Instructional Program - Sustainability (SUST)

Executive Summary

Describe the successes and challenges your unit has faced since the last comprehensive review.
This is the Sustainability Program's first comprehensive review.

Successes include:
- The implementation of the AA degree and certificate of achievement in sustainability,
- Strong enrollment and productivity (FTES/FTEF),
- Continued growth in the program, and
- Equity in course outcomes and retention.

Challenges include:
- Recruitment to the sustainability work experience course,
- The deactivation of environmental economics, and
- The lack of an environmental science course taught at Mesa College.

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.
There are two sustainability courses offered at Mesa College: introduction to sustainability (SUST 101) and sustainability work experience (SUST 270). SUST 101 has exceeded predicted enrollment targets by a factor of two but SUST 270 has not reached its predicted enrollment targets. Perhaps this is due to SUST 101 meeting Area 4 (IGETC) and Area D (CSU) general education requirements whereas SUST 270 does not. Additionally, SUST 101 is a prerequisite course for SUST 270.

The economics department decided to deactivate environmental economics, which required an adjustment to the sustainability associate's degree and certificate of achievement.

We believe that our program has been impacted by a lack of the environmental science course (BIOL 101) at Mesa. This is a gap in the preparation for the major requirements for transfer to SDSU. This course is offered at City College.

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.
Trends include increasing course sections offered, student enrollment, and awards earned. Mesa currently offers two sections of SUST 101. In the first year (2018-19) that the sustainability AA degree was offered, two students earned this degree. Last year (2021-22), seven students earned AA degrees in sustainability.

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 no equity gaps in the course success or retention data across the variety of student demographic traits and intersectionalities. For the four years of awards data (2018-19 through 2021-22), equity gaps exist for 18-24

year olds (9.1%), females (9.1%), and Latinx-identifying students (20.4%) but the total count of 17 may be too low for the equity gap analysis to be valid.

Related Documents for Charts and Graphs

Describe the discussion(s) that took place about the unit's learning outcomes assessment data.
Each semester, sustainability program faculty discuss 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.
It is unclear what practices result in no equity gaps in terms of course outcomes and retention. The equity gaps in terms of awards conferred may be due to the low sample size.

What other factors (internal or external) might also impact the above data trends and equity gaps?
Student interest in the sustainability program may coincide with increasing public awareness of the climate crisis and environmental degradation.

Related Documents for Charts and Graphs

Practice Reflection Complete
Yes

Mid-Cycle Updates

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

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

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

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

YEAR 3 Updates (2024 - 2025)
Provide any edits or updates to the prompts originally documented in the Executive Summary section for Year 3.

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

Summary and Reflection

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

The benchmarks for all outcomes for SUST 101 have been met. We assessed two sections and on all the CLO's 83.3% were competent or higher. This involved the assessment of 83 students with 70 being competent or higher on the assessment.

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.

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

Review Outcomes Report. Review the unit’s outcomes assessment process for 2024 - 2025. 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 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: Build partnerships with potential internship locations to increase enrollment in SUST 270.

Unit Goal: Goal 1: Build partnerships with potential internship locations to increase enrollment in SUST 270.

Goal Status: Active

Beginning Year: 2022 - 2023

Projected Completion Year: 2025 - 2026

Mapping

Mesa College Strategic Plan: Roadmap to Mesa2030:

- **Completion - Objective 1:** Develop pathways that provide students with clarity about degree, certificate, and transfer requirements. (✓)
- **Completion - Objective 2:** Develop cross - functional teams that support student success and include integrated career and transfer counseling. (✓)
- **Completion - Objective 3:** Design and promote programs and services that intentionally target a reduction in equity gaps in completion outcomes (✓)
- **Completion - Objective 4:** Support students' access to resources to mitigate the impact caused by technological and basic needs insecurity (✓)
- **Pathways and Partnerships - Objective 1:** Develop and implement frameworks to create communities that can provide more targeted delivery of educational resources and support services. (✓)
- **Pathways and Partnerships - Objective 2:** Expand partnerships with K-12 institutions to enhance program offerings and increase access for minoritized students. (✓)
- **Pathways and Partnerships - Objective 3:** Increase community engagement, experiential learning, integrated career planning, and workforce training to prepare students for future careers (✓)
- **Pathways and Partnerships - Objective 4:** Expand intersegmental pathways to create a seamless transition between Mesa and k-12, non-credit, Universities, and careers (✓)
- **Pathways and Partnerships - Objective 5:** Develop and implement technologies, including website redesign, that will make pathways information available to students so that they can effectively utilize this information in their educational and career planning (✓)
- **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: Active **Action Plan:** Create a list of current and previous internship locations. **Action Plan Cycle:** 2025 - 2026, 2024 - 2025, 2023 - 2024, 2022 - 2023	
Action Plan Status: Active **Action Plan:** Research additional organizations. **Action Plan Cycle:** 2025 - 2026, 2024 - 2025, 2023 - 2024, 2022 - 2023	
Action Plan Status: Active **Action Plan:** Contact potential organizations. **Action Plan Cycle:** 2025 - 2026, 2024 - 2025, 2023 - 2024, 2022 - 2023	
Action Plan Status: Active **Action Plan:** Create a SUST 270 guide for students. **Action Plan Cycle:** 2025 - 2026, 2024 - 2025, 2023 - 2024, 2022 - 2023	