Program Review

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

Leadership - Dean, Social and Behavioral Science and Multicultural Studies Office

Executive Summary

Describe the successes and challenges your unit has faced since the last comprehensive review.
Since the last program review for the School of Social/Behavioral Sciences and Multicultural Studies, Architecture and Environmental Design (SBSMS) there have been many successes including:

- Hiring of new contract faculty in Asian American Pacific Islander Studies (first AAPI faculty at Mesa and in the District), Chicana and Chicano Studies, Political Science, Building Construction Technology, Black Studies (Spring 2024), and Architecture (Fall 2024). Geography and Native American Studies positions have also been approved.
- SBSMS remains the second largest school at Mesa by FTES generated, FTEF, and productivity. Efforts in Enrollment Management include offering a variety of course modalities and sessions when appropriate and review of historical student demand data when building the schedule. The School of SBSMS was active in the Enrollment Management Task Force during AY 22-23, in developing a 3-Year Strategic Enrollment Management plan with several faculty serving on teams and the SBSMS Dean as a tri-chair for the Task Force.
- The SBSMS Dean has provided leadership in implementing the College's first Title III Asian American Native American Serving Institution (AANAPISI) Grant and served as the Interim Director. A permanent AANAPISI Director has been hired and has transitioned to reporting directly to the Vice-President of Instruction.
- Support for student research/stipends and conference travel opportunities through Student Retention Funds for Psychology, Pathways to Law, and grants such as SEEDS 2.0 and AANAPISI Grant.
- For Career Education programs in Architecture and Environmental Design, have resumed in-person student, industry, and community/high school outreach. However, more support is needed to revise curriculum to meet industry needs and transfer institution requirements.

During Summer 2023, there was furniture replacement and electrical outlet site improvement plan in the SB 3rd floor student study lounge that has improved the usability of students to independently work and to collaborate with the many electronic devices commonly utilized.

The main challenge for the School of SBSMS is overall reduced enrollment that began before the pandemic and has been exacerbated. Moving to fully online instruction was difficult for faculty and students initially and as we have returned to campus, the mitigation for COVID-19 has been dynamic and requiring a high level of communication and supplies such as PPE and software. We have increased the number of face-to-face classes each term and are piloting evening on-campus classes for General Education courses. We continue to monitor student enrollments with faculty feedback when building the schedule. Faculty have been encouraged to develop program maps, review and revise curriculum as needed, and explore ways to increase student retention and completion.

Lastly, there are challenges with facilities maintenance, repairs, and needed upgrades especially in the Z-building/Design School.

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.
Implementation of Ethnic Studies has been a critical area for the school, including the CSU Area F approvals, scheduling of CHIC 110A/B and BLAS 100, and curriculum development of AAPI courses and planning for a degree program. There will be additional work for additional CSU, UC, and CCC Ethnic Studies GE approvals and implementations of ADT degrees in Ethnic Studies when Transfer Model Curriculum (TMC) is developed. AAPI 124 and BLAS 140A/B have resubmitted for consideration of CSU Area F approval.

As described under successes above, Mesa College working with sister colleges has been developing new AAPI Studies courses to be part of an AAPI degree program. Mesa has hired an AAPI contract faculty member, Dr. (Hai) Ly Tran that has begun teaching AAPI 124: Introduction to Asian American and Pacific Islander Studies starting in Fall 2023 and has been actively developing AAPI courses with wide student and employee feedback at Mesa and

consultation with other 2-years and 4-year institutions that offer Asian American Studies. Dr. Tran works closely with the AANAPISI grant goals for institutionalizing AAPI Studies.

There has been strong demand for Ethnic Studies courses with requirements across California public higher education as well as through high school partners. We have increased offerings of Ethnic Studies courses meeting the CSU Area F: Ethnic Studies requirement at the college and in dual enrollment programs to meet student demand. It has been challenging to staff enough classes to meet demand and additional contract and part-time faculty are needed in Chicana/o Studies and Black Studies.

If applicable, describe the impact of any new resources (human, fiscal, etc) on the unit and/or action plan implementation.
Since the last comprehensive review, the addition of an Instructional Lab Technician (ILT) to the Architecture and Environmental Design Department has allowed the growth and support for student learning and use of the Model Shop where physical and digital projects are completed. There is also additional monitoring, maintenance, and repair for the specialized equipment for this area. During the pandemic lockdown, the Architecture ILT was instrumental in developing and distributing instructional kits for Architecture, Building Construction, and Interior Design classes that had never been taught in an online format. After returning to campus, the department continues to loan kits to students as a way to remove financial barriers and improve student retention and success.

With the hiring of four additional Contract faculty, there will be a necessary large investment of time for the upcoming tenure review process for evaluation committees.

If you assess OUTCOMES, please confirm that the outcomes have been reviewed for accuracy. If you do not assess Outcomes, skip this question.

Related Documents for Charts and Graphs

Executive Summary Complete
Yes

Data Reflection

Trends observed in program/service area's data.
At the school level, SBSMS enrollment trends from the SDCCD Enrollment Dashboard Historical for like terms are listed below from Fall 2020 – Spring 2023.

F20: FTES: 675 | FTEF: 69 | Productivity: 9.82
F21: FTES: 743 | FTEF: 67 | Productivity: 11.14
F22: FTES: 971 | FTEF: 65 | Productivity: 17.81
F23: FTES: 1,047 | FTEF: 64 | Productivity: 16.37

Sp21: FTES: 999 | FTEF: 67 | Productivity: 14.87
Sp22: FTES: 922 | FTEF: 65 | Productivity: 13.69
Sp23: FTES: 999 | FTEF: 66 | Productivity: 15.15

Su21: FTES: 181 | FTEF: 11 | Productivity: 16.41
Su22: FTES: 187 | FTEF: 13 | Productivity: 14.18
Su23: FTES: 280 | FTES: 15 | Productivity: 18.18

Int21: FTES: 15 | FTEF: 0.8 | Productivity: 18.15
Int22: FTES: 33 | FTEF: 1.8 | Productivity: 18.12
Int23: FTES: 81 | FTEF: 4.0 | Productivity: 20.29
Int24: FTES: 80 | FTEF: 4.0 | Productivity: 20.03

Summary and Reflection

FTES generated have greatly increased in Fall and Intersession terms and remained similar for Spring and Summer terms. Productivity has increased for Fall and Spring semesters, while there has been a decline in productivity for summer likely with re offering Architecture and Interior Design courses. Of particular note are the trends for Intersession doubling FTEF each year with very high productivity 18+. There has been an overall shift to offering more short-term and high-demand courses during intersession summer, and during Fall/Spring that is likely increasing overall enrollment and productivity.

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

At the school level, equity gap analysis was conducted using the Mesa College Institutional Effectiveness data dashboard. Overall, the school success rate since 2016 is 71.7% and below the campus success rate of 73.2%. When disaggregating data by ethnicity, there is disproportionate impact for Latinx, Black/African American, and Pacific Islander students for enrollments, retention rate, and success rate. Additional analysis shows an equity gap by age 18-24, gender for males, online-asynchronous modality, and first generation students. There is much reflection that we can do at a school, program, and faculty level to work on closing equity gaps.

Related Documents for Charts and Graphs

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

N/A

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.

As stated above with equity gaps, there is much opportunity for the school to engage and collaborate. Faculty members are strongly encouraged to participate in professional learning opportunities on diversity, equity, inclusion, and accessibility. Through MOSAIC (Mesa's Open Shared Accessible Inclusive Content), many SBSMS faculty have implemented open educational resources (OER) courses for textbook affordability and reduce financial burdens for students. Many SBSMS faculty have participated in CEER (Curriculum Equity and Excellence) Institute to review instruction and curriculum through an equity lens.

As professional learning opportunities are often not widely utilized, there could be more done with data-informed unit dialogue, curricular changes, and community outreach. One promising project is increasing partnerships between Architecture and the five San Diego Unified high schools with diverse students in the Architecture Pathways.

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

The COVID-19 pandemic has had a large impact on above data trends and equity gaps. SBSMS is offering a higher percentage of fully online, asynchronous courses and there is a clear equity gap in this area. Enrollment may be higher overall however, we need to make sure we are providing student support and best practices for online course design. It is also important to increase diversity of faculty in the school to better reflect Mesa's student population.

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.

Updates were made to the Executive Summary above to reflect new contract hires (Black Studies, Architecture) and additional approved hires (Geography, Native American Studies). Another update was the furniture refresh and addition of electricity to the SB 3rd floor student lounge.

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

Updates were made for FTES, FTEF, and Productivity numbers for the school

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

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

No edits or updates

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.

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.

No updates: with all the changes in leadership through this cycle (and rather than trying to start over again in the midst of this last update year), I am planning for a fresh start with the next program review cycle.

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

No updates: with all the changes in leadership through this cycle (and rather than trying to start over again in the midst of this last update year), I am planning for a fresh start with the next program review cycle.

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

n/a

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

No updates: with all the changes in leadership through this cycle (and rather than trying to start over again in the midst of this last update year), I am planning for a fresh start with the next program review cycle.

Summary and Reflection

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

Addressing Equity Gaps

Unit Goal: Examine and improve school equity gaps.

Goal Status: Active

Beginning Year: 2022 - 2023

Projected Completion Year: 2025 - 2026, 2024 - 2025, 2023 - 2024

Mapping

Mesa College Strategic Plan: Roadmap to Mesa2030:

- **Scholarship - Objective 2:** Evaluate and improve Diversity, Equity, and Inclusion practice in classroom environments, campus activities, departments, schools, and administrative units (✓)

Action Plans	Updates
Action Plan Status: Active **Action Plan:** Goal 1 Action List 1. Introduce and discuss DEI in Curriculum: Model Principles and Practices 2. Share school equity gap data **Action Plan Cycle:** 2025 - 2026, 2024 - 2025, 2023 - 2024, 2022 - 2023	**Submission Date**: 02/02/2026 **Action Plan Update**: on track and preparing for continuing to address this in the new cycle. **Update Year**: 2025 - 2026 **Action Plan Progress**: On Track **Submission Date**: 01/12/2024 **Action Plan Update**: DEI in Curriculum: Model Principles and Practices was shared with department chairs for discipline conversations. Institutional Effectiveness will be providing a training and deep dive of equity data during Spring 2024 school meeting. No update at this time. **Update Year**: 2023 - 2024 **Action Plan Progress**: On Track

Increase Enrollment and Program Completion

Unit Goal: Increase enrollment and program completion.

Goal Status: Active

Beginning Year: 2022 - 2023

Projected Completion Year: 2025 - 2026, 2024 - 2025, 2023 - 2024

Mapping

Unit Goals, Action Plans, and Updates

Mesa College Strategic Plan: Roadmap to Mesa2030:

- **Completion - Objective 1:** Develop pathways that provide students with clarity about degree, certificate, and transfer requirements. (✓)
- **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:** Goal 2 Action List 1. Continued enrollment management focus and curriculum review 2. Analysis and use of relevant data **Action Plan Cycle:** 2024 - 2025, 2023 - 2024, 2022 - 2023	**Submission Date**: 02/02/2026 **Action Plan Update**: Continue to work on plans across the school to support students' completion and success. **Update Year**: 2025 - 2026 **Action Plan Progress**: On Track **Submission Date**: 01/12/2024 **Action Plan Update**: Enrollment has overall increased across the school in the last year, especially with the approval of Ethnic Studies Area F classes. Since Fall 20, there has been a 36% growth in FTES - Fall 20: 675 FTES to Fall 23: 1,047.4 FTES. We have not started examining data on program completion yet but this is planned in next program review cycle. No update at this time. **Update Year**: 2024 - 2025 **Action Plan Progress**: On Track

Student Success and Retention

Unit Goal: Collaborative planning for school-wide student success and retention efforts.

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. (✓)
- **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 (✓)

Action Plans	Updates
Action Plan Status: Active **Action Plan:** Goal 3 Action List 1. Examining data at program level 2. Faculty review best practices and implement strategies for student success and retention. **Action Plan Cycle:** 2024 - 2025, 2023 - 2024, 2022 - 2023	**Submission Date**: 02/02/2026 **Action Plan Update**: Continued work to address this goal **Update Year**: 2025 - 2026 **Action Plan Progress**: On Track **Submission Date**: 01/12/2024 **Action Plan Update**: Many departments have begun working on student success and equity efforts but there is more time needed to devote on school-wide efforts. There has been heavy emphasis on enrollment management in the last year and improving communication. No updates at this time. **Update Year**: 2024 - 2025 **Action Plan Progress**: Barriers Encountered

Faculty Hires Supporting Equity

Unit Goal: Successful collaboration with faculty departments on advocacy, hiring, and on boarding of new part-time and contract faculty using equity lens

Goal Status: Active

Beginning Year: 2023 - 2024

Unit Goals, Action Plans, and Updates

Projected Completion Year: 2026 - 2027

Mapping

Mesa College Strategic Plan: Roadmap to Mesa2030:

- **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:** Continuing to hire new and replacement faculty for high growth areas including Ethnic Studies and to replace critical vacancies (i.e. Geography) **Action Plan Cycle:** 2025 - 2026	**Submission Date**: 02/02/2026 **Action Plan Update**: New hires in BLAS and CHIC for spring 2026; Hiring process commencing in January for NAIS with new hire scheduled to start Fall 2026. New FHP requests will be submitted this year in multiple disciplines across the school. **Update Year**: 2025 - 2026 **Action Plan Progress**: On Track