Program Review

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

Leadership - Vice President of Instruction

Executive Summary

Describe the successes and challenges your unit has faced since the last comprehensive review.
To address the enrollment challenges and the impending end of hold harmless, the Vice President of Instruction assembled a cross-functional, 80-member enrollment management taskforce to draft a 3-year enrollment management plan. The taskforce established 7 workgroups to examine topics such as equity, environmental scan, scheduling tools, etc. Our goal is to offer an equity-infused stable schedule that both meets the needs of students and ensures the fiscal health of the institution.

Mesa has the highest efficiency in the SDCCD and for the past 3 years, under the Vice President of Instruction, the instructional budget has remained either balanced or has enjoyed a significant surplus. This is a far cry from 2019, when the adjunct budget for Mesa was $3,000,000 in the red.

2024-25 update: Mesa continues to show the strongest enrollment in the District. The demand is high, especially in online classes. VPI, deans and chairs continue to balance enrollment demands with fiscal responsibility. We also continue to implement the enrollment management plan. Specifically, this year we are finalizing the scheduling process document that the enrollment management committee developed late in Spring 2024. Also, Instruction has established a new taskforce to focus on increasing access and success for adult learners, with a focus on Latinx students.

The impending change to the attendance accounting method will allow Mesa to increase FTES for online classes. The full impact remains to be seen as the new attendance accounting method will produce lower FTES for in person, full term courses, given our compressed calendar. Mesa's VPI has requested that the District's Educational Services conduct a comparison of the FTES for 2023-24 using the old and the new method, which will go into effect in the summer of 2026. We hope to receive the results of the comparison in mid-January 2025 and use them to lead campus-wide enrollment management discussions of the new rules and ways to enhance FTES.

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.
These grants enable instruction and other services on campus to address the specific needs of affinity groups which are experiencing disproportionate impact in several KPIs, such as completion and success. The HSI grant is focusing on accelerated paths for Latinx and low-income students through STEM sequences. Among the many activities, we have a pilot to accelerate success in CHEM courses. Some of the early findings point to the importance of recency of math courses prior to enrolling in Chemistry.

The Vice President of Instruction serves on the statewide AB1111 taskforce as the CIO representative. She also serves on the CIO Board, which frequently meets with Chancellor Office representatives. Thus, she brings information to Mesa, SDCCD and the region to proactively address challenges and opportunities associated with the new laws. The biggest challenge of AB1705 is in mathematics. The department has been working with the dean and the VPI to ensure that we comply with requirements by summer 2023 and beyond.

2024-25 update: The California Community Colleges system is in the midst of a large scale curriculum reform. In addition to compliance with AB1705, which has raised concerns from our STEM faculty, we are implementing AB928, the new CalGETC. Curriculum reforms are now in place for AB928, with the college focusing on the system's update, mainly around technology and counseling, to comply with the law. AB1111 or the Common Course Numbering reform is under way. We completed phase 1 of the implementation, which included 6 CalGETC courses with high enrollment. I serve on the Common Course Numbering steering committee, charged with setting the direction for the implementation. As such, I share valuable information with Mesa, the Curriculum Review Committee and the District's Educational Services to assist with local implementation. All these reforms have made an impact on current practices and course offerings. As a result of the AB928 implementation, several disciplines saw their courses removed from the General Education requirements. This will affect course offerings and enrollment. To address the impact of these reforms, Mesa has established a curriculum group to review

general education requirements for local degrees.

If applicable, describe the impact of any new resources (human, fiscal, etc) on the unit and/or action plan implementation.
The Vice President of Instruction, in conjunction with the Dean of Math and Sciences and colleagues from across the institution, have crafted a plan to start the MESA program. This grant is timely. The goal of the implementation team is to enhance tutoring and other services for STEM students in compliance with AB1705 requirements.

Mesa College hired a full-time faculty member to teach Asian American Studies. In her first semester, the faculty member received 100% release time to develop curriculum and the program. Mesa is interested in hiring a position in Native American Studies.

2024-25 update: Instruction has been approved to hire a Dean of Instruction. The search for the position failed, so we are in the process of hiring an acting. This will enable Instruction, the VPI and the Deans to take enrollment management and dual enrollment to a new level.

Staffing at the Office of Instruction has been short staffed as one of the classified professionals is in an acting position at the Business Office. We have hired a NANCE to backfill that position.

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.
Enrollment trends continue in an upward trajectory, despite the fact that we have not restored FTES or headcount back to 2019 levels. Nevertheless, we have reached the 5,000 FTES threshold for the main terms for the very first time since the start of the pandemic. Also, we have reached 14.14 efficiency, which is higher than in 2019, when the Vice President of Instruction arrived at Mesa.

Transfer remained pretty strong in the pandemic. Also, after a decline in the number of certificates of achievement awarded, Mesa saw a significant increase in the past academic year.

Describe any equity gaps in the data. Are there differences and/or patterns observed by demographics (e.g.race/ethnicity, gender, age, etc.)
Equity gaps continue to persist and affect mainly Latinx and African American students. Deans Council examines the data and uses it to guide its decision making in regards to the entire student journey in instruction.

Related Documents for Charts and Graphs

Describe the discussion(s) that took place about the unit's learning outcomes assessment data.
Data regarding enrollment, student achievement, completion, and equity gaps is discussed at the weekly Deans Council meetings in order to provide direction for all of Instruction. The Deans Council meetings are attended by all instructional deans, a student services dean representative, the Academic Senate president and the Chair of Chairs.

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.
The Vice President of Instruction will continue to lead efforts to provide professional development opportunities to faculty. Among these are the Curriculum Equity and Excellence Review (CEER), Mesa's Online Success Team (MOST), etc.

The CTE unit has just developed a very innovative program to promote paid internship opportunities for all students, especially those in disproportionately impacted groups. The program, in its second semester, is enjoying great success. We will continue to expand internship opportunities for students beyond CTE.

What other factors (internal or external) might also impact the above data trends and equity gaps?
The strategic enrollment management planning process includes not just scheduling, but an examination of many practices at the college and district level that represent barriers for students, from using conflicting scheduling time blocks, to technology limitations in the registration process. Our goal is to identify and address these issues in conjunction with the district as appropriate.

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.
2023-24
The enrollment management plan was submitted by the deadline to President's Cabinet, which approved it in May 2023. In fall 2023, President's Cabinet approved the formation of an enrollment management committee with broad representation from across campus, shared governance groups, etc. The committee spent the fall 2023 strategizing about which items to focus and implement in 23-24. Scheduling practices rose to the top of the priority list. The committee revised a draft of a scheduling practices survey that we had created as part of the taskforce work the year before and sent it to all deans and department chairs. We are in the process of analyzing the results and creating a guide of best scheduling practices to share with the campus.
In addition to the HSI grant, now the program activity manager for the AANAPISI grant, which was hired in January 2023, also reports to the VPI. The AANAPISI grant has increased the level of programing and data analysis to ensure that we meet all the grant objectives.
The VPI continues to serve as the Region X CIO representative on the California Community Colleges CIO Board. She also completed her work as part of the statewide AB1111 taskforce. Mesa College hired a MESA Center director, who started in December 2023, identified a space for the Center, and is planning to be fully functional in spring 2024.

Provide any edits or updates to the prompts originally documented in the Data Reflection section for Year 2.
All enrollment management KPIs are trending upwards. Most notably, Mesa College earned over 5,600 FTES, reached an efficiency close to 15, and saw over 19,000 headcount. We have superseded our FTES targets for every term, starting with summer 2023 and continuing with fall 2023 and intersession 2024.
23-24
All enrollment management KPIs are trending upwards. Most notably, Mesa College earned over 5,600 FTES, reached an efficiency close to 15, and saw over 19,000 headcount. We have superseded our FTES targets for every term, starting with summer 2023 and continuing with fall 2023 and intersession 2024.
Transfer remained strong in 2023. Mesa's VPI held conversations with our transfer partners, such as USD, to identify pathways for Mesa students to the transfer institutions.

Summary and Reflection

Equity gaps continue to persist. Instruction has prioritized a wide range of equity centered and culturally responsive teaching activities designed to address equity gaps in student outcomes.

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.

23-24

As stated above, we hired a MESA Center director and are planning on launching the program in spring 2024. We continue to focus on AB1705 implementation and are currently discussing how it affects the Business and STEM paths, as many students, particularly students of color, have not taken pre-calculus in high school.

We submitted a Bachelor's degree proposal for Physical Therapy Assistant, which received conditional approval and is currently going through the intersegmental review process.

We continue to see a growing demand of Ethnic Studies courses. The AAPI faculty member we hired in spring 2023 continues to develop curriculum in that area. She submitted courses for area F approval, which were denied. She will resubmit the courses soon.

There are many initiatives coming our way, AB928, AB1111, etc. The VPI continues to participate in statewide conversations that lead the way to the implementation of these initiatives. This allows Mesa to be proactive in its implementation approach.

YEAR 3 Updates (2024 - 2025)

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

Goals were streamlined to reflect the areas of focus for Instruction.

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

Enrollment growth continues to be strong. Also, the Enrollment Management committee continues to work on bringing campus units to the planning and implementing enrollment management goals. Under the leadership of the Associate Dean of CTE, we started the planning to develop an enrollment management plan focused on adult learners.

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.

Instruction continues to prioritize professional development. Starting in 2024-25 we offered for the first time an AANAPISI community of practice for faculty and staff. We continued to offer the MOST program to provide equity-focused professional development for faculty who teach online and on the ground.

YEAR 4 Updates (2025 - 2026)

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

Mesa is facing very strong enrollment growth. The District asked Mesa to grow 4% in 2025-26 to achieve 13,350 FTES. We are on track to reach that number. As pointed out in previous years, the establishment of the enrollment management plan and committee has added more accountability to all groups involved in enrollment management. Mesa shows strongest growth in the main terms of fall and spring. The VPI, the Dean of Instruction, a newly added position to the campus, and Deans' Council have increased the amount and depth of data analysis along with training for deans and chairs. For example, Mesa came close, but did not reach the FTES goals for summer 2025 and intersession 2026. Further examination of this showed that in some cases, deans did not schedule enough classes in those terms to reach the goals that they had established for their schools. As mentioned above, we hired a Dean of Instruction who is filling in the training and accountability gaps described above.

Summary and Reflection

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.

The next big focus in terms of enrollment is to transition to the new attendance accounting method. Deans and chairs have attended 2 trainings about the new attendance accounting method and are now analyzing the impact of this change on their schools. The biggest challenge will be for the school of EXSC that offers courses for more hours than the listed hours on the COR. These extra hours will not generate FTES in the new accounting method. The review of these courses focuses on the rationale for the extra hours and how much can Mesa absorb.

Professional development and equity work continues to center the work of Instruction. We are examining reports that equity gaps are closing for CCAP offerings and are planning further analysis CCAP data, including a summit on CCAP with our high school partners. Instruction takes this work seriously, especially in light of federal anti IDEA policy. We care continuing the work in our HSI and AANAPISI grants.

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.

Establish and Implement an Enrollment Management Plan.

Unit Goal: Establish and implement a 3-year student focused and equity centered enrollment management plan.

Goal Status: Active

Beginning Year: 2022 - 2023

Projected Completion Year: 2025 - 2026

Mapping

Mesa College Strategic Plan: Roadmap to Mesa2030:

- **Pathways and Partnerships - Objective 4:** Expand intersegmental pathways to create a seamless transition between Mesa and k-12, non-credit, Universities, and careers (✓)
- **Stewardship - Objective 3:** Increase student access and schedule efficiency by coordinating schedules among departments/disciplines (✓)

Action Plans	Updates
Action Plan Status: Active **Action Plan:** Goal 1 Action List: 1. Complete the strategic enrollment management plan by May 2023. 2. Coordinate the enrollment management taskforce to ensure implementation of the plan. **Action Plan Cycle:** 2024 - 2025, 2023 - 2024, 2022 - 2023	

Promote the Values of Equity, Inclusion, and Excellence

Unit Goal: Promote the values of equity, inclusion, and excellence through Instructional Services and practices.

Goal Status: Active

Beginning Year: 2022 - 2023

Unit Goals, Action Plans, and Updates

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. (✓)
- **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 2 Action List: 1. Continue to provide guidance, leadership and support to professional development initiatives designed to promote diversity, equity and inclusion in teaching and learning. 2. Oversee the implementation of AB1111, AB928 and AB1705. **Action Plan Cycle:** 2025 - 2026, 2024 - 2025, 2023 - 2024, 2022 - 2023	

Eliminate Equity Gaps in Student Achievement.

Unit Goal: Identify and provide support to all programs within the instructional realm with a goal to eliminate equity gaps in student achievement.

Goal Status: Active

Beginning Year: 2022 - 2023

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

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 (✓)
- **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:** Goal 3 Action List: 1. Continue to foster innovative programs and initiatives. 2. Oversee the implementation of the MESA program. **Action Plan Cycle:** 2025 - 2026, 2024 - 2025, 2023 - 2024, 2022 - 2023	