Schools and Divisions Program Review 2018/19 (Comprehensive)

Dean, Social and Behavioral Science and Multicultural Studies Office

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General Information (Schools and Divisions Program Review 2018/19 (Comprehensive))

2018/19 Schools and Divisions Program Review

Program Review Data and Resources

Submission Information (REQUIRED)

Lead Writer: Charles A. Zappia, Ph.D., Dean

Liaison: Larry Maxey, Dean

Manager: Leslie Shimazaki, Interim VPI

Faculty/staff (REQUIRED)

There are no changes in administrators or staff, but there are significant changes in faculty - so much so that the entire list is included below (*names of new faculty are italicized*):

OFFICE: SB304

Charles A. Zappia, Ph.D., Dean (SB304B)

Denise Costa, Senior Secretary (SB304)

TENURED/TENURE-TRACK & Pro-Rata FACULTY

By Department and Discipline
Fall 2018

ARCHITECTURE AND ENVIRONMENTAL DESIGN

FACULTY	RANK	DISCIPLINE	PHONE	OFFICE	MAIL
Chair					
Kay, Ian, M. Arch.	Professor	Architecture	2260	Z213	Z208
Abe, Valerie, B. Arch.	Assistant	Architecture	5073	Z214	Z208
Aswell, Amy, M.I. Arch.	Assistant	Interior Design	2254	Z206	Z208
Horsman, Larry, MS	Professor	Building Cons	2261	Z203	Z208
Kim, Sarah, M. F. A.	Assistant	Interior Design	2941	Z207	Z208
Wong, Robert, M. Arch.	Assistant	Architecture	5074	Z215	Z208
Pro-rata					
Mike Balich, B. Arch	Emeritus	Architecture	2255	Z204	Z208
Rob Fender, B. Arch	Emeritus	Architecture	2263	Z204	Z208
Carl Strona, M. Arch	Emeritus	Architecture	2256	Z204	Z208

BEHAVIORAL SCIENCES

FACULTY	RANK	DISCIPLINE	PHONE	OFFICE	MAIL
Chair					
Miyoshi, Dina, PhD	Professor	Psychology	2289	SB305F	SB305H
Assistant Chairs					
Adelson, Evan, PhD	Professor	Sociology	2291	SB305D	SB305H
Mongeluzzo, Ryan, PhD	Associate	Anthropology	5930	SB305M	SB305H
Sime, Jennifer, PhD	Associate	Anthropology	5906	SB305E	SB305H
Crosby, Christina, PhD	Assistant	Psychology	2302	SB311F	SB305H
Estep, Justin, C. Phil.	Associate	Psychology	2325	SB311L	SB305H
Greenbergs, Helen, PhD	Associate	Psychology	2288	SB305I	SB305H
Kanevsky, Inna, PhD	Professor	Psychology	2329	SB305N	SB305H
Kravatz, Tanya, PhD	Professor	Sociology	2358	SB305L	SB305H
Suarez, Scott, PhD	Assistant	Anthropology	5042	SB305G	SB305H
Van Kirk, Jaye, MA, MA	Professor	Psychology	2290	SB305J	SB305H
Torres, Oscar, PhD	Assistant	Psychology	2292	SB305K	SB305H
Pro-rata					
Elloie, Louis, MA	Emeritus	Psychology	TBD	TBD	SB305H
Laurie Mackenzie, MA	Emerita	Psychology	TBD	TBD	SB305H
Ron Ryno, PhD	Emeritus	Sociology	TBD	TBD	SB305H

BLACK STUDIES

FACULTY	RANK	DISCIPLINE	PHONE	OFFICE	MAIL
Chair					
Mayasa, Thekima, MA	Professor	Black Studies	2352	G103A	G248
Katungi, Candace, MA	Assistant	Black Studies	5047	G103B	G248
Pro-rata					
Lewis, Starla, MA	Emerita	Black Studies		G103E	G248

CHICANO STUDIES

FACULTY	RANK	DISCIPLINE	PHONE	OFFICE	MAIL	
Chair						
Velez, Manuel, MFA	Professor	Chicano Studies	2375	G103C	G248	
Lopez, Cesar, PhD	Professor	Chicano Studies	2368	G103D	G248	[Leave, 2018-19]
Pro-rata						
Ornelas, Mike, MA	Emeritus	Chicano Studies		G103E	G248	

SOCIAL SCIENCES

FACULTY	RANK	DISCIPLINE	PHONE	OFFICE	MAIL
Chair					
Crocitti, John, PhD	Professor	History	2417	SB311C	SB305H
Assistant Chair					

Rodriguez, Michelle, PhD	Professor	Political Science	2716	SB311K	SB305H
Avorh, John, MA	Professor	Political Science	2 410	SB311E	SB305H
Berger, Kenneth, PhD	Professor	Geography	2406	SB110D	SB305H
Cox, Michael, PhD	Assistant	History	2412	SB311G	SB305H
DebChaudhury, S., PhD	Professor	History	2418	SB311R	SB305H
Duckles, Ian, Ph.D.	Assistant	Philosophy	2294	SB311H	SB305H
Gwin, Mary, Ph.D.	Assistant	Philosophy	2331	SB311J	SB305H
Hanania, Marwan, PhD	Assistant	History	2402	SB311M	SB305H
Holowicki, Alex, PhD	Assistant	History	2405	SB311N	SB305H
Kim, Gloria, PhD	Assistant	History	2414	SB311I	SB305H
McLeod, Jonathan, PhD	Professor	History	2403	SB311Q	SB305H
Ray, Waverly, PhD	Associate	Geography	2408	SB110C	SB305H
Rosenstand, Nina, PhD	Professor	Philosophy	2407	SB311P	SB305H
Pro-rata					
Furrow, Dwight, PhD	Emeritus	Philosophy	TBD	TBD	SB305H
Trembley, Mark, MA	Emeritus	Geography	TBD	TBD	SB305H

Adjunct Faculty by Discipline, Fall 2018 (107)

ANTHROPOLOGY (8)
DINCKAN, GULAY
DIOKNO, JAMES
GUENTHER, CORINNA
HURST, BARBARA SAMANTHA
MARTIN, CHRISTINE ANNE
NUGENT, BENJAMIN
WALLACE, CHARLES
WILD, KALEB

ARCHITECTURE (10)
BARRETT, NORMAN DAVID
COMULADA, MICHAEL
ESQUIBEL, ALEJANDRO
GOODMAN, MICHAELLE
HARTH, LINUS
MANCKIA, JENNIFER
MAPES, NATALIE
SHAVER, SCOTT
SIERS, KENNETH
STRONA, CARL

BLACK STUDIES (7)
AMBERS, CHUCK
BROWN, AJANI
CHAMBERS, ROBERT
JOHNSON, PAULA
MERRITT, ANTHONY
ODOM, MYCHAL
ROGERS, DENISE (T-ART) (S)

BUILDING CONSTRUCTION (1)
COTTRELL, RANDY L.

CHICANO STUDIES (8)
CANEDO, OSCAR
CHAVEZ, VICTORIA
LESPERANCE, HENRY

LOPEZ-ARAMBURO, MARIA
MOCTEZUMA, ALESSANDRA
MORENO, JENNIFER
QUINTANILLA, OLIVIA
SANCHEZ, ALEJANDRA

GEOGRAPHY (7)
BATTERSON, BARBARA
CORTEZ, SAMUEL
DAVIS, HEATHER
FARANO, CHRISTA
LAZOOTIN, TAYA
LULKA, DAVID
YANOW, KEN

HISTORY (21)
ARNOLD, THOMAS
COX, KEITH
GARCIA, OCTAVIO
GUTHRIE, WAYNE LEE
HEISSER, CECILY
HENDERSON, MICHAEL
HERNANDEZ, JENNIFER
KELLER, JEAN
LINSKY, MARK
MAIROT, MARK
MILLER, ROBERT
NATHAN, GEOFFREY
NELSON, KRISTOPHER
O'MARA, WILLIAM
PALIGUTAN, PROCESO
PASSARO, JOSEPH
STOUT, JAMES
ULRICH-SCHLUMBOHM, GWENDOLLYN
VEZZOLA, MARK A.
WISHON, MARK

INTERIOR DESIGN (8)
BISHOP, BAILEY
DRAINER, MYRIEM
HINES, JEFFREY
LINDQUIST, HELENE KAY
LOWE, KAREN S.
MEDINA, LINDA
PARKER, ANN
REMPEL, BRIANA

PHILOSOPHY (7)
BINTER, JOSEF KARL
BRADLEY, JEFFREY
DEDRICK, LEANNE
MARCUS, SCOTT
PACHECO, STEPHEN
PETTINA, TONY
REYES, HERMINA

POLITICAL SCIENCE (5)
BYRON, MIKE
GASTELLUM, YVONNE

GOTTI, JOHN
PORTEN, JOHN
SEGUI, ALAN

PSYCHOLOGY (18)
ALHASSOON, OMAR M.
BELTRAN, ROBIN ANDREA
BLACK, LISA
BLAKE, TONI
BOURDAGES, JOLINE
CONTRERAS, RUDY
CORRELL, ESPEN
GALLEGOS, ROGER
KANEKO, WENDY
KIRK, SARAH
MARKOWITZ, KAREN

NINO, RANDALL S.
RUDBERG, NEAL C.
SELDIN, FREDRIC
SWEETEN, KATHIE
VILLALTA, IAN
WEINRICH, JAMES
WILLIS, JARRYD

SOCIOLOGY (7)
BRAVO, RICHARD
HOLKRNBRINK-MONK, CHARLENE
MCGINLEY, SEANA
MILNER, LYNETTE SCHUSTER
PERINO, MARISSA
SANTIAGO, SABRINA
SERNA, BETTINA

School or Division Overview (REQUIRED)

Form: 2018/19 Comprehensive Program Review Schools and Divisions Overview Section (See appendix)

File Attachments:

1. **PR2018 Success by Ethnicity.docx** (See appendix)

Outcomes and Assessment (REQUIRED)

Form: 2018/19 Comprehensive Program Review Schools and Divisions Outcomes and Assessment Section (See appendix)

Analysis (REQUIRED)

Form: 2018/19 Comprehensive Program Review Schools and Divisions Analysis Section (See appendix)

School and Division Goals (REQUIRED))

Dean, Social and Behavioral Science and Multicultural Studies Office Goal Set 2016-2017

Outcome

Outcome	Mapping
Provide intellectual and administrative leadership for a large and diverse School. The School consists of twelve disciplines staffed by strong faculty who benefit from leadership that puts departmental and discipline concerns in the broader context of College needs and professional responsibilities	**Institutional Learning Outcomes:** Communication:, Critical Thinking:, Global Awareness:, Personal Actions and Civic Responsibility:, Self-awareness and Interpersonal Skills:, Technological Awareness:
Coordinate and monitor scheduling, with input from department chairs and with mainframe entry by a senior secretary. The School offers about 400 class sections per semester, and the provisional scheduling is done by 9 chairs and assistant chairs. These proposed schedules require close review by the Dean to make certain that access and equity are assured, and that courses offered meet student needs.	**Institutional Learning Outcomes:** Communication:
Monitor and schedule all faculty and staff evaluations in strict compliance with the Collective Bargaining Agreement, District and College. Faculty and staff evaluation are critical in encouraging the highest quality of instruction. Our intensive, time-consuming processes verify teaching strengths and provide data on the far fewer weaknesses that require remediation.	**Institutional Learning Outcomes:** Communication:, Critical Thinking:, Global Awareness:, Personal Actions and Civic Responsibility:, Self-awareness and Interpersonal Skills:, Technological Awareness:
Manage the operation of a	**Institutional Learning Outcomes:**

74,000-SF building. SB100, the building housing the School's administrative office suite, faculty offices for the departments of Behavioral Sciences and Social Sciences, over 30 classrooms, labs, a student "Commons" area and terrace requires constant attention, in part to adjust practices to a far more expansive environment and to utilize to its full potential teaching support equipment never before available; and, in part to remedy the kinds of unforeseen problems that always emerge in new facilities.	Communication:, Personal Actions and Civic Responsibility:, Technological Awareness:
Work with faculty to make certain that curriculum is up-date as specified by state law, and that new courses are developed when necessary. No description necessary.	**Institutional Learning Outcomes:** Communication:, Critical Thinking:, Personal Actions and Civic Responsibility:, Self-awareness and Interpersonal Skills:
Improve Morale and Effectiveness of School Operations Request discretionary allocation to improve office effectiveness and faculty productivity and morale.	**Institutional Learning Outcomes 2016/17:** Communication, Critical Thinking, Professional & Ethical Behavior

Action Plans (REQUIRED)

Actions

Dean, Social and Behavioral Science and Multicultural Studies Office Goal Set 2016-2017

Outcome

Goal: Provide intellectual and administrative leadership for a large and diverse School.

The School consists of twelve disciplines staffed by strong faculty who benefit from leadership that puts departmental and discipline concerns in the broader context of College needs and professional responsibilities

▼ **Action:** Discretionary Allocation

Describe the actions needed to achieve this objective:	Grant discretionary allocation of $2,000/year to Dean to improve operational effectiveness of School and improve faculty morale.
Who will be responsible for overseeing the completion of this objective:	Dean Charles Zappia
Provide a timeline for the actions:	Fall 2019
Describe the assessment plan you will use to know if the objective was achieved and effective:	Faculty feedback, increased faculty involvement in service activities
List resources needed achieve this objective and associated costs (Supplies, Equipment, Computer Equipment, Travel & Conference, Software, Facilities, Classified Staff, Faculty, Other):	$2,000.00 to be used for supplies, travel and conferences, refreshments for School functions.

▼ **Action:** Provide intellectual and administrative leadership for a large and diverse School

Describe the actions needed to achieve this objective:	Remain attuned to faculty concerns and student needs.
Who will be responsible for overseeing the completion of this	Dean

objective:	
Provide a timeline for the actions:	Constant
Describe the assessment plan you will use to know if the objective was achieved and effective:	Interviews with faculty
List resources needed achieve this objective and associated costs (Supplies, Equipment, Computer Equipment, Travel & Conference, Software, Facilities, Classified Staff, Faculty, Other):	Larger Supplies Budget; Professional Development Budget (including discretionary travel/conference funds).

Goal: Coordinate and monitor scheduling, with input from department chairs and with mainframe entry by a senior secretary.

The School offers about 400 class sections per semester, and the provisional scheduling is done by 9 chairs and assistant chairs. These proposed schedules require close review by the Dean to make certain that access and equity are assured, and that courses offered meet student needs.

▼ **Action:** Coordinate and monitor scheduling.

Describe the actions needed to achieve this objective:	Constant attention, especially when semester schedules are proposed by Chairs. Use of EMS.
Who will be responsible for overseeing the completion of this	Dean

objective:	
Provide a timeline for the actions:	Constant
Describe the assessment plan you will use to know if the objective was achieved and effective:	Check enrollment patterns over a period of several semesters
List resources needed achieve this objective and associated costs (Supplies, Equipment, Computer Equipment, Travel & Conference, Software, Facilities, Classified Staff, Faculty, Other):	None

Goal: Monitor and schedule all faculty and staff evaluations in strict compliance with the Collective Bargaining Agreement, District and College.

Faculty and staff evaluation are critical in encouraging the highest quality of instruction. Our intensive, time-consuming processes verify teaching strengths and provide data on the far fewer weaknesses that require remediation.

▼ **Action:** Monitor and schedule all faculty and staff evaluations

Describe the actions needed to achieve this objective:	Maintain current evaluation schedule, inform all involved on a timely basis, follow provisions of CBA.
Who will be responsible for overseeing the completion of this	Dean

objective:	
Provide a timeline for the actions:	Every semester, starting in week one
Describe the assessment plan you will use to know if the objective was achieved and effective:	Completion of evaluations in a timely manner; clear and meaningful letters of appraisal
List resources needed achieve this objective and associated costs (Supplies, Equipment, Computer Equipment, Travel & Conference, Software, Facilities, Classified Staff, Faculty, Other):	None

Goal: Manage the operation of a 74,000-SF building.

SB100, the building housing the School's administrative office suite, faculty offices for the departments of Behavioral Sciences and Social Sciences, over 30 classrooms, labs, a student "Commons" area and terrace requires constant attention, in part to adjust practices to a far more expansive environment and to utilize to its full potential teaching support equipment never before available; and, in part to remedy the kinds of unforeseen problems that always emerge in new facilities.

▼ **Action:** Manage the operation of a 74,000-SF building

Describe the actions needed to achieve this objective:	Constant attention, close inspection, quick response to reports of problems, and considerable time
Who will be responsible for overseeing the	Dean

completion of this objective:	
Provide a timeline for the actions:	Constant, as needed
Describe the assessment plan you will use to know if the objective was achieved and effective:	Measure effectiveness and operational status of all building facilities
List resources needed achieve this objective and associated costs (Supplies, Equipment, Computer Equipment, Travel & Conference, Software, Facilities, Classified Staff, Faculty, Other):	Line budget for replacement of consumable supplies and dated equipment

Goal: Work with faculty to make certain that curriculum is up-date as specified by state law, and that new courses are developed when necessary.
No description necessary.

▼ **Action:** Make certain that curriculum is up-date

Describe the actions needed to achieve this objective:	Review of course status on CurricUNET; quick response to notifications of action
Who will be responsible for overseeing the completion of this objective:	Dean

Provide a timeline for the actions:	Constant
Describe the assessment plan you will use to know if the objective was achieved and effective:	Monitor reports from CurricUNET
List resources needed achieve this objective and associated costs (Supplies, Equipment, Computer Equipment, Travel & Conference, Software, Facilities, Classified Staff, Faculty, Other):	None

Closing the Loop (REQUIRED)

Form: 2018/19 Comprehensive Program Review Schools and Divisions Closing the Loop (See appendix)

Request Forms

- **BARC & Facilities Requests**
- **Classified Position Request**
- **Faculty Position Request**

Reviewers

Liaison's Review

Form: Schools and Divisions Liaison's Review 2018/19 (Comprehensive)

Manager's Review

Form: Schools and Divisions Manager's Review 2018/19 (Comprehensive)

Form: "2018/19 Comprehensive Program Review Schools and Divisions Overview Section"

Created with : Taskstream
Participating Area: Dean, Social and Behavioral Science and Multicultural Studies Office

(REQUIRED) School/Division Name

Social/Behavioral Sciences & Multicultural Studies

(REQUIRED) List the programs, offices and/or departments in your school/division.

ARCHITECTURE AND ENVIRONMENTAL DESIGN: Architecture, Building Construction Technology, Interior Design

BEHAVIORAL SCIENCES: Anthropology, Psychology, Sociology

BLACK STUDIES

CHICANO STUDIES

SOCIAL SCIENCES: Geography, History, Philosophy, Political Science

Filipino Studies, American Indian Studies, Asian American Studies, Women's Studies

(REQUIRED) Discuss the strengths of your school/division.

Our school's faculty are its greatest strength, in terms of academic preparation, scholarship, teaching, and service. Twenty-four of our non-CTE tenured or tenure-track faculty earned Ph.D.'s at major research universities, two are candidates for the doctorate, one holds an M.F.A., and three have Master's degrees. All are experts in their fields, and many are continuing research, publication in peer-reviewed journals, and presentations at professional conferences. Five of the six tenured/tenure-track faculty in our single CTE department hold Masters of Architecture, an M.F.A., or an M.S. These degrees are generally considered terminal for teaching in Architecture and Interior Design. Most of our faculty have received highly positive peer evaluations of their teaching, and many are recording the highest student evaluations scores I have seen in my many years at Mesa. Regarding service, the president-elect, vice-president, and secretary of the Academic Senate teach in our School. The District co-director of the Honors Committee is a tenure-track professor of Philosophy. Moreover, our faculty serve on virtually every committee of significance in the College, including but not limited to Academic Affairs, Curriculum Committee, CTE Work Force, Committee for Diversity, Action, Inclusion, and Equity, the LGBT+ Safe Zone Committee, Mesa College Research Conference Committee, COLA, ILO Task Force, and the Catalog Committee. They write excellent Program Reviews, review and assess CLO's, serve on the aptly-named "Bubbles," and most have been on a Search Committee within the past four years.

Another strength is built into the new Social and Behavioral Sciences Building and the remodeled Design Center. Bright, spacious classrooms, student study and lounging areas, and appealing faculty offices have made much of Mesa College actually feel like a place where one can learn.

Last of all, and with no pretense at humility, I think that my academic background, scholarship, many years of college teaching, collective bargaining experience, and College and District service have helped me to be an effective dean of a very academic School. I understand the problems and pressures our faculty face, I encourage their passion for teaching and learning, and I am willing to call them out on the few occasions when I think they need some redirection.

(REQUIRED) Discuss the challenges to your school/division.

In this section I will discuss internal challenges, although several are related to external challenges I will focus on below. Adjusting to changes in enrollment and to the recent budget shortfall have proven difficult, though they affect our disciplines differently. Architecture, Interior Design BLDC, and Psychology have maintained enrollments, so these disciplines suffered few class cuts necessitated by budget shortages. Anthropology, Sociology, and Geography have had some enrollment problems, so these disciplines are facing class cuts - but mainly in non-core areas that I have maintained in the past for for their academic importance despite lower enrollments. History, Philosophy, and Political Science have been hit with very weak enrollments and hence are enduring the largest class cuts. Philosophy's problems are mostly in the more specialized courses. In better times, these were sustained by highly-enrolled courses like Philosophy 100. I am hoping for the survival of these classes since they address important areas of the discipline; however, in the immediate future they will be offered only on a staggered, cyclical basis. History enrollments have decreased even in the core courses, especially in the second course of the World History sequence. Western Civilization courses have almost disappeared from the curriculum. Consequently, History is suffering the deepest cuts. Political Science has specific enrollment issues that are best not discussed in this document.

Related to enrollment issues, coping with repeatedly low enrollments in classes taught by tenured faculty and adjunct faculty who hold Priority of Assignment (POA) status has become more challenging than in the past. The reason for this seems to be that our students read the comments in "Rate My Professor," and schedule their instructors accordingly. Consequently, this challenge is not easily dealt with. In the case of POA faculty, I can simply cancel their low-enrolled classes; however, if I do so before the class meeting, they may bump other adjunct faculty who have much better enrollments. If I wait until after the first class meeting, the affected adjunct may not bump others - but the process is more disruptive for students. Worse yet, allowing tenured faculty to bump any adjunct instructor once classes have begun is strongly resented by students and may be causing adjuncts to seek positions elsewhere. The evaluation process does not provide a ready solution since most peer evaluators and chairs are reluctant to make unsatisfactory assessments unless the evidence to do so is overwhelming.

Distance- both in terms of space and communication - remains a challenge. The center of our School is in SB100: that building houses the Dean's office, faculty offices for the two largest departments (Social Sciences and Behavioral Sciences), and the classrooms and labs in which almost all classes in Anthropology, Psychology, Sociology, Geography, History, Philosophy, and Political Sciences are taught. Some classes in Chicana/o Studies are also taught in SB100. Most classes in Black Studies and Chicana/o Studies are taught in the G100 building that also contains faculty offices for those two departments. And all classes and offices for Architecture, Interior Design, and Building Construction Technology are taught in the six buildings of the Design Center, which is on the eastern-most end of

campus. Conversations among faculty and between faculty and dean in SB100 are frequent. Contacts with faculty in the Design Center and in G100 are much less frequent.

A final challenge that needs to be addressed, though is uncomfortable for me to express, is the status of our School as somewhat of an outlier. Many of the faculty in our School are strong believers in the critical thinking traditions of academia. So am I. We all learned in our graduate education that questioning the basis for policies, pronouncements, authoritative statements, even what we are told are "facts" is essential. Many of our faculty, however, have found that when they pose questions about policies they are sometimes seen as obstructionists. I regret this - questioning is not necessarily contention, though I have heard it described as such in our institution. Deference to authority is perfectly acceptable when the reasons for its dicta are clear. Otherwise, mere deference is a challenge to the critical perspectives we are obligated to bring to our students and colleagues.

(REQUIRED) External influences

Discuss external influences (Collegewide and beyond).

Some external influences - like the generally strong reputation Mesa College has in our city; the recent successes of fundraising; the birth of at least partially responsive programs like "Promise" - are positive. Perhaps more significantly, recent elections favoring progressive candidates who attacked inequality and racial privilege and supported free public college education and universal healthcare may redirect funding support to public education, though conservative political resistance will remain strong. Unfortunately, my list of negative external influences is far longer; and these are influences that affect not only our School and College, but the entire academic universe. The polarization in politics and society has widened the gap between truth based on evidence and logical argument and beliefs based largely upon personal experiences and biases. This polarization naturally challenges the pursuit of truth in higher education, which is often maligned as subversive if it questions received values. The overt emergence of virulent racism, anti-Semitism, anti-immigrant sentiment, and misogyny challenges our efforts to pursue equity in our institutions. The redistribution of already maldistributed wealth further upward at the expense of most Americans directly limits resources for public education and thus hurts most those whose needs are greatest. The continuing conviction among political and business leaders that higher education is a personal utility and as such should be paid for entirely by those who seek to acquire it shirks social responsibility. The imposition of the business model on public higher education, though wholly inappropriate, is becoming nearly universal.

More specifically related to our institution's future, performance-based funding (PBF), if it follows the scenario insisted upon by outgoing California governor Jerry Brown, will be catastrophic: it ties student success to monetary rewards for colleges that use prescribed metrics to demonstrate success without considering the quality of instruction. To date, there is absolutely no evidence that PBF increases student success. In fact, a recent Texas study suggested that PBF advantaged those colleges serving more affluent students, and thus may eventually limit access for our less affluent and far needier students.

Promise programs, like that now in place in the SDCCD, are based on good intentions and are heading in a positive direction; however, they are far too limited in funding to accomplish their goals of getting students through community college and into transfer institutions or careers in two years. In 2017, the Institute for Higher Education Policy closely studied established "promise" programs in Tennessee and New York that are basically identical to ours (i.e., they do NOT cover non-college-fee expenses). The study concluded that low-income students are not benefitting from the programs.

Demographic changes and equity gaps in local K-12 institutions also pose problems for Mesa College. The K-12 student population in San Diego has been declining. Moreover, although graduation rates in San Diego Unified are the highest among large districts in the state (87%), county rates for students from low income families average only 74%, and African Americans and Latinos

have graduation rates of 76% and 74% respectively (according to a study published on 11/19/2018).

Many of our current woes are the result of long-term political pressures, most of them coming from the corporate sector and from neoliberal politicians in both major parties. Since the presidency of Ronald Reagan, neoliberalism has not only dominated political discourse, but has extended its influence into virtually every area of American life. Those who celebrate the alleged "majesty" of the marketplace have quite successfully extended market logic to all our social institutions, including education. Neoliberals, who see economic outcomes as rating highest priority, characterize public educational institutions as cost inefficient, and portray public educators as self-interested elitists who resist legitimate demands for accountability. The short-term solution to making public colleges more accountable is to increase government oversight, a rather ironic position for those who generally disparage government. The long-term solution, though, is more to their liking: even more extensive privatization of higher education, a position endorsed by the current Secretary of Education.

I still have hope for the future of public higher education. But that hope will prove illusory unless there is a re-affirmation of the concept that education is not just a private tool for achieving individual success: it is a public utility, a social good that benefits all. Courses will continue to be taught with breadth and depth in California's community colleges only if public funding increases to keep pace with student demand, highly qualified tenure-track faculty are hired in significant numbers, faculty and administrators successfully retain what remains of our prerogatives to plan curriculum and shape instruction, and we collectively find the will and strength to resist the imposition of private market models of operation on the most vital of public institutions, our schools and colleges.

(REQUIRED) How does your school/division contribute to the Collegeâ€™s mission?

The link to the College mission is provided in the Directions.

Our School shares the College's commitment to access, success, and equity. We contribute to access by offering over 400 classes/semester in twelve different disciplines. Core offerings are scheduled at least four days per week, generally from 8:00AM continuously through 5:20PM, though we have scaled back late afternoon classes because of enrollment decline. We also offer at least one evening section of all core classes Monday through Thursday. Last of all, we have experimented with one-day-per-week Friday classes, again to provide maximum access.

Regarding success and equity, our School has a mixed record. From summer 2012 through fall 2017, success rates by ethnicity were above the Mesa average (70.0%) in Anthropology (70.5%), Architecture (76.5%), Black Studies (80.3%), Building Construction Technology (82.3%), Interior Design (77.8%), and Sociology (73.3%). They were generally comparable to the Mesa average in Philosophy (69.5%) and Psychology (69.2%). Political Science (59.3%), Geography (61.2%), History (63.0%), and Chicana/o Studies (65.8%) all fell below the Mesa average success rate by ethnicity. In spring 2018, the last semester for which I have data, there was some improvement. Success rates by ethnicity were above the Mesa average (73%) in Building Construction Technology (85%), Black Studies (80%), Interior Design (78%), Architecture (75%), and Sociology (75%). They were generally comparable to the Mesa average in History (72%), Psychology (71%), Geography (71%), Anthropology (70%), and Political Science (70%). Only Philosophy (69%) and Chicana/o Studies (65%) fell significantly below the Mesa average success rate by ethnicity.

The table in Attachment *PR2018 Success by Ethnicity* shows percentage success rates by ethnicity for seven ethno-racial-cultural groups. Four disciplines (BLAS, BLDC, INTE, SOCO) have percentages above the Mesa averages for every cohort. One discipline (PSYC) has

percentages no more than 3 points below the Mesa average for every cohort. One discipline (ARCH) has one cohort (African American) 4 points or more below the Mesa average. Three disciplines (CHIC, GEOG, POLI) have two cohorts 4 points or more below the Mesa averages (Asian and LatinX; Asian and African American; and, Asian and Filipino repectively). Two disciplines (ANTH, HIST) have three cohorts 4 points or more below the Mesa averages (Asian, African American, and Filipino; Asian, African American, and Native American respectively). One discipline (PHIL) has four cohorts 4 points or more below the Mesa averages (Asian, African American, Filipino, and Latinx).

From another perspective, success rates for Asians fall below the Mesa average in 6 disciplines; African Americans in 5; Filipinos in 3; Latinx in 2, and Native Americans in 1. Only whites rate above the Mesa average in all twelve disciplines.

(REQUIRED) Describe one or more areas that your school/division is focusing on. You will refer to this response in the Analysis Section.

Our School is focusing on increasing success rates and narrowing ethnic gaps in our courses and disciplines. It is, of course, the faculty who must find methods to help all students, particularly those traditionally marginalized, to achieve academic success. They are working on doing so without sacrificing academic standards and without yielding their assessment authority. My role is in discussing their progress with as many as my time allows, and placing that progress (or lack thereof) in a broader context.

Form: "2018/19 Comprehensive Program Review Schools and Divisions Outcomes and Assessment Section"

Created with : Taskstream
Participating Area: Dean, Social and Behavioral Science and Multicultural Studies Office

(REQUIRED) School/Division Name

Social/Behavioral Sciences & Multicultural Studies

(REQUIRED) We are halfway through our 6-year cycle. Is your office on target to complete AUO assessment by Spring 2022? Please attach your schedule for AUO assessment, with explanations as needed.

Refer back to Direction #3 on how to attach documents.

Dean's provision of intellectual and administrative leadership. **(Continuing)**

Coordination and monitoring of course scheduling. **(Continuing)**

Exercise of right of assignment, in consultation with chairs and faculty. **(Continuing)**

Monitoring, scheduling, and participation in the evaluation of tenure-track and tenured faculty; review of adjunct faculty evaluations; evaluation of non-academic staff. **(Continuing)**

Review of and commentary on all twelve discipline Program Reviews in School. **(Continuing)**

Participation in accreditation efforts. **(Completed, 2017-18)**

Monitoring and review of curriculum updating. **(Continuing)**

Prompt response to faculty and student questions, suggestions, and complaints. **(Continuing)**

Management of SB100. **(Continuing)**

Maintaining access to faculty and students who ask to meet with the Dean. **(Continuing)**

Encouragement of office staff independence within the parameters of managerial authority. **(Continuing)**

(REQUIRED) Please list your AUOs.

Please see above.

(REQUIRED) What have your completed assessments revealed about your area?

Several discussions resulted in agreement that building maintenance has improved, and AUO's are adequate and have been generally met; however, assessment of all AUO's requires continual monitoring. More specifically (with "revelations" in **bold**):

Last year, twelve program reviews were completed in a timely enough manner that I was able to review and provide meaningful feedback. **Faculty take Program review seriously.**

I completed a 30-page draft for Standard IIA which was referenced during the accredidation process last year. **My limited involvement in accreditation suggested that our School's programs meet standards.**

I closely monitored curriculum, and faculty reviewed and updated as required. **All courses in the School are current or are in the process of review.**

Faculty and students have registered satisfaction with my responses to any questions and/or complaints. My responses are generally provided in less than 24 hours. **Collegial relations are generally very positive in our School.**

I believe I met the goal of approachability and collegiality, since I have had no comments indicating otherwise. But one would have to ask others for their input.

(REQUIRED) If issues or problems were identified, what is your plan for implementing change?

Regarding AUO#1 (intellectual and administrative leadership) I have found that more departmental and School conferences would improve communication between Dean and faculty and among departmental faculty (particularly between tenured/tt and adjuncts). If these were alsao social functions, and supported by insights gained by the dean at one or two appropriate professional conferences, leadership would be more effective. Consequently, I am requesting a discretionary fund of $2,000 to be used to help build community relations within the School; to acknowledge the hard work of faculty by providing refreshments at School gatherings; and, to encourage support for greater professional and community involvement by all faculty.

(REQUIRED) Based on your assessments, have you identified resource needs?

- Budget
- Equipment
- Facilities

(REQUIRED) As you review the outcomes assessment process across your school/division, what impact do you see?

I see far too much time devoted to revision and assessment of outcomes that have marginal impact on the quality of instruction and School operation.

Please provide any other comments.

I am not wholly opposed to outcomes assessment or spending many, many hours writing Program Reviews. But - I do resent spending considerable time assessing CLOâ€™s and viewing Program Reviews as manifestations of a â€œculture of evidenceâ€□ when we have a greater responsibility. As educators, scholars, and concerned human beings â€“ we need to tell our students and our public about the fundamental limitations our political, social, and economic system imposes upon student success. When we do, the self-proclaimed educational reformers will smile in Reaganesque bemusement and say, â€œthere they go again!â€□ You know â€“trying to blame society for our failures. Nevertheless, we must build our own culture of evidence, one that uses data appropriately but that also focuses upon critical discourse and coherent argument; one that demonstrates the inequality of American life and explains how that inequality is destroying public higher education for all but the most fortunate.

Form: "2018/19 Comprehensive Program Review Schools and Divisions Analysis Section"

Created with : Taskstream
Participating Area: Dean, Social and Behavioral Science and Multicultural Studies Office

(REQUIRED) School/Division Name
Social/Behavioral Sciences & Multicultural Studies

(REQUIRED) Using the data dashboards, discuss how students are doing in your school/division. Please refer to indicators of success, retention, persistence, etc.
The link to the dashboards is provided in the Directions section.

Headcount, Retention, Equity, and Success: Statistics and Reactions

(1) Headcounts by Ethnicity (Summer 2012 - Fall 2017)

Regarding enrollment by ethnicity, the overall percentages for four of the five major ethnic groups studied were within +1 or -1 percentage points of the Mesa College enrollment percentage.

African Americans: the Schoolâ€™s 7.5% was 0.5 percentage point higher than the Mesa College 7.0% enrollment rate. By discipline, 6 of 12 generated enrollment percentages from -1 to +1 percentage points lower or higher than the Mesa average. Five of 12 had enrollment percentages more than 1 percentage point lower than the Mesa average, with Interior Design the lowest at 2.1%. Only one discipline exceeded the Mesa enrollment average by far more than 1 percentage point: African American enrollment in Black Studies classes averaged 39.3% for the period under study.

Latina/o: overall, the Schoolâ€™s 37.6% Latina/o enrollment exceeded the Mesa average percentage of 33.0% by 3.6 percentage points. By discipline, 3 of 12 were from -1 to +1 percentage points lower or higher than the Mesa average. Four of 12 had enrollment percentages more than 1 percentage point lower than the Mesa average, with Black Studies the lowest at 20.2%. Five disciplines exceeded the Mesa enrollment average by more than 1 percentage point: Latina/o enrollment in Chicana/o Studies classes averaged 78.6% for the period under study.

Filipino: the Schoolâ€™s 4.0% was 1.0 percentage point lower than the Mesa College 5.0% enrollment rate. By discipline, 5 of 12 were from -1 to +1 percentage points lower or higher than the Mesa average. Seven of 12 had enrollment percentages more than 1 percentage point lower than the Mesa average, with Chicana/o Studies the lowest at 1.8%. No discipline exceeded the Mesa enrollment average by more than 1 percentage point.

Asian/Pacific Islander: overall, the Schoolâ€™s 9.4% was 3.6 percentage points lower than the Mesa College enrollment rate of 13%. By discipline, enrollments in *all* of

the 12 were more than 1 percentage point lower than the Mesa average, with Chicana/o Studies the lowest at 3.8%.

White: the Schoolâ€™s 33.4% was 0.4 percentage point higher than the Mesa College 33.0% enrollment rate. By discipline, 3 of 12 had enrollment percentages more than 1 percentage point lower than the Mesa average, with Chicano Studies the lowest at 11.8%. Nine disciplines exceeded the Mesa enrollment average by more than 1 percentage point: those who self-identified as â€œWhiteâ€□ constituted 49.0% of enrollment in Interior Design classes for the period under study.

Reactions: The data suggest several conclusions regarding enrollment by ethnicity in our School. First of all, enrollment percentages by ethnicity are concomitant with Mesa College averages (Summer 2012-Fall 2017) for African Americans, Filipinos, and Whites. They are 3.4 percentage points higher for Latinos and 3.6 percentage points lower for Asian/Pacific Islanders. Second, there is evidence of aggregation by ethnicity and race: African Americans have the highest enrollment percentage in Black Studies (39.3%), and those self-identifying as Latina/o constitute 78.6% of enrollment in Chicana/o Studies. Third, vocational and academic patterns relating to race are indicated as well. Whites supply just under half of the enrollment in Interior Design and slightly more than 40% in History. In fact, Whites exceeded the Mesa College average enrollment percentage in 9 of the 12 disciplines taught in the School. On the other end of the enrollment percentage spectrum, the numbers for Asian/Pacific Islanders were lower than their Mesa average in *all* of the disciplines taught in the School, ranking lowest in Chicana/o Studies (3.8%).

(2) Retention by Ethnicity (AVERAGES, 2012/13 â€“ 2016/17)

Retention rates during the period studied were approximately equal to or greater than the Mesa College average retention rates for the five ethno-cultural groups in 9 of the Schoolâ€™s 12 disciplines (BLDC, CHIC, and INTE each listed one lower than average retention rate). Geography retention rates for two ethnic groups fell below their Mesa averages. Retention rates were consistently lower than the Mesa averages in 2 of the Schoolâ€™s 12 disciplines. Political Science generated lower than average retention rates for all five ethnic cohorts. History did so in four of the five.

(3) Equity Gaps two or more percentage points below or above the average for the Discipline (Summer 2012 â€“ Fall 2017)

African American: In 11 of 12 disciplines, the equity gap is 3 percentage points or more below the discipline average. The widest gap (-17%) is in Geography. In only one discipline (BLDC) is the equity gap at the discipline average.

Latina/o: In 10 of 12 disciplines, the equity gap is 3 percentage points or more below the discipline average. The widest gap (-7%) is in Geography. In 2 disciplines (BLAS & BLDC) the equity gap is within one percentage point of the discipline average.

Filipino: In 3 of 12 disciplines, the equity gap is 3 percentage points or more below the discipline average. The widest gap (-5%) is in Geography. In 4 disciplines (POLI, BLAS, HIST & PHIL) the equity gap is within 1 percentage point of the discipline average. In 5 of 12 disciplines, the equity gap is 3 percentage points or more above the discipline average. The most positive gap (+19%) is in Building Construction Technology.

Asian/Pacific Islander: In 2 of 12 disciplines, the equity gap is 3 percentage points or more below the discipline average. The widest gap (-11%) is in Building Construction Technology. In 10 of 12 disciplines, the equity gap is 3 percentage points or more above the discipline average. The most positive gap (+12%) is in Chicana/o Studies.

White: In 1 of 12 disciplines, the equity gap is within 1 percentage point of the discipline average. In 11 of 12 disciplines, the equity gap is 3 percentage points or more above the discipline average. The most positive gap (+8%) is in Chicana/o Studies and Geography.

(4) Success Rates two or more percentage points below or above the average for Mesa College (Summer 2012 â€“ Fall 2017)

African American: In 6 of 12 disciplines, the success rate is 2 percentage points or more below the Mesa College average of **61.8%.** The lowest rate (49%) is in Geography. In 1 discipline (PHIL), the success rate is within 1 percentage point of the Mesa average. In 5 of 12 disciplines, the success rate is 3 percentage points or more above the Mesa average. The most positive rate (79%) is in Building Construction Technology.

Latina/o: In 5 of 12 disciplines, the success rate is 2 percentage points or more below the Mesa College average of **66.2%.** The lowest rate (54%) is in Political Science. In 2 disciplines (PHIL & ANTH), the success rate is within 1 percentage point of the Mesa average. In 5 of 12 disciplines, the success rate is 3 percentage points or more above the Mesa average. The most positive rate (80%) is in Building Construction Technology.

Filipino: In 5 of 12 disciplines, the success rate is 2 percentage points or more below the Mesa College average of **73.2%.** The lowest rate (60%) is in Political Science. In 2 disciplines (PHIL & PSYC), the success rate is within 1 percentage point of the Mesa average. In 5 of 12 disciplines, the success rate is 3 percentage points or more above the Mesa average. The most positive rate (98%) is in Building Construction Technology.

Asian/Pacific Islander: In 4 of 12 disciplines, the success rate is 2 percentage points or more below the Mesa College average of **77.8%.** The lowest rate (65%) is in Political Science. In 4 disciplines (INTE, PHIL, PSYC & CHIC), the success rate is within 1 percentage point of the Mesa average. In 4 of 12 disciplines, the success rate is 3 percentage points or more above the Mesa average. The most positive rate (86%) is in Black Studies.

White: In 3 of 12 disciplines, the success rate is 2 percentage points or more below the Mesa College average of **75.4%.** The lowest rate (65%) is in Political Science. In 4 disciplines (ANTH, PHIL, PSYC & GEOG), the success rate is within 1 percentage point of the Mesa average. In 5 of 12 disciplines, the success rate is 3 percentage points or more above the Mesa average. The most positive rate (82%) is in Black Studies and Interior Design.

Reactions: The investigation of equity gaps produced few surprises, as the outcomes were very similar to those found in nationwide studies. African Americans experienced negative equity gaps in 91.7% of the Schoolâ€™s disciplines. They also suffered the widest spread of those gaps, averaging -9.25%. Negative equity gaps among Latina/o students were nearly as numerous (noted in 83.3% of the Schoolâ€™s disciplines), but the average gap was considerably less negative (-4.0%). Filipinos suffered negative equity gaps in only 25% of the Schoolâ€™s disciplines, and their overall average gap was positive at 2.2%. The percentage of negative equity gaps for Asia/Pacific Islanders was only 16.6% of the Schoolâ€™s disciplines, and the overall average gap was higher than that of Filipinos at 4.5%. Those students who self-identified as White did not experience equity gaps larger than 2 percentage points in any discipline (the percentage rate for BLDC was -1%). The overall average was slightly higher than that for Asian/Pacific Islanders at 4.8%.

Success rates were perhaps more indicative of problems in the School, since the equity gaps were determined in relationship to the discipline averages. Consequently, disciplines with very low overall success rates often did not generate the largest equity gaps. The most striking outcome was that the lowest discipline success rates for 4 of the 5 ethno-cultural groups were in a single discipline â€“ Political Science. Only African Americans scored a lower success rate in another discipline (Geography).

Overall, School success rates by ethnicity (Summer 2012 - Fall 2017) were above the Mesa average in Anthropology, Architecture, Black Studies, Building Construction Technology, Interior Design, and Sociology. They were less than 1% below the Mesa average in Philosophy and Psychology; however, Political Science, Geography, History, and Chicana/o Studies all averaged success rates below the Mesa average of 70% (in the order I have listed them). Political Scienceâ€™s average success rate was the lowest at 59.3%.

In summary, success rates are above the Mesa average in the Departments of Architecture and Environmental Design and Black Studies. They are mixed but generally comparable to the Mesa average in the Department of Behavioral

Sciences. The major problems are in Chicana/o Studies and, most dramatically, in the Department of Social Sciences.

A preliminary survey of Spring 2018 data shows some improvement. Please see the attachment "PR2018 Success by Ethnicity" in the School and Division Overview.

(REQUIRED) Given your stated area(s) of focus in your Overview section, has your office/school/division introduced new or different actions that may have affected changes in these indicators? Please describe.

My office has not introduced new or diiferent actions, because those we have been utilizing (i.e., discussions, review of courses, dialog about grading practices) are continuing.

(REQUIRED) Describe the trends in Enrollment for your school/division. What changes might you foresee in the next 2-3 years?

Please see "Challenges" in School or Division Overview.

(REQUIRED) How do you create an environment that fosters equity, diversity, and inclusion?

We attempt to create an environment that fosters equity, diversity, and inclusion by addressing these issues as appropriate in the classes taught in our School, by refusing to tolerate racist or misogynistic statement in class or elsewhere, by recognizing the potential of all of our students, and by resisting policies and practices, on every level, that are divisive, especially on the grounds of race, ethnicity, gender, or class.

(REQUIRED) How does your school/division help to prepare students for success beyond your classrooms?

We prepare students for success beyond the classroom by encouraging critical thinking, and maintaining high academic standards while giving full consideration to the obstacles many of our students face.

(REQUIRED) In what ways can the college support your school/division in our effort to encourage major and career exploration early on in a studentâ€™s college experience?

The College can support our School's efforts to encourage early major and career exploration by soft-pedalling the rhetoric regarding Guided Pathways, and encouraging the discipline faculty to offer more degree and major information to students taking our classes.

(REQUIRED) Are there any data sets that are not already provided in the dashboards that you could use to inform your school/division?

No.

SCHOOL OF SOCIAL/BEHAVIORAL SCIENCES & MULTICULTURAL STUDIES
SUCCESS RATES BY ETHNICITY (by percentage)*
Spring 2018

Discipline	TOTALS	Asian	African American	Filipino	Latinx	Native American	Pacific Islander	White
Mesa	73	80	63	77	68	74	68	78
ANTH	70	75	56	69	65	-	-	76
ARCH	75	79	44	85	71	-	-	77
BLAS	80	86	80	92	78	-	-	87
BLDC	85	-	85	-	78	-	-	86
CHIC	65	69	65	80	64	-	-	80
GEOG	71	71	52	75	67	-	-	81
HIST	72	72	50	80	68	69	-	76
INTE	78	89	-	89	70	-	-	84
PHIL	69	69	46	71	63	-	-	76
POLI	70	73	65	71	67	-	-	75
PSYC	71	82	62	74	67	79	69	77
SOCO	75	83	74	85	68	-	-	80

*Excludes "Unreported" and "Other"
Dark Green = At or Above Mesa Average
Light Green = 1 to 3 Percentage Points below Mesa Average
Red = 4 or more Percentage Points below Mesa Average

Form: "2018/19 Comprehensive Program Review Schools and Divisions Closing the Loop"

Created with : Taskstream
Participating Area: Dean, Social and Behavioral Science and Multicultural Studies Office

(REQUIRED) School/Division Name

Social/Behavioral Sciences & Multicultural Studies

(REQUIRED) Document all resources received in past year for your office area, along with significant resources received by your school/division.

- BARC
- Faculty
- Foundation Minigrants
- Perkins
- Strong Workforce

(REQUIRED) How have these resources benefited programs and students?

Regarding documentation of resources indicated above - the only one requested at the School level is for a discretionary fund of 2,000 through BARC. The others will be provided in the individual discipline Program Reviews. These reviews will also discuss student and program benefits. I simply don't have documentation beyond my approval of departmental BARC requests and Minigrant requests. Perkins funding goes through Dean Recalde's office, and Strong Workforce is overseen by Dean Brown. We received approval for a tenure-track position in Sociology. The Search is in progress, and the posting will close on November 30, 2018.