

2022-23 Program Review Template

Directions for Lead Writers: Please use this template to complete your Unit's Program Review for this cycle. After you complete this template, please click [here](#) to upload this word document.

Click [here](#) to view our Glossary of Terms.

Other Resources:

[Program Review Handbook](#)

[Acronym Dictionary](#)

[Resource Link Library](#)

[Mesa 2030](#)

[Program Review Archives](#)

DEI Discussions: as part of your reflection with your unit, a workgroup has developed a Diversity, Equity, Inclusion, and Accessibility Discussion Guide. Please use this in your unit-level discussions as we move toward becoming more diverse, equitable, inclusive, and accessible through intentional and ongoing campus-wide reflections and revisions of policies and practices.

View the guide [here](#). Have reflections or feedback to share? Click [here](#).

<i>Program Information & Executive Summary</i>		
Prompt	Guidance	Program Response
Describe the successes and challenges your unit has faced since the last comprehensive review.		<p>Successes: Many of the programs in allied health boast high retention rates and job placements in field of study. The healthcare field overall has steady growth of upwards of 15% for careers that pay a livable wage. Some highlights:</p> <ul style="list-style-type: none"> • MEDA student success rates increased over the past year from 87% to 94% in 2021-2022 • Integrated technology to improve student learning and develop critical thinking necessary for employment in a healthcare setting (PhysioU, ICE Videos, electronic documentation). • Positive legislation guaranteeing the permanence of existing Baccalaureate degrees at the California Community Colleges. Our industry partners, alumni, students, administrators all contributed

		<p>to providing necessary information to allow this to be a permanent degree offering.</p> <ul style="list-style-type: none"> • DENA has gone low-cost or no-costs for textbooks • Opening of the Health and Wellness Community Clinic • Increased AS degrees from 131 to 173 year over year • Increased BS degrees from 28 to 34 year over year <p>Challenges:</p> <p>Tina Recalde, who previously served as the Dean of HSPS, has relocated to a different role, creating a vacancy for both a new Dean and an acting Dean. The full-time position is currently open and needs to be filled.</p> <p>With a focus on cohort-based retention, programs should aim to enroll more students than needed, anticipating that some attrition will occur over time.</p> <p>Our accrediting body has identified specific facility improvements that must be made to maintain the program's good standing.</p> <p>Additional resources are needed to expand the hours of operation for the Health and Wellness clinic.</p>
<p>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.</p>	<p>Optional</p>	<ul style="list-style-type: none"> - Community Clinic for dental has given the students and the neighboring community the opportunity for no cost dental services that included full mouth X-rays, coronal polishing, pit and fissure sealants. For both PTA we have been able to assist both students and underinsured members of the community. - Added RADT 70 (orientation to Xray Equipment) prior to starting rotations - May 2020 Vet tech program became AVMA accredited - Healthcare 401 upper division comm class added to HIMS - NUTR piloted 4 week courses for 150 and 153 with positive results (2022-2023). Classes average a fill rate of 98-100%, 84% pass rate (compared to a 75% pass rate for 8 week classes) and 90% retention.

If applicable, describe the impact of any new resources (human, fiscal, etc.) on the unit and/or action plan implementation.	Optional	<ul style="list-style-type: none"> - Fall 2022 VTAH hired a FT faculty for the program, this will help us make needed curriculum updates in 23-24 - No director for NDTE, currently only adjunct faculty are teaching in the program - Increased staffing and support in the community clinic (this will also allow us to expand DENA and PTA program), we need additional student hours to reduce time in clinical rotations
Please confirm that the department has reviewed the Course Learning Outcomes listed in CurricuNet for each course and verify accuracy.	Select One	<input checked="" type="checkbox"/> Reviewed and accurate <input type="checkbox"/> Reviewed not accurate, update in progress <input type="checkbox"/> Reviewed not accurate, need support

Data Reflection

Prompt	Guidance	Program Response
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Describe the trends you see in your program/service area's data.	<p>Instructional Data you may consider: enrollment trends, course & program learning outcomes, Institutional Learning Outcomes, course success and retention rates, degree completion, transfer, employment, labor market analysis, other data relevant to your unit's work</p>	<p>In terms of labor market analysis, healthcare is projected to add more jobs than any other industry between 2019 and 2029. Specifically, healthcare will add roughly 2.4 million new jobs during this period, representing a 15% increase in employment. Many of the programs in allied health boast high retention rates and job placements in field of study (of 100%). The majority of Mesa's allied health programs, upon graduation, offer a livable wage in the career trained for.</p>
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Service/Admin Area Data you may consider - service usage, service access, demand for services, student service/administrative unit outcomes, types of services offered and used, headcount of services usage, trends in reason for service use, other data relevant to your unit's work

Overall awards for HSPS have increased by 42% year over year, primarily in our AS awards.

Awards by Academic Year			
	2019-20	2020-21	2021-22
AA	53	50	35
AS	117	131	173
AS-T	3	0	1
BS	28	28	34
Cert 08	0	0	1
Cert 12-17	0	0	0

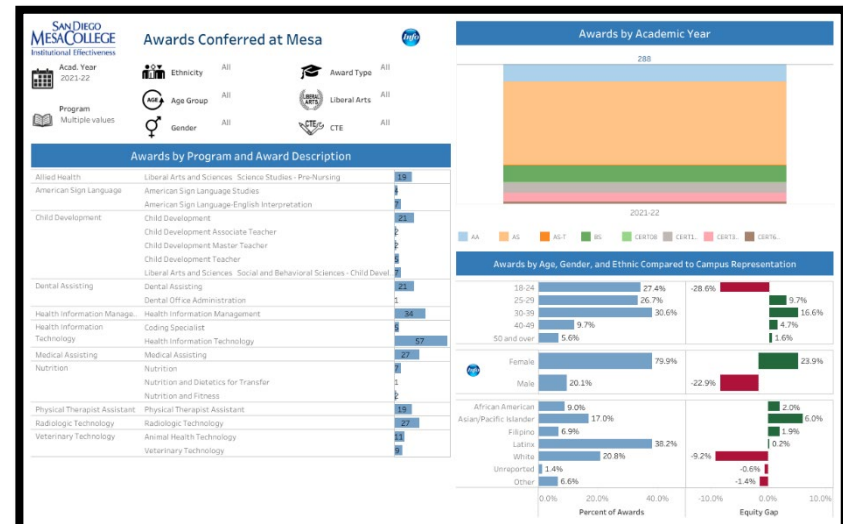
Cert 16-29	1	14	22
Cert 18-29	16	7	0
Cert 30-59	16	24	18
Cert 60+	13	8	4

Total 247 262 288

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

Equity gaps refer to disparities in educational outcomes and student success metrics across race/ethnicity, socioeconomic status, gender, and other demographic traits and intersectionalities.

Our students have to deal with financial instability to achieve financial stability. This directly impacts students academically. We still have equity gaps in many of our programs though we are working to reduce them. The 2 largest being underrepresented students in the 18-24 range (-28.6%) and males (-22.90%). Individual programs are also making an effort to close equity gaps. In Nutrition, the equity gap for African American students in spring 2021 was negative 12% and dropped to negative 9.2% in spring 2022. In 2022, this group of 121 students had a retention rate of 83.5% and success rate of 62.8%. Among Latin X students, there was a negative 6.2% in spring 2021 which dropped to negative 4.9% in fall 2021. In 2022, our group of 598 students had no equity gap and instead scored a positive 9.8%.



Describe the discussion(s) that took place about the unit's learning outcomes assessment data.	Department Outcomes Coordinators (DOCs) facilitate a department wide discussion on learning outcomes data each year during "Outcomes Across Campus". DOC's may be helpful in supporting this section.	
<i>Practice Reflection</i>		
Prompt	Guidance	Program Response
Describe current practices your unit has engaged in that you believe impact the above data trends and equity gaps.	Items to consider: new actions specifically focused on issues of equity, major curricular changes, professional learning, policy or process changes, data-informed unit dialogue, community outreach.	<ul style="list-style-type: none"> - Faculty taking advantage of MOST cohorts and coaching to close equity gaps for online courses through course redesign. Two faculty will be part of the humanize community of practice in the summer and be reporting back in our HSPS leadership meetings for further actionable ideas for the group. - Nutrition re-design to shorter stackable courses. The model should be reviewed to determine if we could utilize the design in other programs throughout HSPS.
What other factors (internal or external) might also impact the above data trends and equity gaps?	Items to consider: legislative changes, fiscal changes, staffing changes, recruitment, hiring, and retention practices.	<ul style="list-style-type: none"> - There are several legislative changes occurring in Child development that will impact curriculum design with CAP 8 and Universal TK. Alignment will allow students to have more access and shorten the time necessary to receive certification and/or their AA. - Students continue to prefer online classes in many areas regardless of other pedagogical approaches they may benefit from. When City and Miramar are offering the same class online, it is hard for us not to do the same.
<i>Unit Goals and Action Plans</i>		
Prompt	Guidance	Program Response
Unit Goals	Goals should connect to Data and Practice Reflections. Goals should be Specific, Measurable, Attainable, Relevant, and Time-bound.	<p>Goal 1: Creating CCAP and partnership agreements with 3 –5 new schools in the San Diego County to support our dual enrollment/transfer pipeline.</p> <p>Goal 2: HSPS Equity Audit; collaborative effort between all programs that will help us examine our policies, procedures and practices to identify any potential biases, barrier that may disproportionately impact certain groups.</p> <p>Goal 3: Develop internal processes to increase efficiencies within Deans' office, especially the utilization of teams.</p>

		<p>Goal 4: Expand the Health and Wellness Community Clinic to both increase the number of patient and the number of students.</p>
<p>Mesa2030 Roadmap Strategic Objective (SO) Alignment</p>	<p>Review Mesa2030 and the Roadmap to Mesa2030, only link to SO's that your goal clearly and intentionally is meant to contribute to, each goal should link to 1 or more SOs</p>	<p>Goal 1: Creating CCAP and partnership agreements with 3 –5 new schools in the San Diego County to support our noncredit/dual enrollment/transfer pipeline.</p> <ul style="list-style-type: none"> SO: Expand partnerships with K-12 institutions to enhance program offerings and increase access for minoritized students. SO: Expand intersegmental pathways to create a seamless transition between Mesa and k-12, non-credit, Universities, and careers. <p>Goal 2: HSPS Equity Audit; collaborative effort between all programs that will help us examine our policies, procedures and practices to identify any potential biases, barrier that may disproportionately impact certain groups.</p> <ul style="list-style-type: none"> SO: Evaluate and improve Diversity, Equity, and Inclusion practices in classroom environments, campus activities, departments, schools, and administrative units. SO: Expand and Prioritize professional learning experiences for all employees that create parity in outcomes across racial/ethnic groups and all disproportionately impacted groups. <p>Goal 3: Develop internal processes to increase efficiencies within Deans' office, especially the utilization of teams.</p> <ul style="list-style-type: none"> SO: Support processes and initiatives that prioritize environmental sustainability and reduce Mesa College's impact on climate change. SO: Use technology to improve communication and accessibility across campus. <p>Goal 4: Expand the Health and Wellness Community Clinic to both increase the number of patient and the number of students.</p> <ul style="list-style-type: none"> SO: Increase opportunities to be an asset and resource to the external community. SO: Increase community engagement, experiential learning, integrated career planning, and workforce training to

		prepare students for future careers.
Identify specific actions your program/service area will engage in to accomplish this goal.	Examples may include: policy or practice changes; unit initiatives, curricular changes, etc.	<p>Goal 1: Creating CCAP and partnership agreements with 3 –5 new schools in the San Diego County to support our noncredit/ dual enrollment/transfer pipeline.</p> <p>Actions:</p> <ol style="list-style-type: none"> 1. Work with NUTR on articulation to SDSU for transfer students in the major (transfer pathway). 2. Work with faculty to develop 3-5 articulation/CCAP agreements for appropriate pathways. 3. Speak at 1-2 engagements focused on building these relationships. 4. Continue to build partnerships with noncredit through NCAL <ol style="list-style-type: none"> a. Host district wide health discipline meeting b. Participate in child development district discipline meeting 5. Collaborate with area discipline deans on scheduling practices for our areas to see how we can streamline offerings and build a more comprehensive schedule district wide. Areas to resolve: <ol style="list-style-type: none"> a. Child Development b. Nutrition <p>Goal 2: HSPS Equity Audit; collaborative effort between all programs that will help us examine our policies, procedures and practices to identify any potential biases, barrier that may disproportionately impact certain groups.</p> <p>Actions:</p> <ol style="list-style-type: none"> 1. Host meeting to work with faculty on reviewing and equitizing syllabi for fall. 2. Implement monthly open meetings with faculty to continue and expand on these discussions. 3. Monthly engagement of faculty in conversations surrounding our practices and policies. 4. Take findings from audit and turn into actionable list for programs to implement. <p>Goal 3: Develop internal processes to increase efficiencies within Deans' office, especially the utilization of teams.</p>

		<p>Actions:</p> <ol style="list-style-type: none"> 1. Move and recreate items that can be electronic to teams (forms, etc). 2. Encourage the use of teams over email whenever possible. 3. Deans office will cross train individuals and develop tools that will increase efficiencies for team. <p>Goal 4: Expand the Health and Wellness Community Clinic to both increase the number of patients and the number of students.</p> <p>Actions:</p> <ol style="list-style-type: none"> 1. Find alternative funding opportunities for both staffing and development of clinic. 2. Collaborate with Mesa's health center and faculty for additional potential pathways offered in clinic. 3. Work with key stakeholders to develop plan for building/program that would increase capacity for both community and students.
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Does this Action Plan require resources	if yes, complete resource request form	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
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Lead Writer and Manager Information

Lead writer Name(s)	Cassandra Storey
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Submission Date of Program Review Draft to Manager for feedback	5/11/2023
Submission Date of Program Review Final Draft to Office of Institutional Effectiveness	5/31/23