

5/22School for Social/Behavioral Sciences & Multicultural Studies

2022-23 Program Review

Directions for Lead Writers: Please use this template to complete your Unit’s Program Review for this cycle. Instructions for submitting your completed template at the end of the spring semester will be provided in a few weeks. 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>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:</p> <ul style="list-style-type: none"> • 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, and Building Construction Technology. • 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

		<p>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.</p> <ul style="list-style-type: none">• The SBSMS Dean has provided leadership in implementing the College's first Title III Asian American Native American Serving Institution (AANAPISI) Grant and serving as the Interim Director.• 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. <p>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.</p> <p>Although SBSMS has received some replacement and new faculty hires, there is an opportunity to hire a Native American Indigenous Studies (NAIS) faculty member so there is a discipline expert to develop and teach NAIS courses so that all four core disciplines in Ethnic Studies are available to Mesa students. Additionally, there are</p>
--	--	--

		<p>currently strong needs for replacement faculty positions in Architecture and Geography.</p> <p>Lastly, there are challenges with facilities maintenance, repairs, and needed upgrades especially in the Z-building/Design School. There is a furniture replacement and electrical outlet site improvement plan in the SB 3rd floor student study lounge that will certainly improve the usability of students to independently work and to collaborate with the many electronic devices commonly utilized.</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>	<p>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.</p> <p>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 that is planned to teach 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.</p> <p>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.</p>

<p>If applicable, describe the impact of any new resources (human, fiscal, etc.) on the unit and/or action plan implementation.</p>	<p>Optional</p>	<p>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.</p> <p>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.</p> <p>The AANAPISI Grant is a \$1.5 million, five-year grant that provides resources for grant staffing and programming to institutionalize support for AAPI students.</p>
<p>Please confirm that the department has reviewed the Course Learning Outcomes listed in CurricuNet for each course and verify accuracy.</p>	<p>Select One</p>	<p><input type="checkbox"/> Reviewed and accurate <input type="checkbox"/> Reviewed not accurate, update in progress <input type="checkbox"/> Reviewed not accurate, need support NOT APPLICABLE</p>
<p><i>Data Reflection</i></p>		
<p>Prompt</p>	<p>Guidance</p>	<p>Program Response</p>
<p>Describe the trends you see in your program/service area's data.</p>	<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>At the school level, SBSMS enrollment trends from the SDCCD Enrollment Dashboard Historical for like terms are listed below from Fall 2020 – Spring 2023.</p> <p>F20: FTES: 675 FTEF: 69 Productivity: 9.82 F21: FTES: 743 FTEF: 67 Productivity: 11.14</p>

	<p>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</p>	<p>F22: FTES: 971 FTEF: 65 Productivity: 17.81 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</p> <p>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</p> <p>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 reoffering 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.</p>
<p>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.)?</p>	<p>Equity gaps refer to disparities in educational outcomes and student success metrics across race/ethnicity, socioeconomic status, gender, and other demographic traits and intersectionalities.</p>	<p>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.</p>

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 helpful in supporting this section.	NOT APPLICABLE
--	--	-----------------------

Practice Reflection

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.	<p>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.</p> <p>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.</p>
--	---	--

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.	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.
--	---	--

Unit Goals and Action Plans

Prompt	Guidance	Program Response
--------	----------	------------------

Unit Goals	Goals should connect to Data and Practice Reflections. Goals should be Specific, Measurable, Attainable, Relevant, and Time-bound.	Goal 1: Examine and improve school equity gaps Goal 2: Increase enrollment and program completion Goal 3: Collaborative planning for school-wide student success and retention efforts
Mesa2030 Roadmap Strategic Objective (SO) Alignment	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	Goal 1: Examine and improve school equity gaps SO: Completion SO: Scholarship Goal 2: Increase enrollment and program completion SO: Stewardship SO: Completion Goal 3: Collaborative planning for school-wide student success and retention efforts SO: Completion SO: Community
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.	Goal 1 1. Introduce and discuss DEI in Curriculum: Model Principles and Practices 2. Share school equity gap data Goal 2 1. Continued enrollment management focus and curriculum review 2. Analysis and use of relevant data Goal 3 1. Examining data at program level 2. Faculty review best practices and implement strategies for student success and retention.
Does this Action Plan require resources	if yes, complete resource request form	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Lead Writer and Manager Information		
Lead writer Name(s)	Dean Pearl Ly	
Name of Program/Unit	School of Social/Behavioral Sciences & Multicultural Studies	

Manager Name	VPI Isabel O'Connor
Submission Date of Program Review Draft to Manager for feedback	5/22/23
Submission Date of Program Review Final Draft to Office of Institutional Effectiveness	5/22/23