

## 2022-23 Program Review Template

**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 &amp; Executive Summary</i>   |  |   |
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| Prompt   | Guidance   | Program Response  |
| Describe the successes and challenges your unit has faced since the last comprehensive review. | The main challenge that Instruction has faced and continues to face is lagging enrollment, especially following COVID. Mesa’s headcount continues to be below pre-pandemic levels. We have experienced significant decline in older adult students. Many left Mesa during the pandemic and have not returned. The end of hold harmless by June 2025 will have a significant impact on budget for Mesa and SDCCD as the funding will be based on 2023-24 actuals. | <p>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.</p> <p>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.</p> |

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| <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<br/>We are in the implementation stages, year 2, of 2 major grants, a Title III HSI STEM grant and an AAANAPISI grant.</p> <p>The state has passed several reforms, AB1111 Common Course Numbering, AB928 Single general education pattern, and AB1705. These are all coming at the same time with quickly approaching compliance dates.</p> | <p>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.</p> <p>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.</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<br/>In addition to the grants listed above, Mesa College received a MESA (Mathematics, Engineering, Science Achievement) grant for the next 5 years in the amount of \$1,500,000.</p> <p>Implementation of ethnic studies requirements for transfer and community college.</p>   | <p>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.</p> <p>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.</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<br/>This section does not apply to the administrative unit in question. Course Learning Outcomes are assigned by faculty as part of the curriculum development process and 10+1.</p>   | <p><input type="checkbox"/> Reviewed and accurate<br/><input type="checkbox"/> Reviewed not accurate, update in progress<br/><input type="checkbox"/> Reviewed not accurate, need support</p>   |
| <p><i>Data Reflection</i></p>  |  |   |

| Prompt   | Guidance  | Program Response   |
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| Describe the trends you see in your program/service area's data.   | 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                | 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. |
|  | 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 | 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 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.   | 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.  |
| 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.  | 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.   |
| <b><i>Practice Reflection</i></b>  |   |  |
| 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.   | 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.<br><br>The CTE unit has just developed a very innovative program to  |

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|  |  | 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? | Items to consider: legislative changes, fiscal changes, staffing changes, recruitment, hiring, and retention practices.  | 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.   |
| <i>Unit Goals and Action Plans</i>   |  |   |
| <b>Prompt</b>  | <b>Guidance</b>  | <b>Program Response</b>   |
| Unit Goals   | Goals should connect to Data and Practice Reflections. Goals should be Specific, Measurable, Attainable, Relevant, and Time-bound.   | Goal 1: Establish and implement a 3-year student focused and equity centered enrollment management plan.<br>Goal 2: Promote the values of equity, inclusion, and excellence through Instructional Services and practices.<br>Goal 3: Identify and provide support to all programs within the instructional realm with a goal to eliminate equity gaps in student achievement.   |
| Mesa2030 Roadmap Strategic Objective (SO) Alignment  | Review <a href="#">Mesa2030</a> and the <a href="#">Roadmap to Mesa2030</a> , 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:<br>SO: Increase student access and schedule efficiency by coordinating schedules among departments/ disciplines.<br>SO: Expand intersegmental pathways to create a seamless transition between Mesa and k-12, non-credit, Universities, and careers.<br>Goal 2:<br>SO: Evaluate and improve Diversity, Equity, and Inclusion practices in classroom environments, campus activities, departments, schools, and administrative units.<br>SO: Develop activities, spaces, and programs that |

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|   |  | <p>support a sense of belonging with a focus on antiracism, historically minoritized groups*, and inclusion</p> <p>Goal 3:</p> <p>SO: Expand the use of innovative and high-quality teaching, learning, and support practices that achieve equitable outcomes and increase student success</p> <p>SO: Design and promote programs and services that intentionally target a reduction in equity gaps in completion outcomes.</p>   |
| 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</p> <ol style="list-style-type: none"> <li>1. Complete the strategic enrollment management plan by May 2023.</li> <li>2. Coordinate the enrollment management taskforce to ensure implementation of the plan.</li> </ol> <p>Goal 2</p> <ol style="list-style-type: none"> <li>1. Continue to provide guidance, leadership and support to professional development initiatives designed to promote diversity, equity and inclusion in teaching and learning.</li> <li>2. Oversee the implementation of AB1111, AB928 and AB1705.</li> </ol> <p>Goal 3</p> <ol style="list-style-type: none"> <li>1. Continue to foster innovative programs and initiatives.</li> <li>2. Oversee the implementation of the MESA program.</li> </ol> |
| Does this Action Plan require resources   | if yes, complete resource request form   | <input type="checkbox"/> Yes<br><input checked="" type="checkbox"/> No  |
| Lead Writer and Manager Information   |  |   |
| Lead writer Name(s)   | Isabel O'Connor  |   |
| Name of Program/Unit  | Vice President of Instruction  |   |

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| Manager Name   | Ashanti Hands  |
| Submission Date of Program Review<br>Draft to Manager for feedback                           | March 21, 2023 |
| Submission Date of Program Review<br>Final Draft to Office of Institutional<br>Effectiveness | 5/16/2023      |