

SAN DIEGO
MESA COLLEGE



Program Review

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

Instructional Program - Sustainability (SUST)

Executive Summary

Describe the successes and challenges your unit has faced since the last comprehensive review.

This is the Sustainability Program's first comprehensive review.

Successes include:

- The implementation of the AA degree and certificate of achievement in sustainability,
- Strong enrollment and productivity (FTES/FTEF),
- Continued growth in the program, and
- Equity in course outcomes and retention.

Challenges include:

- Recruitment to the sustainability work experience course,
- The deactivation of environmental economics, and
- The lack of an environmental science course taught at Mesa College.

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.

There are two sustainability courses offered at Mesa College: introduction to sustainability (SUST 101) and sustainability work experience (SUST 270). SUST 101 has exceeded predicted enrollment targets by a factor of two but SUST 270 has not reached its predicted enrollment targets. Perhaps this is due to SUST 101 meeting Area 4 (IGETC) and Area D (CSU) general education requirements whereas SUST 270 does not. Additionally, SUST 101 is a prerequisite course for SUST 270.

The economics department decided to deactivate environmental economics, which required an adjustment to the sustainability associate's degree and certificate of achievement.

We believe that our program has been impacted by a lack of the environmental science course (BIOL 101) at Mesa. This is a gap in the preparation for the major requirements for transfer to SDSU. This course is offered at City College.

If applicable, describe the impact of any new resources (human, fiscal, etc) on the unit and/or action plan implementation.

n/a

If you assess OUTCOMES, please confirm that the outcomes have been reviewed for accuracy. If you do not assess Outcomes, skip this question.

Reviewed & Accurate

Related Documents for Charts and Graphs

Executive Summary Complete

Yes

Summary and Reflection

Data Reflection

Trends observed in program/service area's data.

Trends include increasing course sections offered, student enrollment, and awards earned. Mesa currently offers two sections of SUST 101. In the first year (2018-19) that the sustainability AA degree was offered, two students earned this degree. Last year (2021-22), seven students earned AA degrees in sustainability.

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

There are no equity gaps in the course success or retention data across the variety of student demographic traits and intersectionalities. For the four years of awards data (2018-19 through 2021-22), equity gaps exist for 18-24 year olds (9.1%), females (9.1%), and Latinx-identifying students (20.4%) but the total count of 17 may be too low for the equity gap analysis to be valid.

Describe the discussion(s) that took place about the unit's learning outcomes assessment data.

Each semester, sustainability program faculty discuss the course and program learning outcomes assessment data. At the course level, students are meeting the minimum threshold set by the social sciences department.

Related Documents for Charts and Graphs

Data Reflection Complete

Yes

Practice Reflection

Describe current practices your program/service area has engaged in that you believe impact the above data trends and equity gaps.

It is unclear what practices result in no equity gaps in terms of course outcomes and retention. The equity gaps in terms of awards conferred may be due to the low sample size.

What other factors (internal or external) might also impact the above data trends and equity gaps?

Student interest in the sustainability program may coincide with increasing public awareness of the climate crisis and environmental degradation.

Related Documents for Charts and Graphs

Practice Reflection Complete

Yes

Mid-Cycle Updates

Are there any edits or updates to the Executive Summary above?

Are there any edits or updates to the Data Reflection above?

Are there any edits or updates to the Practice Reflection above?

Summary and Reflection

Goal 1: Build partnerships with potential internship locations to increase enrollment in SUST 270.

Unit Goal: Goal 1: Build partnerships with potential internship locations to increase enrollment in SUST 270.

Goal Status: Active

Beginning Year: 2022 - 2023

Projected Completion Year: 2025 - 2026

Mapping

Mesa College Strategic Plan: Roadmap to Mesa2030: (X - Highlight the X to Align)

- Completion - Objective 1: X
- Completion - Objective 2: X
- Completion - Objective 3: X
- Completion - Objective 4: X
- Pathways and Partnerships - Objective 1: X
- Pathways and Partnerships - Objective 2: X
- Pathways and Partnerships - Objective 3: X
- Pathways and Partnerships - Objective 4: X
- Pathways and Partnerships - Objective 5: X
- Scholarship - Objective 1: X
- Scholarship - Objective 2: X
- Scholarship - Objective 3: X
- Scholarship - Objective 4: X
- Scholarship - Objective 5: X

Action Plans	Action Plan Update
<p>Action Plan Status: Active Action Plan: Create a list of current and previous internship locations. Action Plan Cycle: 2022 - 2023, 2023 - 2024, 2024 - 2025, 2025 - 2026</p>	
<p>Action Plan Status: Active Action Plan: Research additional organizations. Action Plan Cycle: 2022 - 2023, 2023 - 2024, 2024 - 2025, 2025 - 2026</p>	
<p>Action Plan Status: Active Action Plan: Contact potential organizations. Action Plan Cycle: 2022 - 2023, 2023 - 2024, 2024 - 2025, 2025 - 2026</p>	

Summary and Reflection

Action Plans	Action Plan Update
Action Plan Status: Active Action Plan: Create a SUST 270 guide for students. Action Plan Cycle: 2022 - 2023, 2023 - 2024, 2024 - 2025, 2025 - 2026	