



Program Review

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

Academic and Learning Support - AANAPISI Programs

Summary and Reflection

Based on the applied report filters or available data, there are no items to display.

Unit Goals, Action Plans, and Updates

T**Est**

Unit Goal: test

Goal Status: Active

Beginning Year: 2025 - 2026

Projected Completion Year: 2025 - 2026

Action Plans	Updates
Action Plan Status: Archived Action Plan: Test Action Plan Cycle: 2022 - 2023	



Program Review

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

Academic and Learning Support - Library Services

Executive Summary

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

Challenges have created successes in library services as we adapt to changing landscapes. Most memorably, the Covid-19 lock down allowed us to focus on the expansion and strengthening of online services and resources that we provide. Some examples:

- We took our library instruction session fully online via Zoom and maintained it upon return to campus
- We had approximately 15 online research guides before lockdown. We created an additional 14 during lockdown and have created an additional 11 since we have returned to campus.
- We expanded our research appointments to include a Zoom option
- An initial book scanner was bought through a partnership with the Next Up! Program. This resource was so popular that a second one was purchased later using Higher Education Emergency Relief Funds (HEERF) funds.
- Laptop, webcams, hotspots, graphing calculators and other equipment was purchased with HEERF funds were catalogued and circulated through library services
- Online forms were created for a new book scanning and laptop checkout program
- Collaborations were created with other departments on campus to assist in the distribution, cataloging and tracking of resources.
- The closing of the Fashion Institute of Design and Merchandising allowed us to procure, via donation, over 15,000 of their books for our library.

As programs and resources have expanded there have been a staffing challenge in regard to cataloging, processing and distributing new resources. One of the ways we are addressing these areas is in our resource requests. Additionally, while we have been fortunate to be the recipient of various one-time funding opportunities to bolster our print, ebook and database collections the yearly allocation has remained the same for well over ten years and ongoing subscriptions will not be able to be maintained in the near future without budget augmentations. In 2019 we hired our Equity and Engagement librarian. She has turned her expertise both inward by such work as looking at our library collections and instruction practices with an equity lens. She has also focused outside of the library walls with outreach efforts targeted at underserved communities on campus. These efforts have resulted in increased library resource usage and collaborations throughout our campus community.

The Open Educational Resource (OER) work that has been spearheaded by our Collection Development/OER Librarian has resulted in students saving over \$1 million per year in textbook costs. An ever-increasing number of faculty and programs on campus are becoming involved in the low cost and no cost material movement, such as Mesa's 14 zero textbook cost (ZTC) degrees and certificates, of which we anticipate more growth in this area. Lastly, in 2020 our college implemented a new Library Services Platform (LSP) that was made available through the State of California to all California Community Colleges. This put the majority of our 116 campuses on the same library resource searching software, allowing our students to have a similar look and feel regardless of which campus they were to attend. As an added bonus this is also the same LSP used in many four year institutions, which will make a student's transfer journey that much easier when they arrive on a new campus and utilize library resources. While the up side to this project is tremendous the work to move all of our files, learn the new systems' front and back end as well as learn how to maintain it has been challenging and we continue forging ahead with the intention of making the experience user friendly and accurate.

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.

Most notably the OER/Collection Development Librarian has added a Canvas course called "Mesa's Open Shared Accessible and Inclusive Courses" (MOSAIC). The modules in this course assist faculty in the creation open access materials for their students. Since its inception in 2018, 31 faculty members have completed MOSAIC and Mesa now has 14 ZTC degrees and certificates. The impact can be seen in the savings to students mentioned above.

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

As previously mentioned our new Equity and Engagement librarian has been increasing the visibility of our library programs, particularly to our traditionally underserved populations that may not be familiar with what and how we

Summary and Reflection

offer assistance. She has also added ten non-curricular area research guides to our curricular area offerings that celebrate and take a deep dive into various communities, their histories and resources available to learn more. These guides can be seen and used by members of the Mesa College community online, at any time of the day or night. To date, since the first of these guides was published in September of 2021, they have been accessed 1,051 times.

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

Data Reflection

Trends observed in program/service area's data.

While formalized data collection efforts are in their infancy in regard to our "one shot" library instruction sessions. Work is being done with the office of institutional effectiveness to create a dashboard that will provide our impact particularly in the areas of success, retention and equity gaps. Preliminary results show a general increased success rate across the board, regardless of demographic area, when students receive information literacy instruction.

OER/ZTC adoption, spearheaded by the library program, has been a major player in the 14 degree pathways currently offered at Mesa and the over \$4 million dollars being saved by students as of Fall 2022. With additional support being added by way of OER ambassadors and a NANC employee the program expects to see continued growth.

Use of online library resources remains very high in the areas of database, ebook, tutorial and research guide access. As we have increased our online offerings, students and faculty have increased in their usage of those resources.

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

Textbook costs continue to be a barrier for students. Aside from the OER efforts mentioned above, the library also provides Course Reserve texts that can be checked out and used within the library. With the addition of our book scanners, students who check out a course reserve can scan portions and read them, anywhere, for free, on their mobile devices. While the library does not gather individual checkout data for privacy reasons, we do find that our course reserve books remain our most actively checked out physical library collection.

With the addition of recent one time funding we have been able to increase our online resources and purchase items such as article databases and streaming video subscriptions that are more inclusive in their content. While, for privacy purposes, we do not have specific demographic data regarding who is accessing these materials they are being heavily used and as we gain more titles and people see themselves being represented, more titles are being requested by our community to be added to our collections.

Related Documents for Charts and Graphs

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

The current learning outcomes for library instruction and other services are in the process of being updated. We hope, with the addition of a designated, full time, Instruction Librarian, this coming fall and the recent addition of a full time, library supervisor, we will be able to complete this task in the coming years.

Data Reflection Complete

Yes

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Practice Reflection

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

The library's data from individual consultation and customized library instruction was collected and shared with the Office of Institutional Effectiveness (IE) in 2019. The initial results were positive showing nearly a .5 increase in GPA for all students, including underrepresented, who participate in library services versus those who did not. We believe this is due to the hiring of an Equity and Engagement librarian and the success of her work across campus. The project with IE has been stalled recently and we hope to revitalize it in the coming year.

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

While our course reserve program is active it could be more impactful however we have a lack of staffing to support the maintenance and growth of that area. We have addressed this in our Classified Hiring requests.

Related Documents for Charts and Graphs

Practice Reflection Complete

Yes

Mid-Cycle Updates

YEAR 2 Updates (2023 - 2024)

Provide any edits or updates to the prompts originally documented in the Executive Summary section for Year 2.

Successes

Instruction Librarian was hired on July 2, 2023. Miguel Murillo is rebuilding our instruction program after the campus has fully reopened.

New student furniture on the 3rd and 4th floor student study areas. The space meets student's needs for collaborative and quiet study.

New Help Desk on the first floor of the LRC which provides one-point help for students combining circulation, technology help, and librarians in one space.

New Reference pods provide private space to handle student's reference appointments.

Initial research with IE and Library assessment data show a positive impact on student success across all demographics of students, especially for at-risk and underserved communities

Resources Budget has been augmented. Now able to re-adopt previously cut resources and supplement academic materials to provide support to course curriculum, accreditation, and student research across the college.

Backlog of materials from donations was resolved with Joel Bakker, a temporary adjunct cataloging librarian and two NANCES.

Challenges

The elimination of all three media technician positions through retirements (2019-2020) is impacting the library and LRC in that the building is now open more hours than before with substantially fewer staff and the librarians absorbed some of the workload from the media technicians.

Librarians are providing more reference hours than before the pandemic. Each week librarians are providing 2 hours reference desk, one day asynchronous reference, one evening per week, 2-3 hours of on-call reference, and several hours of reference appointments per week with no adjuncts and only 1 pro-rata.

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Students are requesting more technology items such as laptops, graphing calculators, and mobile hotspots which the library does not have enough items to support student demand.

Technical Services is doing more than double the work without key staff including a trained media technician. Pre-pandemic new titles added to the library collection was between 1,000-1,200 titles. Several thousand titles are being added per year with extra workload falling on the Technical Services Coordinator, student workers, and NANCs.

The library classroom was built in 1990's and has not been refreshed. The projector and screen do not meet the current needs of the size of the room or display appropriate resolution of applications and online platforms. Students in the back of the room are more than 50 feet away and there is a need for additional screens/monitors. Accessibility is a problem with no workstations for students in wheelchairs. 10-20% of the computers are down and students are unable to participate or complete the course learning outcomes.

Provide any edits or updates to the prompts originally documented in the Data Reflection section for Year 2.

The LRC is documenting how many students are using the library services and spaces. The LRC is now open 58 hours a week. There is a massive increase in the number of students using the LRC with upwards of 300 students in the building during peak hours. We have seen a 639% increase in the number of questions asked at the LRC Help Desk. So far, Fall 2023 over 1736 students and faculty have received assistance from Library Staff and Librarians. We have seen a 166% percent increase in the number of reference questions being asked in person. Asynchronous and reference appointments (including Zoom) are still increasing each semester and the questions are taking longer to answer than before. Fall 2023 over 415 reference questions were asked in person, appointment, and asynchronously, not including our 24/7 library help.

Review Outcomes Report. Review the unit's outcomes assessment process for 2022 - 2023. Discuss connections to unit goals/action plans/resource requests.

Provide any edits or updates to the prompts originally documented in the Practice Reflection section for Year 2.

We have requested classified support with Textbook Affordability to track Zero Textbook Cost Degree Pathways. This is a substantial area that the library is working to close equity gaps and adequate personnel is needed to support faculty and students.

YEAR 3 Updates (2024 - 2025)

Provide any edits or updates to the prompts originally documented in the Executive Summary section for Year 3.

Mesa Library continues to see exponential growth in services. 6 librarians, 3 media clerks, 1 media tech, 1 admin tech, 1 ILT and 1 instructional support supervisor work to staff the building 56 hours a week, handle the 80,000 print materials, 100,000 eBooks, 110+ electronic databases. Services continue to be in demand and we have seen a 339% increase in reference questions, 65% increase in student consultations, 63% increase in library instruction, 157% increase in circulation of print collection, and over 1400 loans of technology equipment. Two new media clerks were recently hired for 2 positions which had been vacated to retirement and a transfer. The number of student and veteran workers has decreased due to funding. Mesa Impactship Program helped fill staffing shortage for a brief period over summer. Staffing still remains challenge based on the hours of the building and the demand of the library's services.

Artificial Intelligence (one of the literacy's under the umbrella of Information Literacy) is dramatically impacting librarians work with many course- specific library classes needing AI instruction ranging from the ethics of using AI to which platforms to use, and how to create prompts. This requires librarians to need professional development. One librarian is on reassign time for .4 to the District to support District AI initiative. The demand to support the campus with AI will continue to grow and a librarian with expertise in this field is a needed addition to the team.

Zero Textbook Cost (ZTC) and Open Educational Resources (OER) continue to rapidly grow with students needing affordable materials and faculty seeking resources. Mesa has received over \$625,000 in grants to develop specific courses and degrees. However, we lack the needed classified professional support needed for textbook

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affordability and once again are submitting a request for an Admin Technician to support is this desperately needed role.

Our largest challenge this year was a combination of single sign on with multi-factor authentication in conjunction with a statewide change to ezprozy. This two system changes were outside the control of the librarians and catastrophically resulted in students and faculty being unable to access any electronic library resources in January 2024 at the same time the Electronic Resources Librarian was on sabbatical. In the future, we recommend librarians being replaced at a 1.0 rate for their entire sabbatical rather than a .6 for the weeks of the semester.

Two of the librarians continue to be 11 month contract while 4 are 12 month contract. Districtwide all librarians are 12 month. This year we saw an increase in demand for instruction and outreach events in July which we were unable to meet based on that being the role of the librarians who were off contract.

One of our biggest successes this year was receiving Insight Into Diversity Magazine's 2024 Library Excellence in Access and Diversity (LEAD) Award
a national recognition of academic libraries that are making a difference for all underrepresented groups.

Provide any edits or updates to the prompts originally documented in the Data Reflection section for Year 3.

The new Instructional Librarian, is also our new DOC, and this area is still being developed. The library's learning outcomes regarding information literacy (the set of integrated abilities encompassing the reflective discovery of information, the understanding of how information is produced and valued, and the use of information in creating new knowledge and participating ethically in communities of learning) are part of Mesa's institutional learning outcomes and ACJCC Accreditation Standard 2.3. Summer of 2024 the librarians were able to build information literacy modules in Canvas which students can access on demand and classroom faculty can refer students to the modules to meet information literacy learning outcomes. This is a sustainable scalable model since 6 librarians with one classroom do not have the capacity to meet the information literacy needs of all of Mesa's students through synchronous course-specific instruction.

The library faculty collect data in multiple platforms to track usage, equity gaps, and more with internal programs which are reviewed monthly and yearly as we are required to share our data for Annual Library Data survey, iPEDS, and ACRL surveys. We continue to see dramatic increases in the usage of our services. Access to technology remains one of the challenges with students needing access to laptops and hotspots and the library not having enough equipment to meet demand. Study rooms continue to be a popular item where we are unable to meet demand.

Review Outcomes Report. Review the unit's outcomes assessment process for 2023 - 2024. Discuss connections to unit goals/action plans/resource requests.

The new Instruction Librarian started teaching the LIBS 101 class in Fall 2024. The course will be assessed in Spring 2025. The librarians are working with IE to evaluate the data we are collection through our internal data systems, Gimlet and SpringShare.

Provide any edits or updates to the prompts originally documented in the Practice Reflection section for Year 3.

The Equity and Engagement librarian has seen a 900% increase in student interactions, including embedded librarian sessions for Black Studies courses, and campus-wide library events such as Pop-Up Library: A Celebration of Cultural Unity and Banned Books Panel Discussion with English Department. The library internally tracks in Gimlet potential equity barriers and reviews these monthly and yearly in order to make revisions on library procedures or purchase materials which are lacking in the collection.

Now that a contract faculty is teaching the LIBS 101 course and has drastically revised the course to be student centered prioritizing removing barriers to student success. Reviewing the past 4 years of course success equity gaps we are aware of a 14% gap for African Americans and 22% gap for multi-ethnicity. Our goal is to see the gaps close or be eliminated with the course redesign and a contract faculty teaching the course.

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YEAR 4 Updates (2025 - 2026)

Provide any edits or updates to the prompts originally documented in the Executive Summary section for Year 4.

The Mesa Library continues to advance its mission of providing high-quality, equitable learning support despite significant staffing and building challenges. Our Unit Goals guide our ongoing improvements and the services we provide to Mesa's 31,000 students. The library remains the preferred study space on campus, demonstrated by a gate count of 263,281 this year. Students rely on the library for academic support, technology access, research help, group work, and quiet space—needs that continue to grow year over year.

Research support has increased dramatically. Last cycle, we saw a 339% increase in reference transactions. This year, we experienced an additional 73% increase, totaling more than 2,108 in-person reference transactions, 400+ online reference interactions, and 100+ student consultations. Demand is at historic highs, even while we were down a pro-rata librarian and continue to operate with only six full-time librarians—two of whom are not 12-month employees.

Despite these limitations, we continue to provide inclusive, culturally affirming services through library outreach events and partnerships such as Library Pop-Up Events, AANAPISI Study Jams, rotating cultural library displays, and campus outreach efforts. Continue to be challenged by not having a budget for promotional materials despite attending student events such as CRUISE, Jumpstart, Library Pop-Ups, and Study Jams. The outreach team has made significant strides in strengthening the library's presence and visibility through intentional social media engagement. By consistently sharing information about library services, workshops, resources, cultural programming, and academic support, the team has expanded student awareness and accessibility beyond the physical library space. Through creative content, timely announcements, and interactive posts, social media has become a meaningful outreach tool that supports student engagement, promotes event attendance, and highlights equitable access to resources.

Our instructional reach expanded significantly, supporting Mesa's Information Literacy Institutional Learning Outcome. This year, we taught:

5,177 students (a 38% increase from 3,746 last year)

104 instruction sessions

11 tours

10 workshops (including AI literacy sessions)

We redesigned our library classroom to improve visibility, accessibility, and flexibility, enabling larger and more diverse instructional partnerships. Expanding social media engagement increased our visibility and helped students access services more easily.

However, high demand also resulted in a two-week waitlist for research appointments, leaving many students without timely help—an equity and retention concern that cannot be addressed without additional librarian and staff support.

Significant progress was made this year:

Completed a seven-year evaluation and full inventory of the 3rd-floor print collection

Expanded technology lending to 1,356 items (up 22%)

Significant increase in the number of print book reserves lending (1,823, up 98%)

In the process of expanding course reserves to digital reserves for students to have 24/7 access to high-cost textbooks

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Continued increased student use of digital materials (19,853 eBook titles; 19,246 streaming titles; 86,224 e-serials)

However, modernization efforts remain constrained by severe facility needs:

3rd-floor flooding that damaged the art history portion of the library collection

Elevator outages that impair access

Carpet replacement is needed on four floors and all study spaces

Bathroom and maintenance issues, including a four-month breakroom closure

Overflowing demand for group study rooms

Only one library classroom, which is insufficient for rising instruction requests

Sustained investment in building maintenance and modernization is essential for safe, equitable student learning spaces.

AI literacy emerged as a major instructional need across disciplines. Librarians provided specific AI literacy instruction for students, faculty, and staff; however, growing demands require extensive professional development and staffing.

OER/ZTC support expanded with the hiring of a ZTC Grant Manager and ZTC Outreach Coordinator. Still, a classified professional dedicated to textbook affordability is critical, particularly for the accessibility of digital textbook files and compliance with the new Title 5 Burden-Free Instructional Materials.

The library delivered instruction across multiple modalities—class visits, LIBS 101, online modules, research guides, on-demand videos, and walk-in workshops—supporting students in navigating information, evaluating sources, and combating AI-generated misinformation.

The redesigned classroom enabled more effective teaching, but with only one instructional space, we cannot meet current demand. Additional classroom and instructional space is required for full alignment with the campus's Information Literacy outcomes.

Staffing remains the most urgent and profound challenge affecting our ability to support students.

According to the California Code of Regulations, Title 5, Section 58724, our FTES and headcount indicate we should have:

11 full-time librarians (we have 6, including 2 not on 12-month contracts)

15 classified library support staff (we have 9, with only 2 library technicians trained in acquisitions and course reserves)

This means the library is currently operating with:

A 45% shortfall of librarians (missing 5 positions)

A 40% shortfall of classified staff (missing 6 positions)

No adjuncts to meet historic levels of reference demand

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Insufficient library technicians to clear the cataloging, acquisitions, course reserve, and digital reserves backlog. In 2019/ 2020, we had three retirements, and the library's knowledge and expertise for classified materials were not replaced, which negatively impacts the library services.

These overall staffing shortages directly limit our ability to provide instruction, handle reference volume, manage collections, maintain reserves, and support course reserves procurement and accessibility. They also directly impact equity, delaying access to materials and reducing student support during critical research periods.

The Mesa Library continues to deliver high-impact, equity-driven services that support learning, retention, and student success. We have increased instruction, expanded collections, modernized spaces, grown digital access, and strengthened campus visibility—all while operating with staffing levels far below Title 5 requirements and in a building plagued by ongoing maintenance issues.

Provide any edits or updates to the prompts originally documented in the Data Reflection section for Year 4.

Mesa Library annually reports our data in the Annual Library Data Survey and iPEDS data. These surveys look at our budget, librarians, classified, library collections, circulation, course reserves, instruction program, outreach, and more. Here is a summary of the areas impacting Mesa's students.

Reference & Research Support

Student demand for research help continues to rise dramatically.

This Year:

2,108+ in-person reference transactions

400+ virtual reference interactions

100+ individual research consultations

Change:

Total reference demand increased by 73% this year, following a 339% increase last year.

Librarians now spend a minimum of 20% more time per week supporting reference questions and consultations due to demand.

Impact:

Students are seeking more help evaluating sources, navigating AI-related misinformation, and completing research assignments. High wait times—including a two-week backlog for appointments—signal an equity concern and the need for additional librarian staffing.

Collections & Resource Usage

Total print circulation increased from 2,259 ? 3,188 (41% increase)

Print course reserves increased from 921 ? 1,823 (98% increase)

Impact:

The growth in reserves and streaming media reflects strong demand for course-aligned and accessible materials.

Technology Circulation

Technology remains one of the library's most in-demand services.

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This Year:

1,356 items checked out (22% increase)

Technology items (laptops, tablets, Wi-Fi hotspots, calculators, chargers) are checked out quickly, often running out early in the semester.

Impact:

High technology circulation remains an equity issue, particularly for late-start students who are left without essential learning tools when inventory is depleted.

Student Use of the Building

The Mesa Library remains the preferred study and learning environment on campus.

Gate Count:

263,281 total student entries this year a 38% increase over last year.

Impact:

This sustained, high-volume student use reinforces the library's role as Mesa's central academic hub. It also amplifies the strain on study spaces, technology, staffing, group rooms, and building infrastructure—especially given only one library classroom and persistent maintenance issues.

5. Library Instruction

Demand for information literacy and research instruction continues to rise.

This Year:

5,177 students taught (38% increase)

104 instruction sessions

11 tours

10 workshops

Expanded AI literacy instruction for students, faculty, and staff

Impact:

Instruction is growing faster than library instructional space and staffing can support. With only one library classroom—and two librarians not on 12-month contracts—we are unable to meet the demand.

Outreach and Social Media Engagement

The growth in online interactions reflects increased student interest and responsiveness, demonstrating that the outreach team's strategic communication efforts are effectively strengthening relationships between students and the library. This work has not only enhanced visibility but has also contributed to building a sense of belonging and connection within the campus community.

Impact :

There was a significant increase in the library's social media activity and engagement with over 8.9k views, 59%

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increase, and views from non-followers and 522 followers on the social media handle. With two librarians not on 12-month contracts, we are unable to meet the demand of supporting the outreach team and student needs during peak library events.

Review Outcomes Report. Review the unit's outcomes assessment process for 2024 - 2025. Discuss connections to unit goals/action plans/resource requests.

Provide any edits or updates to the prompts originally documented in the Practice Reflection section for Year 4.

YEAR 5 Updates (2026 - 2027)

Provide any edits or updates to the prompts originally documented in the Executive Summary section for Year 5.

Provide any edits or updates to the prompts originally documented in the Data Reflection section for Year 5.

Review Outcomes Report. Review the unit's outcomes assessment process for 2025 - 2026. Discuss connections to unit goals/action plans/resource requests.

Provide any edits or updates to the prompts originally documented in the Practice Reflection section for Year 5.

Unit Goals, Action Plans, and Updates

Quality Services

Unit Goal: To provide quality services in a library learning resource environment that promotes diversity, equity, and inclusion .

Goal Status: Active

Beginning Year: 2022 - 2023

Projected Completion Year: 2025 - 2026

Mapping

Mesa College Strategic Plan: Roadmap to Mesa2030:

- **Community - Objective 2:** Develop activities, spaces, and programs that support a sense of belonging with a focus on antiracism, historically minoritized groups, and inclusion. (✓)
- **Community - Objective 3:** Build a culture of communication that is evidence based, race conscious, institutionally focused, systemically aware, and equity advancing (✓)
- **Community - Objective 4:** Remove barriers to equitable participation by developing, incentivizing and creating structures for all employees to engage in and design professional learning (✓)
- **Community - Objective 5:** Increase opportunities to be an asset and resource to the external community (✓)
- **Completion - Objective 2:** Develop cross - functional teams that support student success and include integrated career and transfer counseling. (✓)
- **Completion - Objective 3:** Design and promote programs and services that intentionally target a reduction in equity gaps in completion outcomes (✓)
- **Completion - Objective 4:** Support students' access to resources to mitigate the impact caused by technological and basic needs insecurity (✓)
- **Pathways and Partnerships - Objective 3:** Increase community engagement, experiential learning, integrated career planning, and workforce training to prepare students for future careers (✓)
- **Pathways and Partnerships - Objective 5:** Develop and implement technologies, including website redesign, that will make pathways information available to students so that they can effectively utilize this information in their educational and career planning (✓)
- **Scholarship - Objective 2:** Evaluate and improve Diversity, Equity, and Inclusion practice in classroom environments, campus activities, departments, schools, and administrative units (✓)
- **Scholarship - Objective 5:** Reduce costs associated with instructional materials to support the elimination of equity gaps (✓)
- **Stewardship - Objective 2:** Support processes and initiatives that prioritize environmental sustainability and reduce Mesa College's impact on climate change (✓)
- **Stewardship - Objective 6:** Develop a proactive hiring plan that includes a review of advertising, screening, and interviewing with a goal of establishing a diverse and competent workforce that is reflective of the student population and the local community (✓)

Unit Goals, Action Plans, and Updates

Action Plans	Updates
Action Plan Status: Active Action Plan: 1. Hire Classified Staff to fill vacant/frozen positions - Hire Instructional Librarian/ - Acquire annual NANC budget & hire NANC - Collaborate with campus departments - Collaborate with students and organizations - Continue to maintain and expand OER efforts - Continue to maintain and expand library program outreach efforts such as our Equity and Engagement efforts. Action Plan Cycle: 2025 - 2026, 2024 - 2025, 2023 - 2024, 2022 - 2023	Submission Date: 11/21/2025 Action Plan Update: The Library has made meaningful progress toward providing high-quality, student-centered services. We expanded collaborative partnerships across campus—including work with the Bookstore, Mesa Ambassadors (Library Ambassadors), AANAPISI Study Jams, Veterans, Honors, the Writing Center, Mesa Impactship, and SDCCD Accessibility/DSPS, particularly through the Alma-D access initiative. Hiring a ZTC grant manager was essential to support the statewide ZTC Grants. OER efforts with professional learning provided at Catalyst, Open Ed Week, Distance Education Conference and other campus and district efforts remain strong. Faculty continue to meet with the OER librarian to find resources, obtain eBooks, and other library resources to support burden free instructional materials for their students. Outreach efforts continued to grow, and remain strong through social media postings, campus-wide pop-up events, Welcome Week tabling, Banned Books activities, rotating book and atrium displays, DEIA-aligned exhibits, and an expanded social media presence. Summer interns from Junior Achievement and Mesa Impactship bolstered service capacity temporarily, helping us maintain the library print collection and handle projects which otherwise would not be completed. Despite these successes, we remain off track in several critical areas due to staffing shortages and limited resources. We still need a stable NANC budget, and several vacancies remain unfilled—including an upcoming ILT position vacated through retirement, a newly vacant Media Clerk position, and the essential Media Technician roles (which were lost when 3 media technicians retired in 2019-2020). These staffing gaps strain our ability to deliver consistent, high-quality services. Outreach efforts are also hampered by the absence of marketing and promotional materials, making collaboration at tabling and partner events challenging and less effective. To fully meet our Quality Services goals, we must secure needed hires, establish a reliable NANC budget, and obtain marketing supplies to support meaningful campus and community engagement. Update Year: 2025 - 2026 Action Plan Progress: Barriers Encountered Submission Date: 11/25/2024 Action Plan Update: Hired 2 Classified Staff to fill vacant positions Still need an annual NANC budget & hire NANC Continue to Collaborate with campus departments, Collaborate with students and organizations, Continue to maintain and expand OER efforts, and Continue to maintain and expand library program outreach efforts such as our Equity and Engagement efforts to improve awareness of library resources and services.

Unit Goals, Action Plans, and Updates

Action Plans	Updates
	Update Year: 2024 - 2025 Action Plan Progress: On Track
	Submission Date: 11/17/2023 Action Plan Update: Hired an Instruction Librarian Update Year: 2023 - 2024 Action Plan Progress: On Track

Increase library presence and promote access to utilizing Library Resources

Unit Goal: Increase library presence and and promote access to utilizing Library Resources

Goal Status: Active

Beginning Year: 2024 - 2025

Projected Completion Year: 2025 - 2026

Mapping

Mesa College Strategic Plan: Roadmap to Mesa2030:

- **Community - Objective 2:** Develop activities, spaces, and programs that support a sense of belonging with a focus on antiracism, historically minoritized groups, and inclusion. (✓)
- **Community - Objective 3:** Build a culture of communication that is evidence based, race conscious, institutionally focused, systemically aware, and equity advancing (✓)
- **Community - Objective 4:** Remove barriers to equitable participation by developing, incentivizing and creating structures for all employees to engage in and design professional learning (✓)
- **Community - Objective 5:** Increase opportunities to be an asset and resource to the external community (✓)
- **Completion - Objective 3:** Design and promote programs and services that intentionally target a reduction in equity gaps in completion outcomes (✓)
- **Completion - Objective 4:** Support students' access to resources to mitigate the impact caused by technological and basic needs insecurity (✓)
- **Pathways and Partnerships - Objective 3:** Increase community engagement, experiential learning, integrated career planning, and workforce training to prepare students for future careers (✓)
- **Scholarship - Objective 2:** Evaluate and improve Diversity, Equity, and Inclusion practice in classroom environments, campus activities, departments, schools, and administrative units (✓)
- **Scholarship - Objective 5:** Reduce costs associated with instructional materials to support the elimination of equity gaps (✓)
- **Stewardship - Objective 2:** Support processes and initiatives that prioritize environmental sustainability and reduce Mesa College's impact on climate

Unit Goals, Action Plans, and Updates

change (✓)

- **Stewardship - Objective 6:** Develop a proactive hiring plan that includes a review of advertising, screening, and interviewing with a goal of establishing a diverse and competent workforce that is reflective of the student population and the local community (✓)

Action Plans	Updates
Action Plan Status: Active Action Plan: 1. Marketing/ 2. Continuously Update Library Website/ 3. Outreach/ 4. Signage/ 5. Promotional Videos/ 6. Partner with Campus departments and student organizations/ 7. Training/ 8. Digital Signage/ 9. Social media/ Action Plan Cycle: 2025 - 2026, 2024 - 2025, 2023 - 2024, 2022 - 2023	Submission Date: 11/21/2025 Action Plan Update: The Library has made strong progress in increasing its presence on campus and improving access to library resources. Marketing and outreach efforts expanded through Welcome Week and Jumpstart tabling, pop-up events, Banned Books programming, and collaborations with AS and other campus organizations. Digital display screens, social media campaigns (IG, FB), and monthly collection highlights helped us reach students where they are. We created promotional “reels” to engage the community and partnered with numerous departments—including AANAPISI, Veterans, Honors, the Writing Center, Mesa Ambassadors, Mesa Library Ambassadors Program, and DSPS—to bring library resources directly into student spaces. Website improvements are currently underway in collaboration with Joel Arias, and updated signage on the 3rd floor is in progress to make collections more discoverable. These efforts support our unit goal of increasing access and strengthening the visibility of library resources across campus. There was a significant increase in the library's social media activity and engagement with over 8.9k views, 59% increase, and views from non-followers and 522 followers on the social media handle. However, a lack of dedicated marketing and promotional materials remains a significant barrier. Without a promotional materials budget, tabling and partner events can feel incomplete and reduce our visibility and impact. To fully meet this goal, the Library needs a reliable budget for marketing materials and continued support for website redesign, signage, and collaborative outreach efforts. Update Year: 2025 - 2026 Action Plan Progress: Barriers Encountered Submission Date: 11/17/2023 Action Plan Update: Marketing with flyers for library research and ZTC pathways completed Fall 2023. Completed tabling events during CRUISE, welcome week, and other campus events. Library Instagram page created with content. Continue to need NANC and student workers for this project. Continue to need budget for swag and printing. Need for budget to change building signage. Update Year: 2024 - 2025 Action Plan Progress: On Track
Action Plan Status: Active	Submission Date: 12/02/2024

Unit Goals, Action Plans, and Updates

Action Plans	Updates
Action Plan: Increase outreach efforts and library representation to students' groups Class Visits Library Information Sessions Library Instruction Workshops Campus Wide Events Pop Up Library Events Resource Guides for Affinity Groups (Latinx, Black/African American Student Union, Asian Pacific Islander, Native American, LGBTQIA groups, Action Plan Cycle: 2025 - 2026, 2024 - 2025	Action Plan Update: The Library participated in in campus-wide events (Welcome Week, Jumpstart, Cruise), organized Pop-Up library event, banned books week and Library information sessions event using Diversity Library Resource guide Update Year: 2024 - 2025 Action Plan Progress: On Track
	Submission Date: 12/02/2024 Action Plan Update: Build campus connections and improve library promotion by collaborating with Affinity Groups (Latinx, Black/African American Student Union, Asian Pacific Islander, Native American, LGBTQIA groups Update Year: 2024 - 2025 Action Plan Progress: On Track

Infrastructure and Technology.

Unit Goal: Refresh, modernize, and streamline library equipment, supplies, furniture, building infrastructure and technology.

Goal Status: Active

Beginning Year: 2022 - 2023

Projected Completion Year: 2025 - 2026

Mapping

Mesa College Strategic Plan: Roadmap to Mesa2030:

- **Community - Objective 1:** Use technology to improve communication and accessibility across campus. (✓)
- **Community - Objective 2:** Develop activities, spaces, and programs that support a sense of belonging with a focus on antiracism, historically minoritized groups, and inclusion. (✓)
- **Community - Objective 4:** Remove barriers to equitable participation by developing, incentivizing and creating structures for all employees to engage in and design professional learning (✓)
- **Community - Objective 5:** Increase opportunities to be an asset and resource to the external community (✓)
- **Completion - Objective 3:** Design and promote programs and services that intentionally target a reduction in equity gaps in completion outcomes (✓)
- **Completion - Objective 4:** Support students' access to resources to mitigate the impact caused by technological and basic needs insecurity (✓)
- **Pathways and Partnerships - Objective 3:** Increase community engagement, experiential learning, integrated career planning, and workforce training to prepare students for future careers (✓)
- **Scholarship - Objective 4:** Expand the use of innovative and high-quality teaching, learning, and support practices that achieve equitable outcomes

Unit Goals, Action Plans, and Updates

and increase student success (✓)

- **Scholarship - Objective 5:** Reduce costs associated with instructional materials to support the elimination of equity gaps (✓)
- **Stewardship - Objective 4:** Establish a college-wide practice and schedule that addresses routine maintenance and renewal of equipment, facilities and technology to ensure access to adequate resources and better serve students (✓)

Action Plans	Updates
Action Plan Status: Active Action Plan: 1. Purchase and Install People counter system – allows for accurate and sustainable method of collecting data and statistics of patrons visiting the LRC building. Data collected will aid in better assessing and evaluating the use and effectiveness of Library services and resources provided to students.// 2. Replace old and outdated furniture/ 3. Replace 20+ year old carpet/ 4. Increase annual supply budget to purchase sanitizing and cleaning supplies/ 5. Develop equipment budget/ 6. Purchase book trucks/ [Completed: 2023-2024] Action Plan Cycle: 2025 - 2026, 2024 - 2025, 2023 - 2024, 2022 - 2023	Submission Date: 11/21/2025 Action Plan Update: The Library has made significant progress on several infrastructure and technology goals. Carpet replacement remains a major priority, as worn and aging carpet on multiple floors continues to create safety and accessibility concerns for students and staff. Our sanitizing and cleaning supply needs are being met through collaboration with facilities. Our supplies budget needs to increase to handle the purchase of scientific calculators which are in high demand and students are turned away daily due to no availability. We need funds to purchase 200 scientific and graphing calculators on average cost \$150, so we need \$30,000 to support student equity and access to needed supplies. Several critical technology needs remain unmet. We require a dedicated equipment budget to replace outdated monitors in reference cubicles and staff offices, and to secure reliable replacement laptops for librarians to support instruction, outreach, and virtual services. The most pressing barrier is our outdated security gate system. The current gates frequently set off false alarms due to interference with student-owned devices (phones, laptops, tablets), creating frustration and accessibility challenges. This year all gates were turned off, due to the consistent false alarms, negatively impacting our collection in which we have seen significant material loss. As a result, we are experiencing increased missing items—including high-cost books for programs such as dental, where nearly all current materials have disappeared from the shelves. Upgrading to a modern, functional RFID security system is essential to prevent further loss and ensure students have equitable access to required course materials as well as removal of the outdated security gates. Update Year: 2025 - 2026 Action Plan Progress: On Track
	Submission Date: 11/25/2024

Unit Goals, Action Plans, and Updates

Action Plans	Updates
	Action Plan Update: 1. Purchase and Install People counter system UPDATE: Review and discussions with vendor for long term strategy to future proof library counter system to lead to other innovation. Plan: continue to request new gate system through BARC, RFID new incoming items into collection to prepare for future gate counter. Purpose: gate count is beyond counting users entering and exiting building, it will provide a wireless method for inventory, check-in/out of materials, and increase the visibility and findability of the library collection. Barrier: funding 2. Replace old and outdated furniture/ Modernization and futureproofing. New chairs, tables, and new main lecture display in process and slated for installation during intersession 2025. Pending: Modular learning technology: supplementary displays, classroom laptops for students. Currently on track for majority of facilities updates to classroom, and A/V with exception of pending items. 3. Replace 20+ year old carpet/ Most carpets along high use public walkways such as atrium staircases and 4th floor large study room have been replaced. Pending: full replacement of original LRC carpeting. Status of continued work is unknown. Update Year: 2024 - 2025 Action Plan Progress: Barriers Encountered Submission Date: 11/17/2023 Action Plan Update: 2. Replace old and outdated furniture - Completed for 1st, 3rd, 4th floor student areas with new chairs, tables, furniture, study cubicles, and single service help desk, and reference consultation cubicles. NEED Library Instruction Classroom LRC 114 to have 45 chairs, 22 tables, 1 ADA student desk, new projector and screen which align with the size of the room. 6. Purchase book trucks- Completed. Update Year: 2023 - 2024 Action Plan Progress: Barriers Encountered

Unit Goals, Action Plans, and Updates

Professional Learning

Unit Goal: On-going training and professional development.

Goal Status: Active

Beginning Year: 2022 - 2023

Projected Completion Year: 2025 - 2026

Mapping

Mesa College Strategic Plan: Roadmap to Mesa2030:

- **Completion - Objective 3:** Design and promote programs and services that intentionally target a reduction in equity gaps in completion outcomes (✓)
- **Scholarship - Objective 1:** Expand and prioritize professional learning experiences for all employees that create parity in outcomes across racial/ethnic groups and all disproportionately impacted groups (✓)
- **Scholarship - Objective 2:** Evaluate and improve Diversity, Equity, and Inclusion practice in classroom environments, campus activities, departments, schools, and administrative units (✓)
- **Scholarship - Objective 5:** Reduce costs associated with instructional materials to support the elimination of equity gaps (✓)

Action Plans	Updates
Action Plan Status: Active Action Plan: 1. Attend Campus Events 2. Attend Districts FLEX opportunities 3. Professional development conferences/and webinars 3. Provide mentorship and learning opportunities for Mesa College students/ Action Plan Cycle: 2025 - 2026, 2024 - 2025, 2023 - 2024, 2022 - 2023	Submission Date: 11/21/2025

Unit Goals, Action Plans, and Updates

Action Plans	Updates
	Action Plan Update: The Library made strong progress in advancing professional learning, both through staff development and by contributing expertise to the campus and broader academic community. Librarians actively participated in campus events such as Catalyst, Welcome Week, CRUISE, Resource Fairs, Study Jams, and partnerships with affinity groups—strengthening our connection to students and faculty. We engaged fully in district flex opportunities, not only attending sessions but also leading key trainings on AI literacy, Burden-Free/Title 5 materials, information literacy, and OER. Library faculty also attended LOEX (presented), NCORE, A2MEND, ASCCC Curriculum Institute, and statewide OER and AI webinars. We also expanded mentorship and student-centered learning opportunities, supporting SDICCA interns and serving as Puente Mentors, Mesa Success Coaches, and partners in Mesa Impactship and Junior Achievement programs. These experiences directly support Mesa’s mission of cultivating future educators and empowering diverse student populations. Looking ahead, dedicated funding is needed to ensure ongoing access to major professional conferences such as CARL and ACRL. Sustained investment in professional learning is essential for librarians and staff to remain current in rapidly evolving areas such as AI, resource management, accessibility, —directly enhancing the quality of instruction and services provided to students. Funding for professional development remains an ongoing problem particularly for newer tenure-track faculty when less than 50% of the conference and travel is covered. Often the Conference and Travel Committee lacks sufficient funding to support state and national library conferences for airfare, hotel, and conference fees. Update Year: 2025 - 2026 Action Plan Progress: Barriers Encountered
	Submission Date: 11/22/2024 Action Plan Update: Librarians and classified attend convocation, ClassiCon, New Faculty Institute, flex sessions, and Community College League of California (CCLC) work groups/webinars and conferences. Hired student workers, Veterans, and trained/mentored SDICCA and Met High School interns. We attended American Library Association in June 2024 in San Diego, CA. Additional budget is needed to support attendance at American Library Association in June 2025 in Philadelphia, PA. Update Year: 2024 - 2025 Action Plan Progress: On Track
	Submission Date: 11/17/2023

Unit Goals, Action Plans, and Updates

Action Plans	Updates
	Action Plan Update: Librarians and classified attend convocation, ClassiCon, New Faculty Institute, and flex sessions. Hired student workers, Veterans, and trained SDICCA and Met High School interns. Additional budget is needed to support attendance at American Library Association in June 2024 in San Diego, CA. Update Year: 2023 - 2024 Action Plan Progress: On Track

Support Mesa's Information Literacy Institutional Learning Outcome

Unit Goal: Support Mesa's Information Literacy Institutional Learning Outcome through library instruction. This includes in-person and virtual library class visits aligned with research assignments, walk-in or online instruction workshops, the LIBS 101 credit course, information literacy modules, and on-demand videos and research guides.

Goal Status: Active

Beginning Year: 2022 - 2023

Projected Completion Year: 2025 - 2026

Mapping

Mesa College Strategic Plan: Roadmap to Mesa2030:

- **Community - Objective 2:** Develop activities, spaces, and programs that support a sense of belonging with a focus on antiracism, historically minoritized groups, and inclusion. (✓)
- **Community - Objective 3:** Build a culture of communication that is evidence based, race conscious, institutionally focused, systemically aware, and equity advancing (✓)
- **Community - Objective 4:** Remove barriers to equitable participation by developing, incentivizing and creating structures for all employees to engage in and design professional learning (✓)
- **Community - Objective 5:** Increase opportunities to be an asset and resource to the external community (✓)
- **Completion - Objective 3:** Design and promote programs and services that intentionally target a reduction in equity gaps in completion outcomes (✓)
- **Completion - Objective 4:** Support students' access to resources to mitigate the impact caused by technological and basic needs insecurity (✓)
- **Scholarship - Objective 2:** Evaluate and improve Diversity, Equity, and Inclusion practice in classroom environments, campus activities, departments, schools, and administrative units (✓)
- **Scholarship - Objective 4:** Expand the use of innovative and high-quality teaching, learning, and support practices that achieve equitable outcomes and increase student success (✓)

Unit Goals, Action Plans, and Updates

- **Scholarship - Objective 5:** Reduce costs associated with instructional materials to support the elimination of equity gaps (✓)
- **Stewardship - Objective 2:** Support processes and initiatives that prioritize environmental sustainability and reduce Mesa College's impact on climate change (✓)

Action Plans	Updates
Action Plan Status: Active Action Plan: 1. Continue to increase awareness of "one-shot" library instruction sessions 2. Continue to the build-out and increase awareness of Canvas Information Literacy Modules 3. Create and update video tutorials to improve their visibility across our instructional areas, including the website and research guides. 4. Develop and maintain research guides for both curriculum-related topics and areas of general interest. 5. Continue collaborating with more faculty members to integrate information literacy into their instruction. 6. Continue providing "walk-in workshops" for students who need information literacy instruction beyond their classrooms, and promote these sessions in both in-person and online formats via Zoom. Action Plan Cycle: 2029 - 2030, 2028 - 2029, 2026 - 2027, 2025 - 2026 Action Plan Status: Archived	Submission Date: 11/25/2025 Action Plan Update: Increase Awareness of "One-Shot" Library Instruction Sessions: There is a 40% increase in library instruction sessions compared to the previous year. Collaborate with Faculty to Incorporate Information Literacy: Maintained collaborations with faculty have resulted in tailored instruction sessions that integrate well with research assignments, directly supporting the institutional learning outcomes. We will continue to engage faculty to support this growth by creating an information literacy curriculum that can be integrated into their areas of study. Provide Walk-In Workshops for Students: We have introduced a series of "walk-in workshops" for students, and we have also welcomed faculty and professionals. After conducting several workshops, both online and in-person, some with food and some without, we discovered that partnering with professors and providing food significantly helps us attract a large number of students. Facility Updates: The classroom has been updated with new tables and chairs, two 60-inch monitors, one 90-inch touchscreen monitor, laptops, and a mechanical instruction table that can be raised and lowered. The classroom can accommodate more than 40 students. However, even with additional Wi-Fi routers installed, the laptops often experience lag when the class size exceeds 40. These enhancements to the classroom have facilitated instructional sessions, workshops, and various events that effectively support student learning. Update Year: 2025 - 2026 Action Plan Progress: On Track
	Submission Date: 11/21/2024

Unit Goals, Action Plans, and Updates

Action Plans	Updates
Action Plan: 1. Increase awareness of “one shot” library instruction sessions 2. Build out and increase awareness of Canvas Information Literacy Modules 3. Create and update video tutorials and make them more visible in our instructional areas such as the website and research guides 4. Create and update research guides in both the curricular and “guides of interest” areas. 5. Collaborate with more faculty regarding incorporating information literacy into their instruction 6. Provide “walk in workshops” for students who would like to get in person information literacy instruction outside of their classrooms Action Plan Cycle: 2025 - 2026, 2024 - 2025, 2023 - 2024, 2022 - 2023	Action Plan Update: Increase Awareness of "One-Shot" Library Instruction Sessions: There was a 34.6% increase in library instruction sessions compared to the previous year. Collaborate with Faculty to Incorporate Information Literacy: Strengthened faculty collaborations have resulted in tailored instruction sessions that integrate well with research assignments, directly supporting the institutional learning outcomes. We plan to continue outreach to faculty, contributing to this growth. Provide Walk-In Workshops for Students: Piloted "walk-in workshops" to increase opportunities for student engagement with information literacy instruction outside of classroom settings. Faculty have responded positively. However, we plan to implement a more comprehensive outreach strategy. Facility Updates: There is an urgent need to modernize the library classroom, which needs to be updated despite accommodating larger class sizes of 45 to 50 students. Modernization involves upgrading equipment with screens, desktops, and laptops and adding Wi-Fi routers to ensure a seamless user experience. This improvement will support various teaching styles and practices. Update Year: 2024 - 2025 Action Plan Progress: On Track Submission Date: 11/17/2023 Action Plan Update: Hired an Instruction Librarian Update Year: 2025 - 2026 Action Plan Progress: On Track



Program Review

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

Academic and Learning Support - Mesa Tutoring & Computer Center (MT2C)

Executive Summary

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

Post-Covid -- like many programs across campus -- MT2C has had to learn more about the technological needs of students and to become increasingly more flexible about how/when we might offer services due to changes in student, tutor, and staff availability. Consequently, we started providing robust technological support for our internal team, students, and faculty to learn about Zoom, Canvas, and more. Additionally, we became a hub for not only providing technology training, but providing actual technology via laptop and peripheral disbursement for both our team and students. Much of our qualitative feedback centered upon students being thankful of our new online availability so that they could access academic support without having to leave their kids or trying to find parking, and our staff also gained the ability to access our recurrent programmatic training online as well. This all led to the creation of a growing online repository of online training and learning materials and subsequent ACTLA Online Tutor Training certification to couple with our CRLA in person Tutor Training Certification.

Our program now offers robust in person, embedded, and online support for students. We have also seen a recent resurgence in tutoring utilization and student success in our embedded, in person, and online programs:

<https://www.sdmesa.edu/about-mesa/institutional-effectiveness/institutional-research/data-warehouse/MT2CTutoringandEquityData.shtml>

A few examples of utilization increases

- An increase of over 2,500 sessions and 400 students served from Spring 2022 compared to Spring 2023
- An increase of over 2,100 sessions and 475 students served from Fall 2022 (through 10/31) compared to Fall 2023 (through 10/31). We do not have full semester data for Fall 2023 yet as of the writing of this review, which is why we utilized a mid-semester point.

Additionally, overall student success from Spring 2023 is clear:

- Overall Success: 84% tutored compared to 75% not tutored
- Overall Completion: 93% tutored compared to 88% not tutored

And the average success from Fall 2019 through Spring 2023 is dramatic and consistent:

- Overall Success: 83% tutored compared to 72% not tutored
- Overall Completion: 92% tutored compared to 86% not tutored

An additional success is MT2C's continued partnerships across campus as well as with our local high schools and nonprofit programs. Just a few examples:

- (1) Partnering with Hoover High School to provide tutor training and an onramp to education pathways. Students are provided training in tutoring methodology and then tutor their peers and have the opportunity for a campus visit, which is especially impactful for first generation college students
- (2) Partnering with our Mesa College scholarship team to provide writing workshops for students applying for scholarships. In 2022-2023, 231 students attended, 50 students won awards that totaled 41% of all scholarships awarded
- (3) Partnering with After School Unlimited (non profit) to provide teacher training and job access for students from Calexico, CA
- (4) Partnerships with DSPS, Pride Center, Honors Center, AANAPISI, and more to provide tutoring, workshops, and access to academic support services.

Gaps:

We need to continue to work with our district team to streamline our tutor tracking practices and software utilization to keep student interactions as seamless as possible both in person and online. We updated the 044 system to become skills and not course based so that we can gather apportionment across the curriculum and

Summary and Reflection

eventually couple this with our district-wide, integrated PeopleSoft system via Single Sign On. However, in general, our technology, overall, is outdated and often serves as a barrier to student utilization.

The SDCCD hiring requirements and onboarding processes continue to be problematic although they are improving. The gap between onboarding and hiring put our students at risk as we cannot get students the tutorial help they need in a timely fashion. We have had continued and ongoing conversations with our district office, which is helpful! However, the hiring/onboarding process is an area for improvement.

Lastly, much like other areas across campus, we are in dire need of fulltime staff in our tutoring spaces especially as program utilization increases.

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.

N/A

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

Data Reflection

Trends observed in program/service area's data.

Before the pandemic, we saw a trend of increased student utilization in our MT2C tutoring spaces:

- According to our SDCCD Student Attendance Tracking System:
 - o Fall 2017 to Spring 2018: Over 74,800 hours of contact
 - o Fall 2018 to Spring 2019: Over 99,233 hours of contact
 - o Total: That's about 25,000 extra hours of contact in one year
- According to our SDCCD Student Attendance Tracking System:
 - o Fall 2017 to Spring 2018: 10,669 individual students (head count)
 - o Fall 2018 to Spring 2019: 11,832 individual students (head count)
 - o Total: 1,163 additional unduplicated students in one year
- According to our MYWC Online Tutor Tracking System, our total number of tutoring sessions has increased as well:
 - o Fall 2017 to Spring 2018: 16,679 tutoring sessions
 - o Fall 2018 to Spring 2019: 19,634 tutoring sessions
 - o Total: 2,955 additional tutoring sessions in one year

There was, of course, a dip in utilization during COVID as enrollment declined. However, this trend has now reversed, and in the past year, we are again serving dramatically more students:

-From Fall 2020 through Spring 2023 we served over 4,000 students with over 25,00 online and in person sessions and were embedded in additional classes and served more professors across the curriculum.

Spring 2023

Summary and Reflection

- An increase of over 2,500 sessions and 400 students served from Spring 2022 compared to Spring 2023
- An increase of over 2,100 sessions and 475 students served from Fall 2022 (through 10/31) compared to Fall 2023 (through 10/31). We do not have full semester data for Fall 2023 yet as of the writing of this review, which is why we utilized a mid-semester point.

And the feedback we have received from students has been overwhelmingly positive: Fall 2020 through Spring 2023 with an n=1,102 rating 4 or 5 out of 5

- How likely are you to use one or more ideas from your tutoring session today in the future: 96%
- How satisfied were you with your tutoring session today: 94%
- How likely are you to use our online or in person tutoring service again: 96%

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

We were fortunate that we were able to conduct a three-year trend analysis of our MT2C data before the pandemic. Within this data over three years, we found that students who utilize tutoring services increased the overall campus success rate by 2%. We also discovered that we decreased equity gaps for Black/African America, Latinx, and First generation students by 13%: https://drive.google.com/file/d/1Ox3fMIHV6v_Le9IIMdzuqHkqaDqgEFHF/view. This trend continues as you review more recent data within our tutoring dashboard:<https://www.sdmesa.edu/about-mesa/institutional-effectiveness/institutional-research/data-warehouse/MT2CTutoringandEquityData.shtml>

Average Success (Fall 2019, Fall 2020, Fall 2021, Fall 2022, and Spring 2023)

- Overall not tutored success for the campus 73%
- Black/African American: 78% Tutored compared to 65% Not Tutored
- Latinx: 81% Tutored compared to 67% Not Tutored
- White: 86% Tutored compared to 79% Not Tutored
- Asian: 89% Tutored compared to 82% Not Tutored
- In all instances, tutored group success is higher than the campus average and also higher than the within group not tutored average

Related Documents for Charts and Graphs

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

After reviewing the CLOs, we updated both Education and MT2C CLOs.

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.

We now offer streamlined, online tutoring and tech support, coupled with software and high-level training to support our students across the curriculum. Subsequently, although we currently do not have enough staff to do so at scale, we offer hybrid tutoring to support students who are looking for learning assistance both online and in person. We also now offer dynamic tutor training that our team can partake in both synchronously and asynchronously, for example Multilingual Tutoring Training, ELAC Tutor Training, and UDL Tutor Training. Additionally, MT2C has a much more robust team of part-time employees who are on staff to support our tutors with scheduling, tutee placement, and tutor support, and our online LMS spaces continue to develop to meet the needs of both our team and students. Our Canvas Shell houses a substantial video repository to support the needs of our entire campus. This past year has also seen a deeper connection with our teacher education program and teacher pipeline so that our tutors have the opportunity to support the needs of students across San Diego County

Summary and Reflection

and beyond! We have a growing team of tutors/future educators within San Diego Unified as well as Hoover High School, creating a pilot tutor-to-teacher pipeline. This high school tutor training program constructed via our CCAP agreement has been highly successful and SDUSD is looking to replicate this work at additional locations. We have a fulltime, contract faculty embedded coordinator who actively recruits students and faculty to participate in our tutoring programs. This program has increased tutor, student, and faculty participation this past year.

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

We continue to struggle to have enough support in our tutoring spaces. Like many other programs on campus, we are now both online and in person, and we did not receive additional human resources to support these additional hours in our service areas. Thus, we are often understaffed and are forced to utilize numerous part-time employees to support the work of one of the largest student support programs on campus. Until we are fortunate enough to significantly increase our fulltime staffing, we will not be able to expand our hours or increase the number of tutors for our on the floor or embedded programs. This ultimately is a disservice to students and faculty as MT2C continues to demonstrate superior student success rates while limited in our ability to scale.

Related Documents for Charts and Graphs

Practice Reflection Complete

Yes

Mid-Cycle Updates

YEAR 2 Updates (2023 - 2024)

Provide any edits or updates to the prompts originally documented in the Executive Summary section for Year 2.

Yes

Provide any edits or updates to the prompts originally documented in the Data Reflection section for Year 2.

Yes

Review Outcomes Report. Review the unit's outcomes assessment process for 2022 - 2023. Discuss connections to unit goals/action plans/resource requests.

Provide any edits or updates to the prompts originally documented in the Practice Reflection section for Year 2.

Yes

YEAR 3 Updates (2024 - 2025)

Provide any edits or updates to the prompts originally documented in the Executive Summary section for Year 3.

Successes

Five years post-COVID -- like many programs across campus -- MT2C has had to learn more about students' technological needs and had to become increasingly flexible about how/when we might offer services due to changes in student, tutor, and staff availability. We continue to offer streamlined, in-person, and online tutoring provided by highly trained tutors to support our students across the campus. To meet the variable needs of our students, we offer dynamic tutor training and development that our team can partake in, such as curriculum in leadership development, adult learning theory, and effective communication, with specialized training in Multilingual, English Language Acquisition (ELAC), and Universal Design Learning Tutor Training (UDL). This all led to the creation of a growing online repository of online training and learning materials and subsequent ACTLA Online Tutor Training certification to couple with our CRLA in-person Tutor Training Certification.

Our program now offers robust in-person, embedded, and online support for students. We have also seen a recent resurgence in tutoring utilization and student success in our embedded, in-person, and online programs:

<https://www.sdmesa.edu/about-mesa/institutional-effectiveness/institutional-research/data-warehouse/MT2CTutoringandEquityData.shtml>

A few examples of utilization increases:

Summary and Reflection

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An additional success is MT2C's continued partnerships across campus as well as with our local high schools and nonprofit programs. Just a few examples:

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- (2) Partnering with our Mesa College scholarship team to provide writing workshops for students applying for scholarships. In 2022-2023, 231 students attended, and 50 students won awards that totaled 41% of all scholarships awarded
- (3) Partnering with After School Unlimited (non-profit) to provide teacher training and job access for students from Calexico, CA
- (4) Partnerships with DSPS, Pride Center, Honors Center, AANAPISI, and more to provide tutoring, workshops, and access to academic support services.

Provide any edits or updates to the prompts originally documented in the Data Reflection section for Year 3.

Trends observed in program/service area's data.

Before the pandemic, we saw a trend of increased student utilization in our MT2C tutoring spaces:

According to our SDCCD Student Attendance Tracking System:

- o Fall 2023 through to Fall 2024: Over 46277 hours of contact

According to our SDCCD Student Attendance Tracking System:

- o Fall 2023 through Fall 2024: 54069 individual students (headcount)

According to our MYWC Online Tutor Tracking System, our total number of tutoring sessions has increased as well:

- o Fall 2017 to Spring 2018: 16,679 tutoring sessions
- o Fall 2018 to Spring 2019: 19,634 tutoring sessions
- o Total: 2,955 additional tutoring sessions in one year

There was, of course, a dip in utilization during COVID-19 as enrollment declined. However, this trend has now reversed, and in the past year, we are again serving dramatically more students:

-From Fall 2020 through Spring 2023 we served over 4,000 students with over 25,00 online and in-person sessions embedded in additional classes and served more professors across the curriculum.

Spring 2023

-An increase of over 2,500 sessions and 400 students served from Spring 2022 compared to Spring 2023
-An increase of over 2,100 sessions and 475 students served from Fall 2022 (through 10/31) compared to Fall 2023 (through 10/31). We do not yet have full semester data for Fall 2023 as of the writing of this review, which is why we utilized a mid-semester point.

The feedback we have received from students has been overwhelmingly positive: Fall 2020 through Spring 2023 with an n=1,102 rating of 4 or 5 out of 5

-How likely are you to use one or more ideas from your tutoring session today in the future: 96%
-How satisfied were you with your tutoring session today: 94%

Summary and Reflection

-How likely are you to use our online or in-person tutoring service again: 96%

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

We were fortunate that we were able to conduct a three-year trend analysis of our MT2C data before the pandemic. Within this data over three years, we found that students who utilize tutoring services increased the overall campus success rate by 2%. We also discovered that we decreased equity gaps for Black/African America, Latinx, and First generation students by 13%: https://drive.google.com/file/d/1Ox3fMIHV6v_Le9IIMdzuqHkqaDqgEFHF/view. This trend continues as you review more recent data within our tutoring dashboard:<https://www.sdmesa.edu/about-mesa/institutional-effectiveness/institutional-research/data-warehouse/MT2CTutoringandEquityData.shtml>

Average Success (Fall 2019, Fall 2020, Fall 2021, Fall 2022, and Spring 2023)

-Overall not tutored success for the campus 73%

-Black/African American: 78% Tutored compared to 65% Not Tutored

-Latinx: 81% Tutored compared to 67% Not Tutored

-White: 86% Tutored compared to 79% Not Tutored

-Asian: 89% Tutored compared to 82% Not Tutored

-In all instances, tutored group success is higher than the campus average and also higher than the within-group not tutored average

Review Outcomes Report. Review the unit's outcomes assessment process for 2023 - 2024. Discuss connections to unit goals/action plans/resource requests.

Leadership has plans to review CLO data at the conclusion of the semester.

Provide any edits or updates to the prompts originally documented in the Practice Reflection section for Year 3.

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

We continue to offer streamlined, in-person, and online tutoring provided by highly trained tutors to support our students across the campus. Despite continued staffing needs, we offer tutoring to support students looking for online and in-person learning assistance. We are committed to providing dynamic tutor training and development that our team can partake in, both synchronously and asynchronously. Examples of these trainings include curriculum in leadership development, adult learning theory, and effective communication. We also offered specialized training in Multilingual, English Language Acquisition (ELAC), and Universal Design Learning Tutor Training (UDL).

MT2C has a dedicated team of employees who support our tutors with scheduling, tutee placement, and tutor development. Our Canvas shell houses a substantial video repository as a resource for our entire campus. Our growing Teacher Education Program and pipeline continue to provide our team the opportunity to meet the needs of students across San Diego County and beyond! We have an increasing team of tutors/future educators within the San Diego Unified School District (SDUSD), along with neighboring community partners, generated through our tutor-to-teacher pipeline. This high school tutor training program constructed via our California College and Career Access Pathways (CCAP) agreement has been highly successful. SDUSD is looking to replicate this work at additional locations. Our Embedded Tutor Coordinator continues to expand our campus-wide tutoring efforts by actively recruiting, on-boarding, and retaining students and faculty to participate in our tutoring programs. This effort has increased tutor, student, and faculty participation.

We sourced a grant-funded partnership with the National Conflict Resolution Center (NCRC) to further train and equip tutors and staff to work effectively with a diverse student body. This partnership came as a result of tutor and staff feedback identifying a need for more concrete training and tools to navigate various interpersonal situations in the tutoring spaces. Tutor and staff feedback since NCRC training has been positive, and we will continue to seek out similar collaborations in the future.

Summary and Reflection

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

We continue to struggle to have enough support in our tutoring spaces. Like many other programs on campus, we are now both online and in person, and we did not receive additional human resources to support these additional hours in our service areas. Thus, we are often understaffed and are forced to utilize numerous part-time employees to support the work of one of the largest student support programs on campus. Until we are fortunate enough to increase our full-time staffing significantly, we will not be able to expand our hours or increase the number of tutors for our on-the-floor or embedded programs. This ultimately is a disservice to students and faculty as MT2C continues to demonstrate superior student success rates, while limited in our ability to scale.

Gaps:

One of the most significant gaps that we have relates to our budget. The program is almost exclusively grant-funded at the current time. As the District and the state of California are faced with budgetary constraints, our sources of funding are precarious and unpredictable. Importantly, all NANCE employees have received significant cost-of-living wage increases. Specifically, since 2016, the hourly wage for a NANCE Senior Tutor has more than doubled, from \$11.71 per hour to \$23.09 per hour. This is a wonderful opportunity for our tutors, and it helps us to retain qualified candidates who are eager to assist in the work we are doing. However, without a budget increase, compensating tutors becomes increasingly difficult.

When MT2C's Instructional Learning Assistance Coordinator accepted an Acting assignment at another college beginning in May 2024, and subsequently a year-long sabbatical, we experienced an eight-month gap in filling the role, which caused strain on the continuing employees and caused delays in needed projects. This role is now being filled by two individuals in part-time positions. Further, heading into Spring 2025, we have vacancies in the Faculty Liaison positions for Math and Science which limits our capability to collaborate and impact student success within these fields. Having dedicated faculty liaisons would further strengthen communication between the tutoring centers and departments, which in turn, bolsters our collective ability to serve the college's mission statement.

We need to continue to work with our district team to streamline our tutor tracking practices and software utilization to keep student interactions as seamless as possible both in person and online. We are currently using a combination of SARS and MyWCO to track usage data and gather apportionment. The combination of these two systems is not as accurate or efficient as we would like. Additionally, there are currently limitations on data tracking to document the impact of Embedded Tutoring for students who receive in-class support; however, there are ongoing conversations around processes that would help us aggregate this information. Therefore, there is a significant loss of data, and an extraneous effort by personnel is required to cross-reference databases to ensure the most accurate data; other systems would be much more efficacious in ensuring that we have the most accurate and up-to-date data. Although we continue to make forward strides, in general, our technology is outdated and often serves as a barrier to student utilization.

The SDCCD hiring requirements and on-boarding processes continue to be a barrier to prospective tutors, although these processes are improving. In addition to the on-boarding process, funding constraints disallow us to guarantee prospective tutors a position after completing ED100. The gap between on-boarding and hiring our tutors puts students who need tutoring at risk as we cannot get them the tutorial help they need in a timely fashion. We have had continued and ongoing conversations with our district office, which is helpful! However, the hiring/on-boarding process is an area for improvement.

Lastly, much like other areas across campus, we are in dire need of full-time staff in our tutoring spaces, especially as program utilization increases. At one point, MT2C had 8.5 full-time Classified Professionals (8 employees at 1.0 FTE & 1 employee at .5 FTE). Now, we have three full-time Classified Professionals. As we see an increased prevalence of students who present with escalating behavioral and mental health support needs, having more full-time staffing would allow us to target ongoing training that will address these specific needs and provide more consistency in supporting students, in contrast to handling these situations with part-time, temporary NANCE employees. Until we are fortunate enough to increase our full-time staffing significantly, we will not be able to expand our hours or increase the number of tutors for our on-the-floor or embedded programs. This ultimately is a disservice to students and faculty as MT2C continues to demonstrate superior student success rates, while limited

Summary and Reflection

in our ability to scale.

YEAR 4 Updates (2025 - 2026)

Provide any edits or updates to the prompts originally documented in the Executive Summary section for Year 4.

In the past year, MT2C hired a new Instructional Lab Technician (ILT) to replace an employee who vacated this role. The newly hired ILT will help to support the growing scale and complexity of tutoring services across in person, embedded, and online modalities. Filling this vacant position has provided enhanced operational stability and increased capacity within the centers. The ILT plays a critical role in daily front line operations, including student intake support, tutor coordination, technology troubleshooting, and assistance with scheduling and appointment systems.

Having this position filled reduces bottlenecks during peak hours, improves response time to student needs, and allows for more consistent oversight of tutoring spaces. This has had a positive downstream effect on student experience, tutor effectiveness, and overall service quality. Importantly, filling this vacant role helps to alleviate workload pressures on the Supervisor and Instructional Lab Technician already in place, allowing those roles to focus more intentionally on program oversight, staff development, and strategic initiatives rather than constant triage. There is still much needed staffing support; however, filling this vacancy is a wonderful start to improve student success.

This year, MT2C will begin implementation of TrackCloud as part of a broader effort to modernize tutor tracking, scheduling, and data collection practices. TrackCloud offers a more streamlined and student friendly interface for logging tutoring interactions, verifying attendance, and monitoring usage across modalities. Compared to previous systems, TrackCloud reduces manual entry, minimizes duplication of effort, and improves data accuracy. Early benefits should include clearer visibility into tutoring utilization patterns, reduced staff time spent reconciling multiple databases, and improved consistency in session documentation. For students, TrackCloud supports easier check in processes and more seamless transitions between in person and online services. As implementation continues, TrackCloud is expected to enhance MT2C's ability to make data informed decisions related to staffing, hours of operation, embedded tutoring deployment, and equity focused interventions.

Where available, MT2C has continued to review and update utilization, success, and equity data from the past year to inform planning and decision making. While some institutional data remains unavailable or delayed, preliminary indicators suggest that tutoring utilization remains strong and that students who engage with MT2C services continue to demonstrate higher success and completion rates than their non-tutored peers.

Data limitations highlight the ongoing need for improved tracking systems and timely institutional reporting. Despite these constraints, MT2C remains committed to using available data to monitor trends, identify gaps, and advocate for resources that support student success. As additional data becomes available, it will be incorporated into future planning and assessment efforts.

Due to ongoing budgetary constraints, MT2C has been required to reduce overall staffing levels and limit onboarding of new tutors and staff. These reductions have occurred despite increasing student demand for tutoring services. As a result, the program has had to make difficult decisions regarding coverage, scheduling, and expansion of services.

Fewer available staff members have led to increased reliance on part time and temporary employees, reduced flexibility in coverage during peak times, and limitations in the program's ability to scale embedded and specialized tutoring. Additionally, reduced onboarding capacity slows the pipeline of trained tutors, creating gaps between identified student need and available support. While MT2C continues to prioritize efficiency and responsible resource allocation, staffing reductions remain a significant constraint on program growth and sustainability.

MT2C continues to demonstrate strong and consistent impact on student success, completion, and equity outcomes. However, without additional institutionalized funding, the program's ability to sustain and expand services is at risk. The absence of increased funding will directly affect the number of students served, the breadth of tutoring modalities offered, and the hours of operation available to students. Without additional resources, MT2C will be unable to scale staffing to meet rising demand, which may result in reduced hours, longer wait times for tutoring, and fewer embedded tutoring opportunities within high impact courses. Cross campus partnerships that rely on consistent staffing support may need to be limited, and external partnerships that extend MT2C's reach

Summary and Reflection

into the community may become unsustainable. Ultimately, the consequence of not increasing funding is a reduction in access to proven academic support services for students who benefit most from tutoring, particularly disproportionately impacted populations.

In the past year, MT2C facilitated professional learning focused on Active Listening for tutors and staff. This training emphasized strategies for building rapport, supporting student agency, and fostering inclusive and respectful learning environments. Tutors reported increased confidence in navigating challenging conversations, responding to student frustration, and supporting persistence during tutoring sessions. These skills directly support student engagement and contribute to positive learning experiences.

Building on this work, MT2C has scheduled upcoming professional learning focused on supporting neurodivergent students in tutoring spaces. This training will provide tutors and staff with practical tools to recognize diverse learning needs, adapt communication strategies, and create environments that support executive functioning, sensory regulation, and student autonomy. Intended outcomes include increased tutor preparedness, improved student satisfaction, and stronger alignment with campus wide equity and accessibility goals.

Provide any edits or updates to the prompts originally documented in the Data Reflection section for Year 4.

Fall 2024

Total Sessions: 4789

Total Unduplicated students: 1188

Feedback:

How likely are you to use one or more ideas from your tutoring session today in the future: 96.8% of the students are very likely or somewhat likely to use ideas from the tutoring session in the future

How satisfied were you with your tutoring session today: 92.1% of the students are very satisfied or satisfied with their online tutoring session

How likely are you to use our online or in-person tutoring service again: 96.8% of the students are very likely or somewhat likely to use online services again

Spring 2025

Total Sessions: 5161

Total Unduplicated students: 1169

Feedback:

How likely are you to use one or more ideas from your tutoring session today in the future: 98.3% of the students are very likely or somewhat likely to use ideas from the tutoring session in the future

How satisfied were you with your tutoring session today: 95.1% of the students are very satisfied or satisfied with their online tutoring session

How likely are you to use our online or in-person tutoring service again: 98.3% of the students are very likely or somewhat likely to use online services again

The MT2C continues to strive to provide the best available services across Mesa's campus. These efforts, as reflected in our data from Fall 2024 and Spring 2025, which recorded 9,950 sessions for the 24-25 SY — a slight increase in volume over the previous fall. Beyond sheer numbers, the program's impact is validated by exceptional student feedback: as of Spring 2025, 95.1% of students reported being satisfied with their sessions, and a staggering 98.3% indicated they are likely to return and apply the ideas learned in tutoring to their future coursework.

Review Outcomes Report. Review the unit's outcomes assessment process for 2024 - 2025. Discuss connections to unit goals/action plans/resource requests.

The 2024–2025 outcomes assessment for the Mesa Tutoring & Computer Center (MT2C) reflects a high level of achievement in student mastery of both foundational and advanced tutoring methodologies. In the EDUC 100: Tutor Training course, 100% of assessed students met the competencies for all active Course Learning Outcomes (CLOs) during the Spring 2025 reporting period, significantly exceeding the 75% target benchmark. Specifically, students demonstrated total proficiency in utilizing the tutoring cycle through in-class mock sessions, connecting

Summary and Reflection

the learning apprenticeship framework to tutoring practice, and articulating how these andragogic frameworks support the creation of equitable tutoring spaces. These findings suggest that current assessment methods, ranging from formative mock sessions to reflective written work, are effectively capturing student growth in these critical areas.

The assessment process remains deeply integrated with the MT2C's strategic goals for professionalization, leadership, and equity. While the 2024–2025 results for EDUC 100 reflect that current resources are effectively supporting students in reaching established benchmarks, the program maintains a focus on ongoing refinement rather than static achievement. As we move forward, the unit's action plan involves ongoing faculty collaboration to review and refine curriculum materials. To ensure long-term effectiveness, the MT2C will take future action following a summer assessment and will make edits to the curriculum as needed. Furthermore, EDUC 150: Advanced Tutor Training student data will be assessed in Spring 2026, and any necessary changes will be made ahead of the next review cycle. By setting rigorous benchmarks for advanced topics, such as equity-connected mentoring theories and professional leadership application, MT2C is positioning its outcomes to support the continued development of its specialized educator pipeline.

Provide any edits or updates to the prompts originally documented in the Practice Reflection section for Year 4.

MT2C has made significant strides in stabilizing and modernizing its operational core to meet the increasing complexity of a multi-modal learning environment. The recent hiring of a new Instructional Lab Technician (ILT) has been a cornerstone for this stability, providing essential front-line support in student intake, technology troubleshooting, and tutor coordination. This role ensures that the "gears" of the center—scheduling and appointment systems—run smoothly across in-person, embedded, and online spaces. Complementing this human element is the on-going implementation of TrackCloud, a transition designed to replace manual, fragmented data collection with a streamlined, student-friendly interface. By centralizing tutoring interactions and attendance verification, TrackCloud allows for more accurate, data-informed decisions regarding staffing and equity-focused interventions, ultimately reducing administrative friction for both staff and students.

At the heart of MT2C's success is a robust commitment to tutor development that transcends basic academic assistance. We have cultivated an ever evolving professional learning environment that includes asynchronous and synchronous curriculum in adult learning theory, leadership, and universal design (UDL). Reflecting our commitment to inclusivity, we have recently facilitated professional learning on Active Listening and partnered with the National Conflict Resolution Center (NCRC) to equip our team with tools for navigating complex interpersonal dynamics. Looking forward, our focus is expanding to include specialized training on supporting neurodivergent students, ensuring our tutors can adapt communication and environments to support sensory regulation and student autonomy. This holistic approach ensures that our team—supported by a dedicated staff and a comprehensive Canvas video repository—is prepared to serve a truly diverse student body.

Our impact extends beyond immediate tutoring sessions through a burgeoning tutor-to-teacher pipeline. By leveraging the California College and Career Access Pathways (CCAP) agreement, we have successfully integrated a high school tutor training program within the San Diego Unified School District (SDUSD). This pipeline not only meets current student needs but also cultivates the next generation of educators across San Diego County. This growth is further amplified by our Embedded Tutor Coordinator, who has been instrumental in bridging the gap between faculty and tutoring services. By actively recruiting and retaining participants, this role has fostered a deeper institutional integration, allowing tutoring to become a valuable part of the classroom experience rather than an isolated external resource.

Despite these achievements and a clear resurgence in student demand, the MT2C is currently navigating a period of significant budgetary pressure. The paradox of the program's current state is that while utilization and student success metrics are climbing, staffing levels have been forced to contract. These reductions have led to a heavier reliance on part-time staff and have limited our ability to onboard new tutors, creating a bottleneck between student needs and available support. While we continue to prioritize efficiency and responsible resource allocation, the sustainability of our current scale is at risk. Without institutionalized funding, the program faces the prospect of reduced hours, longer wait times, and a diminished ability to offer the high-impact tutoring that has become vital to our campus equity outcomes.

YEAR 5 Updates (2026 - 2027)

Provide any edits or updates to the prompts originally documented in the Executive Summary section for Year 5.

Summary and Reflection

Provide any edits or updates to the prompts originally documented in the Data Reflection section for Year 5.

Review Outcomes Report. Review the unit's outcomes assessment process for 2025 - 2026. Discuss connections to unit goals/action plans/resource requests.

Provide any edits or updates to the prompts originally documented in the Practice Reflection section for Year 5.

Unit Goals, Action Plans, and Updates

Hire two fulltime classified professionals

Unit Goal: By Spring 2025 (or as quickly as possible), hire two fulltime classified professionals

Goal Status: Active

Beginning Year: 2022 - 2023

Projected Completion Year: 2026 - 2027

Mapping

Mesa College Strategic Plan: Roadmap to Mesa2030:

- **Community - Objective 1:** Use technology to improve communication and accessibility across campus. (✓)
- **Community - Objective 2:** Develop activities, spaces, and programs that support a sense of belonging with a focus on antiracism, historically minoritized groups, and inclusion. (✓)
- **Community - Objective 3:** Build a culture of communication that is evidence based, race conscious, institutionally focused, systemically aware, and equity advancing (✓)
- **Community - Objective 4:** Remove barriers to equitable participation by developing, incentivizing and creating structures for all employees to engage in and design professional learning (✓)
- **Completion - Objective 2:** Develop cross - functional teams that support student success and include integrated career and transfer counseling. (✓)
- **Completion - Objective 3:** Design and promote programs and services that intentionally target a reduction in equity gaps in completion outcomes (✓)
- **Completion - Objective 4:** Support students' access to resources to mitigate the impact caused by technological and basic needs insecurity (✓)
- **Pathways and Partnerships - Objective 5:** Develop and implement technologies, including website redesign, that will make pathways information available to students so that they can effectively utilize this information in their educational and career planning (✓)
- **Scholarship - Objective 1:** Expand and prioritize professional learning experiences for all employees that create parity in outcomes across racial/ethnic groups and all disproportionately impacted groups (✓)
- **Scholarship - Objective 2:** Evaluate and improve Diversity, Equity, and Inclusion practice in classroom environments, campus activities, departments, schools, and administrative units (✓)
- **Scholarship - Objective 4:** Expand the use of innovative and high-quality teaching, learning, and support practices that achieve equitable outcomes and increase student success (✓)
- **Stewardship - Objective 3:** Increase student access and schedule efficiency by coordinating schedules among departments/disciplines (✓)
- **Stewardship - Objective 5:** Increase campus understanding, communication of and transparency in budget and resource allocation (✓)
- **Stewardship - Objective 6:** Develop a proactive hiring plan that includes a review of advertising, screening, and interviewing with a goal of establishing a diverse and competent workforce that is reflective of the student population and the local community (✓)

Unit Goals, Action Plans, and Updates

Action Plans	Updates
Action Plan Status: Active Action Plan: Utilize data to continue to demonstrate hiring needs. Action Plan Cycle: 2026 - 2027, 2025 - 2026, 2024 - 2025, 2023 - 2024, 2022 - 2023	Submission Date: 01/26/2026 Action Plan Update: By Fall 2026 (or as quickly as possible), hire four fulltime classified professionals Update Year: 2025 - 2026 Action Plan Progress: On Track
	Submission Date: 11/27/2024 Action Plan Update: After successfully onboarding one full time classified professional, we are still attempting to hire a second full time classified professional. Update Year: 2025 - 2026 Action Plan Progress: On Track
	Submission Date: 06/29/2023 Action Plan Update: Update Update Year: 2024 - 2025 Action Plan Progress: On Track

Increase student utilization of MT2C Tutoring program by 5%.

Unit Goal: By Spring 2025, increase student utilization of MT2C Tutoring program by 5%.

Goal Status: Active

Beginning Year: 2022 - 2023

Projected Completion Year: 2026 - 2027

Mapping

Mesa College Strategic Plan: Roadmap to Mesa2030:

- **Community - Objective 2:** Develop activities, spaces, and programs that support a sense of belonging with a focus on antiracism, historically minoritized groups, and inclusion. (✓)
- **Community - Objective 3:** Build a culture of communication that is evidence based, race conscious, institutionally focused, systemically aware, and equity advancing (✓)
- **Community - Objective 4:** Remove barriers to equitable participation by developing, incentivizing and creating structures for all employees to engage in and design professional learning (✓)
- **Completion - Objective 3:** Design and promote programs and services that intentionally target a reduction in equity gaps in completion outcomes (✓)
- **Completion - Objective 4:** Support students' access to resources to mitigate the impact caused by technological and basic needs insecurity (✓)
- **Scholarship - Objective 2:** Evaluate and improve Diversity, Equity, and Inclusion practice in classroom environments, campus activities, departments,

Unit Goals, Action Plans, and Updates

schools, and administrative units (✓)

- **Scholarship - Objective 3:** Assess impact of prerequisites and corequisites on student success and revise curriculum, as needed (✓)
- **Scholarship - Objective 4:** Expand the use of innovative and high-quality teaching, learning, and support practices that achieve equitable outcomes and increase student success (✓)
- **Stewardship - Objective 3:** Increase student access and schedule efficiency by coordinating schedules among departments/disciplines (✓)

Action Plans	Updates
Action Plan Status: Active Action Plan: Utilize data to continue to demonstrate programmatic success and utilization. Action Plan Cycle: 2025 - 2026, 2024 - 2025, 2023 - 2024, 2022 - 2023	Submission Date: 01/26/2026 Action Plan Update: Due to significant and potential budget constraints, our team size and service efforts have been drastically reduced. Update Year: 2025 - 2026 Action Plan Progress: Barriers Encountered
	Submission Date: 11/27/2024 Action Plan Update: Continued participation in outreach events, tabling, and classroom presentations to promote MT2C services and resources to students Update Year: 2024 - 2025 Action Plan Progress: On Track
	Submission Date: 12/04/2023 Action Plan Update: Program utilization is increasing! Update Year: 2023 - 2024 Action Plan Progress: On Track

Offer complete tutor to teacher pipeline at Hoover High School.

Unit Goal: By Spring 2025, attempt to offer complete tutor to teacher pipeline at Hoover High School

Goal Status: Active

Beginning Year: 2022 - 2023

Projected Completion Year: 2026 - 2027

Mapping

Mesa College Strategic Plan: Roadmap to Mesa2030:

- **Community - Objective 2:** Develop activities, spaces, and programs that support a sense of belonging with a focus on antiracism, historically minoritized groups, and inclusion. (✓)
- **Community - Objective 3:** Build a culture of communication that is evidence based, race conscious, institutionally focused, systemically aware, and equity advancing (✓)

Unit Goals, Action Plans, and Updates

- **Community - Objective 4:** Remove barriers to equitable participation by developing, incentivizing and creating structures for all employees to engage in and design professional learning (✓)
- **Completion - Objective 1:** Develop pathways that provide students with clarity about degree, certificate, and transfer requirements. (✓)
- **Completion - Objective 3:** Design and promote programs and services that intentionally target a reduction in equity gaps in completion outcomes (✓)
- **Completion - Objective 4:** Support students' access to resources to mitigate the impact caused by technological and basic needs insecurity (✓)
- **Pathways and Partnerships - Objective 1:** Develop and implement frameworks to create communities that can provide more targeted delivery of educational resources and support services. (✓)
- **Pathways and Partnerships - Objective 2:** Expand partnerships with K-12 institutions to enhance program offerings and increase access for minoritized students. (✓)
- **Pathways and Partnerships - Objective 3:** Increase community engagement, experiential learning, integrated career planning, and workforce training to prepare students for future careers (✓)
- **Pathways and Partnerships - Objective 4:** Expand intersegmental pathways to create a seamless transition between Mesa and k-12, non-credit, Universities, and careers (✓)
- **Scholarship - Objective 2:** Evaluate and improve Diversity, Equity, and Inclusion practice in classroom environments, campus activities, departments, schools, and administrative units (✓)
- **Scholarship - Objective 4:** Expand the use of innovative and high-quality teaching, learning, and support practices that achieve equitable outcomes and increase student success (✓)
- **Scholarship - Objective 5:** Reduce costs associated with instructional materials to support the elimination of equity gaps (✓)
- **Stewardship - Objective 3:** Increase student access and schedule efficiency by coordinating schedules among departments/disciplines (✓)

Action Plans	Updates
Action Plan Status: Active Action Plan: Align tutor and teacher preparation courses and offer at local high school Action Plan Cycle: 2025 - 2026, 2024 - 2025, 2023 - 2024, 2022 - 2023	Submission Date: 01/26/2026 Action Plan Update: We continue to offer a complete tutor to teacher pipeline at Hoover High School Update Year: 2025 - 2026 Action Plan Progress: On Track
	Submission Date: 11/27/2024 Action Plan Update: Continued offering of teacher preparation course at local high school. This process is ongoing. Update Year: 2024 - 2025 Action Plan Progress: On Track
	Submission Date: 12/04/2023 Action Plan Update: Working with feeder high schools to offer additional courses.

Unit Goals, Action Plans, and Updates

Action Plans	Updates
	Update Year: 2023 - 2024 Action Plan Progress: On Track



Program Review

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

Academic and Learning Support - SAMPLE

Summary and Reflection

Based on the applied report filters or available data, there are no items to display.

Unit Goals, Action Plans, and Updates

Based on the applied report filters or available data, there are no items to display.



Program Review

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

Academic and Learning Support - STEM Programs

Executive Summary

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

One of the major successes we achieved was the acquisition of a Title III HSI grant. This grant not only provided us with additional funding but also validated the value and impact of our STEM program within the community. The grant allowed us to invest in advanced equipment for classrooms, new technology resources, and faculty development opportunities, ultimately enhancing the quality of education and research in STEM disciplines. Another significant success has been the expansion of our peer mentoring services into new disciplines. Recognizing the importance of peer support in student success, we broadened our mentoring program beyond its initial focus on specific STEM fields. By incorporating new disciplines such as physics for life science majors (Physics 180 sequence), organic chemistry, and engineering we have created a more comprehensive support system for students pursuing diverse STEM pathways. This expansion has fostered a stronger sense of community among students, increased retention rates, and improved academic outcomes. Furthermore, we successfully expanded the physical space of our STEM center. With the growing demand for STEM education, the previous facility was no longer sufficient to accommodate our expanding student population and program offerings. Through careful planning, collaboration with campus stakeholders, and securing additional funding through Title III and Title V funds, we were able to renovate and expand the STEM center to incorporate LRC 116 in addition to LRC115. The new facility now features state-of-the-art computers, models and kits, collaborative study spaces, and dedicated areas for, STEM counseling, tutoring and peer mentoring.

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.

Since the last comprehensive review, our unit has undertaken significant curricular redesign in the areas of chemistry, mathematics, and physics, thanks to the support of our new Title III grant. These changes have had a transformative impact on our program, enhancing the learning experience for students and improving their academic outcomes.

With the grant's assistance, we were able to engage in a comprehensive redesign of the curriculum in chemistry, mathematics, and physics. This redesign aimed to modernize and align the content with our four-year partners and emerging trends in STEM fields. Previously, STEM disciplines were often taught as separate entities in their own "silos." However, the redesigned curriculum encourages students to recognize the interconnectedness of these fields and apply knowledge from one discipline to another. This integrated approach nurtures a holistic understanding of STEM subjects and prepared students for the interdisciplinary nature of modern scientific research and problem-solving.

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

Our new grant's funding has been instrumental in our efforts to redesign our STEM classrooms into smart interactive high-tech learning environments, specifically designed to enhance modern science education. One of the primary impacts of these new resources is the transformation of our STEM classrooms into state-of-the-art, smart interactive spaces. The grant funding has allowed us to invest in cutting-edge technology, including interactive whiteboards, multimedia displays, modular furniture, and specialized software applications. These resources will enhance the learning experience for our students, providing them with immersive and engaging opportunities to explore scientific concepts through hands-on activities, collaborative group work, simulations, and virtual experiments. The interactive nature of the technology encourages active participation, collaboration, and critical thinking among students. By the end of the grant we will have introduced at least four new modern classrooms to our Mathematics & Natural Sciences building.

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

Summary and Reflection

Executive Summary Complete

Yes

Data Reflection

Trends observed in program/service area's data.

We have seen a huge increase in the engagement of students with our various programs including peer mentoring, Path to STEM Success events, and the STEM Center.

Peer Mentoring Attendance numbers:

Fall 2021 - 117 unique students with 873 occurrences

Spring 2022 - 211 unique students with 1,683 occurrences

Fall 2022 - 524 unique students with 3,436 occurrences

Spring 2023 - 700 unique students with 3,287 occurrences

Fall 2023 - 1004 unique students with 3,351 occurrences

Spring 2024 - 1230 unique students with 3,766 occurrences

We also see an increase in enrollment in the classes that are supported by the various activities of the grant.

STEM Center attendance continues to grow both in-person and virtually. In particular, we observed over 13,000 contact hours with 10,000 student visits inside the STEM Center in Spring 2024. Typical utilization involved 250-300 contact hours by students - while some peak days exceeded 500 with over 80 students simultaneously taking advantage of services.

This past summer, 2024, Path to STEM Success collaborated with CRUISE and our STEM orientation became part of the program. This increased our attendance at this event from an average of 30 students to 92 unique students who received STEM counseling, and an introduction to the STEM Center, MIP, and MESA program.

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

Equity gaps exist in some STEM majors for our Latine population, particularly, Computer Science and Chemistry. Latine are overrepresented in Biology, Nursing, Mathematics, Allied Health, and Physics. The other STEM majors are at the representation of the campus. However, we are still seeing a 6% equity gap in overall success in STEM courses.

Further, although peer mentoring attendance has increased overall, Latine head count only accounts for 36% of the headcount, even though the campus is 40% Latine. However, it is worth noting that for those Latine students who engage with peer mentoring, their success rates in those classes have closed that equity gap.

Related Documents for Charts and Graphs

[Grant Objectives APR Y2 Data.xlsx](#)

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

The new grant has biweekly meetings with all members of the team including faculty, classified professionals, supervisors, and administration. Data conversations occur regularly at these meetings. The APR is disseminated among team members as well as the campus Executive team. Biannual evaluations with an external evaluator include all team members and campus Executive team. Also, the faculty lead, program director, STEM Center supervisor and research analyst have biweekly meetings to discuss outcomes and further data collection needs. In this past year, the team has decided to change the baseline data for the grant from 2019/2020 to 2021/2022 in order to capture the true effect of the grant activities post-Covid. This change has been approved by the Program Officer at the DOE and will be reported in Year 3's APR.

Data Reflection Complete

Yes

Summary and Reflection

Practice Reflection

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

Bringing services back to campus as well as the course sections that we serve has been the central factor to increase in engagement. Further, each semester we increase the number of peer mentors that we employ and we have extended the course list that are served. Further, keeping virtual services open as well helps to serve those students that cannot make it to campus for whatever reason. We do see equity gaps among our Latine community, however, the objectives of the grant are being met.

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

The only objectives not met in the first year of the new grant were all based on enrollment. Even though our objectives are based on the Hispanic and Latine community, the overall enrollments of the campus have been trending down, even before the pandemic. Over the past year we have started to see an incline. We will need to watch numbers closely to see if our objectives are trending in the same direction the campus is.

Related Documents for Charts and Graphs

Practice Reflection Complete

Yes

Mid-Cycle Updates

YEAR 2 Updates (2023 - 2024)

Provide any edits or updates to the prompts originally documented in the Executive Summary section for Year 2.

N/A

Provide any edits or updates to the prompts originally documented in the Data Reflection section for Year 2.

We have entered our Year 2 APR data to be reported to the Department of Education. We are still falling behind on some metrics, but are improving from Year 1. It is tough with the baseline year being 2019, pre-pandemic, as we continue to recover and grow post-Covid.

Review Outcomes Report. Review the unit's outcomes assessment process for 2022 - 2023. Discuss connections to unit goals/action plans/resource requests.

Provide any edits or updates to the prompts originally documented in the Practice Reflection section for Year 2.

N/A

YEAR 3 Updates (2024 - 2025)

Provide any edits or updates to the prompts originally documented in the Executive Summary section for Year 3.

The past year has come with some successes as well as some challenges. Our STEM orientation has merged with CRUISE, which has increased the number of students that have benefited from those STEM specific services. This also goes to the institutionalization of the orientation program past the life of the grant. Our numbers of engagement in activities as well as enrollments in STEM courses for our Latine population has increased and almost closed equity gaps. Further, Biology has completed their studio classroom redesign, leaving only Chemistry. We also doubled the amount to STEM faculty that have engaged with culturally relevant professional development by bringing ESCALA to campus for a two-day workshop with Fall project implementation.

AB 1705 poses a significant challenge for our STEM majors, particular those of color, women, and older students. Because of the effects of AB 705 and 1705, we have increased peer mentoring for the Calculus series and have included CHEM 152 into the peer mentoring program. Students who have not had higher math in high school, for whatever reason, but want to be STEM majors are struggling with starting in Calculus and CHEM 152, both of which are requirements for all STEM majors. As students of color and women still tend to be counseled out of higher math classes in high school, this legislation affects them even more. We will be watching the success rates closely in the upcoming years and continue to advocate for a Pre-Calculus course for those that have not had the opportunity.

Summary and Reflection

Provide any edits or updates to the prompts originally documented in the Data Reflection section for Year 3.

The data reflection has been updated with Year 3 data. The APR data will be added as soon as it is available.

Review Outcomes Report. Review the unit's outcomes assessment process for 2023 - 2024. Discuss connections to unit goals/action plans/resource requests.

N/A

Provide any edits or updates to the prompts originally documented in the Practice Reflection section for Year 3.

Again, implementation of AB1705 is central to the grant's curriculum work group's conversations and advocacy. Also, professional development has increased for all STEM faculty. There is some real concern of the effect of AB1705 on equity gaps in the Calculus series and entry Chemistry classes and the team will be keeping a close eye on those figures over the next year. We are working on curricular changes, but run into the aligned curriculum issue at times as well as state guidelines. For now, peer mentoring continues to close equity gaps in course success, retention, and GPA.

YEAR 4 Updates (2025 - 2026)

Provide any edits or updates to the prompts originally documented in the Executive Summary section for Year 4.

Provide any edits or updates to the prompts originally documented in the Data Reflection section for Year 4.

Review Outcomes Report. Review the unit's outcomes assessment process for 2024 - 2025. Discuss connections to unit goals/action plans/resource requests.

Provide any edits or updates to the prompts originally documented in the Practice Reflection section for Year 4.

YEAR 5 Updates (2026 - 2027)

Provide any edits or updates to the prompts originally documented in the Executive Summary section for Year 5.

Provide any edits or updates to the prompts originally documented in the Data Reflection section for Year 5.

Review Outcomes Report. Review the unit's outcomes assessment process for 2025 - 2026. Discuss connections to unit goals/action plans/resource requests.

Provide any edits or updates to the prompts originally documented in the Practice Reflection section for Year 5.

Unit Goals, Action Plans, and Updates

Expand the STEM Center Space and Capacity

Unit Goal: Expand the STEM Center space and capacity in order to meet the increasing needs and demands of students.

Goal Status: Active

Beginning Year: 2022 - 2023

Projected Completion Year: 2025 - 2026

Mapping

Mesa College Strategic Plan: Roadmap to Mesa2030:

- **Completion - Objective 4:** Support students' access to resources to mitigate the impact caused by technological and basic needs insecurity (✓)
- **Stewardship - Objective 4:** Establish a college-wide practice and schedule that addresses routine maintenance and renewal of equipment, facilities and technology to ensure access to adequate resources and better serve students (✓)

Action Plans	Updates
Action Plan Status: Active Action Plan: 1. Purchase laptops, calculators, software, and other STEM supplies needed for inside and outside the classroom. 2. Follow usage data carefully and identify tables, chairs, and other spatial needs for student use. 3. Work with LRC team to identify needs of students and how the STEM Center can contribute to those needs. Action Plan Cycle: 2025 - 2026, 2024 - 2025, 2023 - 2024, 2022 - 2023	Submission Date: 12/03/2024 Action Plan Update: Usage continues to grow. We were able to secure a supplemental award for additional peer mentors and supplies for the STEM Center. Update Year: 2024 - 2025 Action Plan Progress: On Track
	Submission Date: 12/11/2023 Action Plan Update: Usage in the STEM Center has increased significantly during the Fall 2023 semester and we expect even more students in the Spring. Other than purchasing regular supplies, such as markers, the Title III grant has purchased 9 more tables with wheels for student use in this area. The new tables allows us to use all of the chairs that were purchased two years ago in anticipation of this increase in usage. We have also purchased more calculators for student use and moved the computers from the middle of the room, to against the wall to create more floor space. Update Year: 2023 - 2024 Action Plan Progress: On Track

Improve and expand STEM tutoring and mentoring services.

Unit Goal: Improve and expand STEM tutoring and mentoring services.

Goal Status: Active

Beginning Year: 2022 - 2023

Projected Completion Year: 2025 - 2026

Unit Goals, Action Plans, and Updates

Mapping

Mesa College Strategic Plan: Roadmap to Mesa2030:

- **Completion - Objective 3:** Design and promote programs and services that intentionally target a reduction in equity gaps in completion outcomes (✓)
- **Scholarship - Objective 4:** Expand the use of innovative and high-quality teaching, learning, and support practices that achieve equitable outcomes and increase student success (✓)

Action Plans	Updates
Action Plan Status: Active Action Plan: 1. Continue offering peer mentoring on campus and identify spaces where sessions can occur as the program expands. 2. Continue to work with STEM faculty in identifying and hiring a diverse and inclusive team of peer mentoring students. Action Plan Cycle: 2025 - 2026, 2024 - 2025, 2023 - 2024, 2022 - 2023	Submission Date: 12/03/2024 Action Plan Update: We had to unfortunately decrease the number of peer mentors this year due to budgeting. However, we didn't decrease too much due to AB1705 funding and a supplemental award that we secured. Regardless, the number of students engaging with peer mentoring continues to rise and due to AB1705, we are including CHEM 152 to the courses list. Update Year: 2024 - 2025 Action Plan Progress: On Track
	Submission Date: 12/11/2023 Action Plan Update: For Fall 2023, we have a crew of 19 peer mentors. Fall 2023 has served nearly 1000 students, a huge jump from Spring 2023. Peer mentors provide academic support for 13 different STEM courses with incredible success data for those that participate in comparison to students who do not engage with the program. Working with faculty and the HSI team, we have identified the need for 5 more peer mentors for the Spring 2024 semester. Update Year: 2023 - 2024 Action Plan Progress: On Track

Improve STEM professional learning across campus.

Unit Goal: Improve STEM professional learning across campus.

Goal Status: Active

Beginning Year: 2022 - 2023

Projected Completion Year: 2025 - 2026

Mapping

Mesa College Strategic Plan: Roadmap to Mesa2030:

- **Community - Objective 4:** Remove barriers to equitable participation by developing, incentivizing and creating structures for all employees to engage in and design professional learning (✓)
- **Completion - Objective 1:** Develop pathways that provide students with clarity about degree, certificate, and transfer requirements. (✓)
- **Scholarship - Objective 1:** Expand and prioritize professional learning experiences for all employees that create parity in outcomes across

Unit Goals, Action Plans, and Updates

racial/ethnic groups and all disproportionately impacted groups (✓)

Action Plans	Updates
Action Plan Status: Active Action Plan: 1. Support STEM faculty with various professional learning opportunities offered on campus including MOST, FIGs, CEER, and others. 2. Bring ESCALA to campus to offer STEM focused professional learning. Action Plan Cycle: 2025 - 2026, 2024 - 2025, 2023 - 2024, 2022 - 2023	Submission Date: 12/03/2024 Action Plan Update: We did bring ESCALA to the campus in May 2024, where 34 STEM faculty, staff, and students engaged with professional development centered on the Latine experience. We also trained 6 facilitators so we can continue this program on a yearly basis without the ESCALA price tag. Plans for next May have already begun. Update Year: 2024 - 2025 Action Plan Progress: On Track
	Submission Date: 12/11/2023 Action Plan Update: In the past year, we have had 11 more employees engage in professional learning. We are working on getting more faculty to engage with FIGs, as well as provide professional learning opportunities for classified professionals, students, and administrators. We are currently in talks with ESCALA on two programs. One of the programs will train employees on our campus to be facilitators of professional development themselves. This will help to increase the number of participants as the expertise will be on our campus. Travel costs, compensation, and people's time have proven to be minor barriers to increasing these numbers. Update Year: 2023 - 2024 Action Plan Progress: Barriers Encountered



Program Review

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

Academic and Learning Support - Strong Workforce

Executive Summary

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

Successes

The CTE/Strong Workforce team presented at several events including the President's Cabinet, and College of Continuing Education (CCE) day to articulate the value of Career Education to staff/faculty and prospective students. This is a regular occurrence and function of this office.

The CTE office hosted networking events at Vet Tech, the Mesa Design Center, and Exercise Science. The goals of these events include:

- Highlight facility improvements through SWF, Perkins
- Rebuilt CTE faculty community
- Provide counselors with connections to programs, immerse in student experience

The CTE office supported all funded projects through the SWF Budget and Allocation sub-committee. Examples include: field trips, classroom supplies, marketing materials (swag), equipment purchases, and lab upgrades.

Successfully applied for eight RFAs (two pending that will be approved), bringing significant funding to support Mesa CE programs, Mesa Impactship Program, professional development for counselors and instructional faculty, CPL, Marketing, and the Virtual Small Business Incubator (in partnership with Business and Technology).

Successfully launched the employer engagement liaison model at Mesa College.

CTE office administrative technician tracks all SW funding (including 14 fund codes), Perkins Reserve funding, and LAEP funding. This includes tracking budgets, supporting purchases for programs, processing employee paperwork for the multitude of positions supported by Strong Workforce.

The CTE office continues to enjoy collaboration with many departments across campus that enable the improvement of CTE student outcomes. Departments include:

- Career Center
- Tutoring
- Office of Communications
- Outreach
- Research
- Peer Navigators

Supporting the growth in new programs through the use of Strong Workforce funding including:

- Fermentation
- Neurological Diagnostic Technician
- Health and Wellness Coaching
- Physical Therapy Assistant

The CTE/Strong Workforce is taking a more active role in supportive Marketing efforts for CTE programs at Mesa College. This involves leading the CTE College Based Marketing project, leading the Viewbook development, supporting program level marketing, and improving communication between programs and the public information office.

Challenges

Strong Workforce is now responsible for paying for the Cost-of-Living Adjustment (COLA) which is creating budget pressures

Staffing remains to be a challenge given the expansion of the Mesa Impactship Program and launch of the WBL

Summary and Reflection

Faculty Liaison project. Currently there is no administrative support for WBL and MIP.

Effective communication (relaying information to all those involved, from Management/different CTE programs to Admin Services for actual request processing) between constituencies remains a challenge in ensuring projects are delivered on-time and on-budget

Competing and sometimes unclear deadlines (meeting all deadlines flawlessly: office, campus, district and region) make it hard to prioritize work and remain to be an area of focus

New Associate Dean -Transition process of new management for department

Navigating the new workload, defining expectations, etc., while continuing with our regular duties and responsibilities

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.

Strong Workforce Committee structure

The Strong Workforce Committee meetings have shifted their meeting style to maximize effectiveness and to recognize the outside commitments our membership have in other spaces at Mesa College. Starting in AY 23-24, the Strong Workforce Committee will shift to meeting four times per year, and hosting four networking events in lieu of formal meetings.

While not finalized, discussions are also underway to wind down two of the four Strong Workforce sub-committees, Employer Engagement and Professional Learning. Employer Engagement will likely cease meeting entirely while Professional Learning will likely be moved in closer alignment with the LOFT PD structure. Final recommendations will be brought forward to the SW Committee members in September.

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

The continued cost increases from the COLA and step increases are accelerating the impacts to the overall Strong Workforce budget and ability to support CTE programs at Mesa College.

Additional and new state resources are assisting Mesa College in realizing its vision of being the leading college of equity and excellence. These new sources of funding do present challenges for the CTE office as it adds administrative burden without additional administrative overhead. Examples include the Perkins Reserve and Learning Alignment Employment Program (LEAP) funding.

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

Related Documents for Charts and Graphs

Executive Summary Complete

Yes

Data Reflection

Trends observed in program/service area's data.

The two most significant trends within Career Education at San Diego Mesa College is the five-year decline in enrollment, specifically driven by students who are over the age of 25.

The 2nd trend is the continued increases in retention and employment (wages) among San Diego Mesa College graduates. The notable part of this trend, however, is that there are significant equity gaps within each, retention and employment.

The CTE/WBL office has steadily grown in size and influence throughout the organization. This, in turn, has increased the demand for the services and support from the CTE office. This has stretched the capacity of the

Summary and Reflection

office and requires continued dialogue to determine the scope of which the office can serve well and what projects may need to be delayed.

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 significant differences in enrollment, retention, and completion when disaggregated by race/ethnicity and income.

This is an area that will need to be focus during the next academic year, specifically the intersectionality of adult learners and DI groups.

Related Documents for Charts and Graphs

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

N/A

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.

The two largest ways in which this office aims to address the gaps noted above include the support and focus on marketing of Career Education programs. This includes both institutional level Career Education marketing and specific support for programs who may be experiencing significant declines. This area will likely be the top priority for the office this next fiscal year.

The other way in which the office is supporting addressing this gap is the focus and deployment of limited resources to support MIP and the WBL faculty liaison project. Through these investments direct effort and strategy can be placed to specifically target DI within retention and employment outcomes of San Diego Mesa College students.

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

Outside factors include the current state of the economy as a result off lingering impacts of COVID-19 and the inflationary trends.

Additionally, other outside factors include the current state of the California budget and the looming (and significant) deficit. This is leading to Strong Workforce and Career Education programs not receiving adequate funding to support operations.

Additionally, hiring remains a challenge for contract and adjunct faculty, specifically faculty who have the combination of both technical industry knowledge and teaching skills.

Related Documents for Charts and Graphs

Practice Reflection Complete

Yes

Mid-Cycle Updates

YEAR 2 Updates (2023 - 2024)

Provide any edits or updates to the prompts originally documented in the Executive Summary section for Year 2.

There are no major updates to the executive summary. During Academic Year 2023-2024 the Strong Workforce Committee is engaged in Career Education planning to support the submission of the Comprehensive Local Needs Assessment (CLNA). Changes are anticipated in the next academic year based upon the final results of the CLNA.

Summary and Reflection

Provide any edits or updates to the prompts originally documented in the Data Reflection section for Year 2.

There are no major updates to the data reflection. During Academic Year 2023-2024 the Strong Workforce Committee is engaged in Career Education planning to support the submission of the Comprehensive Local Needs Assessment (CLNA). Changes are anticipated in the next academic year based upon the final results of the CLNA. Specifically within the CLNA each major student outcome grouping is reviewed in aggregate and disaggregated. There has been thoughtful discussion in each area including access, retention, completion, and employment. Once those are finalized and approved by the committee, edits will be made to this area.

Review Outcomes Report. Review the unit's outcomes assessment process for 2022 - 2023. Discuss connections to unit goals/action plans/resource requests.

Provide any edits or updates to the prompts originally documented in the Practice Reflection section for Year 2.

There are no major updates to the practice reflection. During Academic Year 2023-2024 the Strong Workforce Committee is engaged in Career Education planning to support the submission of the Comprehensive Local Needs Assessment (CLNA). Changes are anticipated in the next academic year based upon the final results of the CLNA. Once changes are made, the practices will change to align to the action strategies identified in the CLNA.

YEAR 3 Updates (2024 - 2025)

Provide any edits or updates to the prompts originally documented in the Executive Summary section for Year 3.

The CTE/Strong Workforce team supported Career Education priorities across campus, including leading strategic planning efforts for Adult Learners and Career Services.

The CTE/Strong Workforce team completed the Comprehensive Local Needs Assessment (CLNA).

Marketing continues to be a focus for individual and college-wide CTE programs.

Provide any edits or updates to the prompts originally documented in the Data Reflection section for Year 3.

The Mesa Impactship Program continues to thrive and supported over 550 students since its inception, with more than 150 participants each semester. MIP serves a diverse population with 100% of its participants coming from underserved backgrounds, over half of whom are adult learners.

The Work-Based Learning Faculty Liaison program has created 10,829 students participating in WBL activities, leading the district.

The Employer Engagement Liaison created 132 new employer connections and introduced boutique career fairs to the campus to better serve our distinct programs.

11,594 students were enrolled in CTE classes. Of these students, 4,666 were adult learners.

Review Outcomes Report. Review the unit's outcomes assessment process for 2023 - 2024. Discuss connections to unit goals/action plans/resource requests.

Findings from the CLNA have identified new priorities in outcomes and outcomes assessment for the next two academic years.

Continuing Action Plan Items:

- Purchase new equipment and technology to increase student engagement and interactive learning opportunities and familiarize students with standard industry equipment for improved learning and success.
- Develop a professional development strategy to help bridge existing Career Education PD investments and campus-based resources. This strategy will leverage investments like the Strong Workforce Faculty and Counseling Institutes, MOST programming, the New Faculty Institute, and additional LOFT programming.

Revisions due to CLNA findings:

- Develop and implement an integrated Career Education Marketing and Outreach plan. Specifically target reversing access trends in adult learners, while supporting in-reach strategies for current students and maintain partnerships

Summary and Reflection

with area feeder high schools. Target industries with priority jobs where there are equity gaps that Mesa could fill with underrepresented students in priority programs.

- Coordinate with student support services on campus to increase support and wraparound services for special population students, including EOPS, NextUp, FAST Scholars, Veterans, DSPS, and other departments on campus. Emphasize an integrated partnership with special population support programs, combined with academic support programs like tutoring, to increase student retention.
- Provide targeted Work-Based Learning opportunities (add employer engagement), both in the classroom and outside, for students to facilitate student completion and a reduction in equity gaps in employment outcomes. Specifically, target paid WBL opportunities, such as internships, to help reduce identified equity gaps.
- Develop and implement a dual enrollment strategic plan to further build out dual enrollment offerings.

New

- Develop common understanding of pathways through CTE degree and certificate programs and a mechanism to assess the efficacy of pathways as evidenced by program completion.
- Support Mesa College CTE programs and schools in recruiting diverse faculty from industry to support Mesa College CTE programs.

Our CLNA Action Plan will be assessed and adapted annually using data from Awards Dashboard, SG21 Dashboard, MIP data sets, Course Success and Retention dashboard, CTE Enrollment Dashboard, and the District Diversity Report.

Provide any edits or updates to the prompts originally documented in the Practice Reflection section for Year 3. Practices for 2022-23 remain the same.

Additional impacts on the data trends and equity gaps include the dramatic cuts to the SWF program budget from the state and uncertain educational climate under the incoming administration. In coming semesters, the SW and Career Education programs will face significant funding cuts that will impact multiple student-facing and student-targeted programs. Results of these budget cuts are expected to directly impact student success, retention, and employment outcomes.

YEAR 4 Updates (2025 - 2026)

Provide any edits or updates to the prompts originally documented in the Executive Summary section for Year 4.

Provide any edits or updates to the prompts originally documented in the Data Reflection section for Year 4.

Review Outcomes Report. Review the unit's outcomes assessment process for 2024 - 2025. Discuss connections to unit goals/action plans/resource requests.

Provide any edits or updates to the prompts originally documented in the Practice Reflection section for Year 4.

YEAR 5 Updates (2026 - 2027)

Provide any edits or updates to the prompts originally documented in the Executive Summary section for Year 5.

Provide any edits or updates to the prompts originally documented in the Data Reflection section for Year 5.

Review Outcomes Report. Review the unit's outcomes assessment process for 2025 - 2026. Discuss connections to unit goals/action plans/resource requests.

Provide any edits or updates to the prompts originally documented in the Practice Reflection section for Year 5.

Unit Goals, Action Plans, and Updates

Access

Unit Goal: Develop and implement an integrated Career Education Marketing and Outreach plan. Specifically target reversing access trends in adult learners.

Goal Status: Active

Beginning Year: 2022 - 2023

Projected Completion Year: 2025 - 2026

Mapping

Mesa College Strategic Plan: Roadmap to Mesa2030:

- **Completion - Objective 1:** Develop pathways that provide students with clarity about degree, certificate, and transfer requirements. (✓)
- **Pathways and Partnerships - Objective 3:** Increase community engagement, experiential learning, integrated career planning, and workforce training to prepare students for future careers (✓)

Action Plans	Updates
Action Plan Status: Active Action Plan: Implement the 2024-2025 College Based Marketing Project. Action Plan Cycle: 2024 - 2025	Submission Date: 01/07/2026 Action Plan Update: Completed IEPI PRT initial site visit and received MOO on priorities to recruit and support adult learners. Marketing and Outreach is one of the areas of focus. Committee reviewed MOO and is working with Communication & Outreach offices to identify and prioritize strategies to implement. Update Year: 2025 - 2026 Action Plan Progress: On Track
	Submission Date: 01/24/2025 Action Plan Update: This project will more formerly move forward after the marketing facilitation workshop. Update Year: 2024 - 2025 Action Plan Progress: On Track
Action Plan Status: Active Action Plan: Support the development of an integrated Career Education Marketing and Outreach plan. This will include transitioning leadership of Marketing projects and the SW Marketing sub-committee to relevant departments. Action Plan Cycle: 2025 - 2026, 2024 - 2025	Submission Date: 01/07/2026 Action Plan Update: Launched Marketing Faculty Liaison to support CTE programs by advising on marking efforts to promote programs, connecting to Office of Communication resources, and support project request process. Updated Marketing and Outreach Committee Roles & Responsibilities. Update Year: 2025 - 2026 Action Plan Progress: On Track

Unit Goals, Action Plans, and Updates

Expand Work-Based Learning

Unit Goal: Provide targeted Work-Based Learning opportunities through expanded employer engagement.

Goal Status: Active

Beginning Year: 2022 - 2023

Projected Completion Year: 2025 - 2026

Mapping

Mesa College Strategic Plan: Roadmap to Mesa2030:

- **Pathways and Partnerships - Objective 3:** Increase community engagement, experiential learning, integrated career planning, and workforce training to prepare students for future careers (✓)

Action Plans	Updates
Action Plan Status: Active Action Plan: Work-Based Learning continues growth, and a five-year strategy is developed including the following benchmarks: 1. Work-Based Learning Faculty Liaison Project Year 2 is implemented, and school-based goals are developed for each school in preparation for Year 3. 2. All WBL program review action steps are completed by Summer 2025. Action Plan Cycle: 2025 - 2026, 2024 - 2025	Submission Date: 01/07/2026 Action Plan Update: In 2024-2025, 633 courses, 1,434 sections, and 15,579 students participated in courses that provided WBL opportunities. This means 50% of Mesa students had a WBL experience, compared to the 38% in 2023-24. Update Year: 2025 - 2026 Action Plan Progress: On Track
	Submission Date: 01/07/2026 Action Plan Update: WBL Liaisons continue to develop school-based goals. WBL Newsletter highlights different schools in each newsletter. Update Year: 2025 - 2026 Action Plan Progress: On Track
	Submission Date: 01/07/2026 Action Plan Update: Work-Based Learning Community of Practice launched in FALL 2025, co presented with California Community College Student Success Network (3CSN). This 9-month professional learning series has 27 faculty participants from across campus. Update Year: 2025 - 2026 Action Plan Progress: On Track
	Submission Date: 01/26/2025 Action Plan Update: In 2023-2024, 452 courses, 921 sections, and 10,829 students participated in courses that provided WBL opportunities, close to double the previous year's engagement. Update Year: 2024 - 2025 Action Plan Progress: On Track
Action Plan Status: Active	Submission Date: 01/07/2026 Action Plan Update: In Spring 2026, MIP will reach 1,000 internship placements. Each semester, faculty coordinators support over 150 students.

Unit Goals, Action Plans, and Updates

Action Plans	Updates
Action Plan: The Mesa Impactship Program is expanded and sustained including the following benchmarks: 1. MIP will serve over 200 students in AY24-25 2. Program fundraising strategy is developed and raises \$300,000 by AY25-26 Action Plan Cycle: 2025 - 2026, 2024 - 2025, 2023 - 2024, 2022 - 2023	Update Year: 2025 - 2026 Action Plan Progress: On Track
	Submission Date: 01/07/2026 Action Plan Update: In Fall 2025, MIP launched an awareness campaign and continue to develop a fundraising strategy with the support of the district. Multiple grants have been applied for to continue to fund this essential program. Without a sustainable source of funding, the current version of this program will be sunset in December 2027. Update Year: 2025 - 2026 Action Plan Progress: On Track
	Submission Date: 01/26/2025 Action Plan Update: MIP has supported over 550 student since launching, with more than 200 student applications per term and 150+ MIP students supported each term. Update Year: 2024 - 2025 Action Plan Progress: On Track
	Submission Date: 01/07/2026 Action Plan Update: MIP Internship Expo brings over 25 employers to campus each year, and the MIP team has grown to over 300 employer partners. Update Year: 2025 - 2026 Action Plan Progress: On Track
Action Plan Status: Active Action Plan: Employer engagement is expanded at San Diego Mesa College including the following benchmarks: 1. Deepen the campus connection to our employer engagement efforts 2. Identify a plan to partner with race-conscious and equity-minded industry and employer partners 3. Make strategic investments of resources to establish connections with area industry groups, prioritizing those around Mesa College 4. Four boutique job fairs are implemented by Summer 2025 Action Plan Cycle: 2025 - 2026, 2024 - 2025	Submission Date: 01/07/2026 Action Plan Update: Employer Engagement Liaison continues to grow role at Mesa, helping to support multiple boutique job fairs, including Sports Industry, Architecture, Business, and Fashion. Update Year: 2025 - 2026 Action Plan Progress: On Track
	Submission Date: 01/26/2025 Action Plan Update: Employer engagement continues to grow at Mesa College including over a 100% growth in companies interested in collaborating with Mesa College. Update Year: 2024 - 2025 Action Plan Progress: On Track
	Submission Date: 01/07/2026 Action Plan Update: Employer engagement continues to grow at Mesa College including over a 100% growth in companies interested in collaborating with Mesa College. Update Year: 2025 - 2026 Action Plan Progress: On Track

Data Informed Decisions

Unit Goal: Integrate data and research, including qualitative student feedback, into decision making processes to enable actionable strategies.

Goal Status: Active

Beginning Year: 2022 - 2023

Unit Goals, Action Plans, and Updates

Projected Completion Year: 2025 - 2026

Mapping

Mesa College Strategic Plan: Roadmap to Mesa2030:

- **Pathways and Partnerships - Objective 1:** Develop and implement frameworks to create communities that can provide more targeted delivery of educational resources and support services. (✓)

Action Plans	Updates
Action Plan Status: Active Action Plan: The CTE Research agenda is maintained, updated, and aligned to the results of the CLNA Action Plan Cycle: 2025 - 2026, 2024 - 2025, 2023 - 2024, 2022 - 2023	Submission Date: 02/02/2026 Action Plan Update: This has been tabled for the CTE office and transitioned to the research office. Update Year: 2025 - 2026 Action Plan Progress: Completed
	Submission Date: 01/26/2025 Action Plan Update: The CTE research agenda has been completed, and on-going meetings have been scheduled to support the on-going updating of the agenda. Update Year: 2024 - 2025 Action Plan Progress: On Track
Action Plan Status: Active Action Plan: At least four offerings are provided throughout the year to explore data such as Employment and LMI data Action Plan Cycle: 2025 - 2026	Submission Date: 02/02/2026 Action Plan Update: This has moved forward and transitioned to district leadership through a district PD strategy regarding employment and LMI. Update Year: 2025 - 2026 Action Plan Progress: On Track
	Submission Date: 01/26/2025 Action Plan Update: This opportunity has been delayed until 2025-2026 and may be led by the district office to maximize capacity. Update Year: 2024 - 2025 Action Plan Progress: Barriers Encountered

Professional Development

Unit Goal: Develop a professional development strategy to help bridge existing Career Education PD investments and campus-based resources.

Goal Status: Active

Beginning Year: 2022 - 2023

Projected Completion Year: 2025 - 2026

Mapping

Mesa College Strategic Plan: Roadmap to Mesa2030:

10/2/2026

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Unit Goals, Action Plans, and Updates

- **Scholarship - Objective 1:** Expand and prioritize professional learning experiences for all employees that create parity in outcomes across racial/ethnic groups and all disproportionately impacted groups (✓)
- **Scholarship - Objective 4:** Expand the use of innovative and high-quality teaching, learning, and support practices that achieve equitable outcomes and increase student success (✓)

Action Plans	Updates
Action Plan Status: Active Action Plan: Action: Continue support for the professional development funding for CTE programs Action Plan Cycle: 2025 - 2026, 2024 - 2025	Submission Date: 02/02/2026 Action Plan Update: This activity is on-track but has been reduced due to budget cuts. Update Year: 2025 - 2026 Action Plan Progress: On Track
	Submission Date: 01/26/2025 Action Plan Update: Funding has continued for professional development. Update Year: 2024 - 2025 Action Plan Progress: On Track
Action Plan Status: Active Action Plan: Continue to identify ways in which to support faculty professional development with emphasis on adjunct faculty and counselors Action Plan Cycle: 2025 - 2026, 2024 - 2025	Submission Date: 01/26/2025 Action Plan Update: This activity will be combined with the overall strategy development for PD. Update Year: 2024 - 2025 Action Plan Progress: On Track
	Submission Date: 02/02/2026 Action Plan Update: The counseling institute is progressing as planned. Update Year: 2025 - 2026 Action Plan Progress: On Track
Action Plan Status: Active Action Plan: Implement the Faculty Institute and Year 2 of the Counseling Institute. Action Plan Cycle: 2025 - 2026, 2024 - 2025	Submission Date: 01/26/2025 Action Plan Update: Both the counseling and faculty institutes are being implemented on schedule. Update Year: 2024 - 2025 Action Plan Progress: On Track
	Submission Date: 02/02/2026 Action Plan Update: These activities have been cancelled due to budget cuts. Update Year: 2025 - 2026 Action Plan Progress: Barriers Encountered
Action Plan Status: Active Action Plan: At least once quarterly, opportunities are provided to contract and adjunct faculty members to participate in networking opportunities both on-campus and off Action Plan Cycle: 2025 - 2026, 2024 - 2025, 2023 - 2024, 2022 - 2023	Submission Date: 01/26/2025 Action Plan Update: Two networking events are planned for Spring 2025. Two events had to be cancelled in Fall 2024 due conflicts. Update Year: 2024 - 2025 Action Plan Progress: On Track

Unit Goals, Action Plans, and Updates

Action Plans	Updates
Action Plan Status: Active Action Plan: Meet with every CTE program once a year in partnership with Lead CTE Faculty Action Plan Cycle: 2025 - 2026, 2024 - 2025	Submission Date: 02/02/2026 Action Plan Update: This activity is progressing as planned. Update Year: 2025 - 2026 Action Plan Progress: On Track
	Submission Date: 01/26/2025 Action Plan Update: Meetings are being scheduled for the Spring semester. This activity is somewhat behind schedule due to competing priorities. Update Year: 2024 - 2025 Action Plan Progress: On Track
Action Plan Status: Active Action Plan: Support the development of a professional development strategy to help bridge existing Career Education PD investments and campus-based resources. This will include sunsetting the SW Professional Learning Committee and aligning that work with the Campus Employee Learning Committee. Action Plan Cycle: 2025 - 2026, 2024 - 2025	Submission Date: 02/02/2026 Action Plan Update: This activity has been completed. Update Year: 2025 - 2026 Action Plan Progress: Completed
	Submission Date: 01/26/2025 Action Plan Update: A strategy is nearing completion and will be finished during the Spring semester. Update Year: 2024 - 2025 Action Plan Progress: On Track

Support Structures around CLNA and Funding

Unit Goal: Enhance and build out support structure to support financial, grant, and project management of assigned funds. Specifically support leaders identified for CLNA priorities that are not being led by the CTE/SW office.

Goal Status: Active

Beginning Year: 2022 - 2023

Projected Completion Year: 2025 - 2026

Mapping

Mesa College Strategic Plan: Roadmap to Mesa2030:

- **Stewardship - Objective 5:** Increase campus understanding, communication of and transparency in budget and resource allocation (✓)

Action Plans	Updates
Action Plan Status: Active	Submission Date: 01/24/2025 Action Plan Update: The implementation of project charters has been delayed. A rethink of the strategy is underway, and we will be focusing on implementing this in the CTE office. Update Year: 2024 - 2025

Unit Goals, Action Plans, and Updates

Action Plans	Updates
Action Plan: Action: Implement project charters for all CTE projects Action: Implement CTE/SW Timeline for all programs and projects. Action Plan Cycle: 2025 - 2026, 2024 - 2025, 2023 - 2024, 2022 - 2023	Action Plan Progress: Barriers Encountered
Action Plan Status: Active Action Plan: Biennial Review and Program Review are integrated into one process for all CTE programs. Action Plan Cycle: 2025 - 2026, 2024 - 2025, 2023 - 2024, 2022 - 2023	Submission Date: 02/02/2026 Action Plan Update: This activity has been tabled. Update Year: 2025 - 2026 Action Plan Progress: Barriers Encountered
	Submission Date: 01/24/2025 Action Plan Update: A prototype of the combined biennial and program review dashboard has been developed. Update Year: 2024 - 2025 Action Plan Progress: On Track
Action Plan Status: Active Action Plan: Each non-assigned CLNA priority has an action plan completed and maintained for AY24-25. Action Plan Cycle: 2025 - 2026, 2024 - 2025	Submission Date: 02/02/2026 Action Plan Update: Due to competing priorities these have been delayed in implementation. Update Year: 2025 - 2026 Action Plan Progress: Barriers Encountered
	Submission Date: 01/24/2025 Action Plan Update: CLNA priorities are moving forward, and discussions are occurring on how best to support moving priorities forward. Update Year: 2024 - 2025 Action Plan Progress: On Track
Action Plan Status: Active Action Plan: Two CLNA priorities that are not assigned to CTE leadership (PD and Marketing) are transitioned to department leads Action Plan Cycle: 2025 - 2026, 2024 - 2025	Submission Date: 02/02/2026 Action Plan Update: This is continuing to move forward and has been brought in alignment with Adult Learner work. Update Year: 2025 - 2026 Action Plan Progress: On Track
	Submission Date: 01/24/2025 Action Plan Update: Both of the CLNA priorities not being led by CTE Leaders (PD & Marketing) are moving forward nicely. By the end of Spring 25, both priorities should move forward. Update Year: 2024 - 2025 Action Plan Progress: On Track



Program Review

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

Academic and Learning Support - The LOFT

Executive Summary

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

Strengths:

- Great programming
- Continuance
- Overlapping

Challenges:

- Business office processes
- Data collection infrastructure
- Funding
- Equity infrastructure
- Outcomes assessment/data collection

Opportunities for Improvement:

- Collaborate with collective bargaining units and district office to create a process that outlines eligibility for Professional Learning and salary advancement.
- Improve data collection for participation in Professional Learning activities
- Increase targeted outreach and support for professional learning offerings

Strategies:

- Expanding offerings to provide training on CVC Online Course Design Rubric sections via cohorts
- Connecting professional learning offerings across campus to reduce redundancy, competition for participants, and grow a community of practice.
- Develop specific outcomes to measure participation and impact.

The current data and survey information suggested that over half of faculty respondents agree that the variety of professional learning offerings is sufficient to ensure their success as an instructor. To further enhance professional learning, the LOFT is expanding its offerings to provide more comprehensive training on the California Virtual Campus (CVC) Online Course Design Rubric sections through cohorts designed and facilitated by Mesa's Ongoing Support Team (MOST). Also, the Learning Opportunities for Transformation (LOFT) will collaborate with internal campus areas to lead PL workshops on evidence-based practices to support student success for disproportionately impacted groups.

Mesa's professional learning program is designed to support participants with hands-on practical experience in developing inclusive and accessible digital learning environments. Over two years, the goal is to engage at least fifty faculty members from CTE and various disciplines in one of the Professional Learning programs. Opportunities for ongoing collaboration will be provided to all disciplines, including Math and Science, Career Technical Education (CTE), Social and Behavioral Sciences, and Humanities, to name a few, through Mesa's Ongoing Support Team and other instructional PL offerings.

Mesa's serves the entire campus community, and we want to increase equitable participation for instructional and non-instructional employees. As we look forward, we aim to use data about equity gaps for DI groups to prioritize action plans and personalize activities for each department or school (i.e., data coaching, curriculum redesign, course design, or assignment creation). We want to continue to redesign professional learning offerings to achieve the following for instructional and non-instructional areas:

- Collaborate with our campus constituents to establish equitable participation for our campus community, and provide various incentives through synchronous & asynchronous learning
- Intentionally connect and curate PL offerings that infuses race conscious, culturally relevant, and equity focused activities.-SO #2
- Increase the number of part-time and full-time faculty members participating in professional learning focused on DEIA practices.

Summary and Reflection

- Increase success rates for DI (disproportionately impacted) student groups as identified in data from each college academic school.
- Personalize data for disciplines as identified by faculty and the Office of Institutional Research.
- Provide classroom and non-classroom employees continuous collaboration to discuss, refine, and integrate inclusive practices into their daily work.

Also, we are improving the connection of professional learning offerings across the campus to reduce redundancy, competition for participants, and grow the community of practice. For example, Triple D and NFI were both connected to Catalyst this year. This reduces redundancy, reduces competition for participants, and helps grow our community of practice.

There is a need for better tracking of the LOFT community of practice to provide targeted outreach, support, and follow-up. We could provide more targeted outreach and support and follow-up if we tracked who attended the PL offerings each semester. This would help to track growth, provide continuity and cohesion to offerings, and promote them to bring in new participants.

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.

N/A

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.

Related Documents for Charts and Graphs

Executive Summary Complete

Yes

Data Reflection

Trends observed in program/service area's data.

The following information was provided by the Office of Institutional Effectiveness to the LOFT for us to identify ways to support student success through retention and completion.

Retention

At San Diego Mesa College, the percent of students that were persisted from first term of enrollment to subsequent term enrollment sharply declined after the start of the COVID-19 pandemic, from 71% in 2019/20 to 56% in 2020/21.[1] Equity gaps among various populations prevailed and in some cases, widened. In 2020/21 Black/African American students and Pacific Islander/Hawaiian Native students' persisted to the next term at rates lower than the overall rate of all populations of students at Mesa of 56% (9 and 6 percentage points lower, respectively). Similar or larger gaps were also identified among veteran students, foster youth students, LGBT students, and first-generation students (24, 13, 11, and 8 percentage points lower, respectively).

Completion

From 2012/13 through 2018/19, the percentage of first-time students who attained the Vision for Success Goal Definition of Completion after 3 years or transferred to a four-year institution within 4 years steadily increased from 12% to 20% at San Diego Mesa College.[2] Improvements in the percentage of first-time students complete both transfer level math and English, especially with the adoption of AB705, are likely contributors to helping our students complete their goals within a reasonable timeframe. Yet, equity gaps remain. Among the 2018/19 student cohort, Black/African American students and Hispanic students attained the Vision Goal Definition of Completion after 3 years or transferred to a four-year institution within 4 years at rates lower than the overall rate of 20% (5 and 4 percentage points lower, respectively). Similar or larger gaps were also identified among foster youth students, students with disabilities, and first-generation students (9, 5, and 4 percentage points lower, respectively).

Summary and Reflection

Based on the information, the LOFT will implement the following:

1. Conduct a pre/post analysis on Curriculum Equity and Excellence Review (CEER) and Mesa's Online Success Team's (MOST) cohort participants
 - a. In a pre/post assessment measure student success, retention, and completion rates following instructor's attendance to CEER or MOST.
2. Collect and track participant information for all PL activities.
3. Consult with the Office of IE about PL participants and connecting with student demographics.

The following are short descriptions about three major PL activities:

- Curriculum Equity and Excellence Review - CEER
- New Classified Institute - NCI
- Mesa's Online Success Team - MOST

The LOFT launched the Curriculum Equity and Excellence Review Institute in Summer 2021 and 2022 to address retention and completion.

Cohort #1: 32 Faculty

Cohort #2: 28 Faculty

Participants identified the Institute as an opportunity to improve their course, impact their teaching practice, and important for reviewing personal data about their student's learning experiences.

The CEER Institute aims to engage a small cohort of faculty in a collaborative evaluation and redesign of their courses. Participants will have the opportunity to choose one course that they wish to enhance or redesign, and they will receive training in reviewing and possibly revising the COR (Course Outline of Record), syllabi, assignments, grading, and teaching practices and outcomes.

The focus of the program will be on developing culturally responsive, engaging, and relevant materials, high-impact teaching practices, and developing equity-mindedness. The program aims to help faculty create courses that are more inclusive and culturally responsive, with the goal of improving student outcomes and promoting equity in the classroom. By engaging in a collaborative evaluation and redesign process, faculty participants will have the opportunity to learn from one another, share best practices, and build a stronger community of practice around inclusive and equitable teaching.

CEER's goals align with Mesa 2030. CEER's short evaluation for Summer 2022 CEER 22 Eval.

Four-Week Institute

Themes: Culturally Responsive Teaching Practice, High Impact Teaching Practices, & Equity through the lens of Guided Pathways

Deliverables:

1. COR Analysis

Goal: Request a pre/post assessment on the cohorts that completed the asynchronous course, and the impact on their courses that analyze:

- Success rates
 - Retention
 - Completion rates
- New Classified Institute

NCI is in its pilot year.

30 participants in the program

25 full-time

5 part-time (2 promoted to FT within the course of the year)

Summary and Reflection

4 people promoted to other campuses+

Outcomes:

SHORT

Participants will be introduced to -

- on campus resources for employees
- contacts on campus
- a community with co-participants
- our culture of diversity, equity, and inclusion
- Mesa2030's goals
- governance, learning, and leadership

MEDIUM

Participants will

- challenge and form productive mindsets around DEI
- tie the goals of Mesa2030 to their work
- articulate professional goals

LONG

Participants will

- share feedback on program improvement
- share cohort experience at ClassiCon 2023
- form the first cohort mentor group
- become equity-minded leaders from every seat

Held workshops each month from September - May

After each workshop, a short survey was administered to participants

- All the sessions and session topics were ranked as "highly valuable" or "valuable"
- Respondents appreciated meeting the President and Vice Presidents and hearing their stories
- Respondents wanted longer session length, wanted more time for deeper dive into the topics and to process learning in community

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

N/A

Related Documents for Charts and Graphs

[CEER 22 Eval.pdf](#)

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

N/A

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.

Hyflex, asynchronous, and other modalities impact the Professional Learning (PL) Community of Practice (CoP), as well as participation and activities. The LOFT has responded to this challenge by offering one cohort per semester designed and facilitated by Mesa's Online Success Team (MOST). The four-week asynchronous cohorts are flexible and accessible to community members who cannot attend face-to-face workshops.

In addition to the cohorts, the LOFT also organizes a mini-con and convocation to promote professional learning and community building. These events offer opportunities for untethered (asynchronous) and face-to-face (F2F) activities that cater to the diverse needs of the community members. The LOFT's response to the impact of

Summary and Reflection

different modalities on the CoP, participation, and activities shows its commitment to providing a range of opportunities for professional learning and building a strong community of practice.

The LOFT has offered our training opportunities in flexible formats such as asynchronous through Canvas. We understand that our Mesa community members need professional learning and they also have a lot of "real life" going on that prevents them from being able to attend a face-to-face workshop at a specific day and time in the LOFT. Our offerings have always infused Universal Design for Learning so that participants can choose the offerings that best meet their needs as learners.

Our newest addition to the LOFT offerings are the 4 week asynchronous cohorts designed and facilitated by Mesa's Online Success Team (MOST). These are excellent opportunities for our faculty to be in the shoes of online students learning how to improve the design and facilitation of their own online courses. In fact, these cohorts are also supporting the design of face-to-face courses. In an end-of-course survey question in our recent Assess cohort, 100% of faculty participants agreed that "This course helped improve my face-to-face course design."

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

N/A

Related Documents for Charts and Graphs

Practice Reflection Complete

Yes

Mid-Cycle Updates

YEAR 2 Updates (2023 - 2024)

Provide any edits or updates to the prompts originally documented in the Executive Summary section for Year 2.

Provide any edits or updates to the prompts originally documented in the Data Reflection section for Year 2.

Review Outcomes Report. Review the unit's outcomes assessment process for 2022 - 2023. Discuss connections to unit goals/action plans/resource requests.

Provide any edits or updates to the prompts originally documented in the Practice Reflection section for Year 2.

YEAR 3 Updates (2024 - 2025)

Provide any edits or updates to the prompts originally documented in the Executive Summary section for Year 3.
Successes:

Firstly, our ACCJC accreditation visit commendation recognized the work of the LOFT in equitable professional learning which was a huge success for us.

Secondly, we have made extensive progress with a new Instructional Design Certification of Achievement which will expand our capacity to offer instructional design courses and services. We're currently waiting for official approval from the state and our program is planned to start in Fall 2025.

Next, MOST has continued our semesterly offering of cohorts. Our cohorts have been our most popular offering from MOST, and we've successfully offered one each semester since Spring 2022. Our 9th cohort, Humanize, is scheduled for Spring 2025.

LOFT has expanded ways to center the student voice in our professional learning offerings by leveraging the consultation of a student focus group who participated in a student panel for CEER in Summer 2024.

LOFT is developing a Diversity, Equity, Inclusion, and Accessibility (DEIA) certificate program aimed at providing

Summary and Reflection

employees with curated training opportunities in these critical areas. This work is being done in collaboration with Mesa's Committee on DEIA.

Challenges:

Funding continues to be a challenge for our efforts, as we typically rely on one-time, temporary funding sources like HEERF or Block Grants. This inconsistency makes it difficult to plan for future offerings, as there is little certainty about where the next round of funding will come from. While we've taken proactive steps to collaborate with Career Technical Education (CTE) programs to align our offerings with their needs, they are also navigating their own funding constraints. Without more stable and predictable funding sources, our ability to sustain and expand impactful programs remains uncertain.

Staffing continues to be a significant challenge for our small team of four full-time employees. When team members temporarily step away for other roles or sabbaticals, it creates gaps that require us to find, train, and integrate backfill—a process that is both time-consuming and disruptive. The solution lies not in limiting these opportunities, which are essential for professional growth and renewal, but in creating a more sustainable and resilient staffing structure.

We're having a hard time showing how professional learning directly impacts student outcomes. While we can track participation and get great feedback from employees, it's much harder to connect these efforts to measurable improvements for students. We're working with the Office of Institutional Effectiveness to create a research agenda to better explore these connections. That said, success rates are nuanced, and it's not easy to draw a straight line between professional learning and student success, but we're committed to finding better ways to show the impact of our work.

Supporting classified professionals' participation in professional learning remains a challenge due to workload, timing, and communication barriers. We value their voices and need more classified staff involved in planning efforts to ensure our offerings are inclusive, relevant, and meet the needs of the entire campus.

Provide any edits or updates to the prompts originally documented in the Data Reflection section for Year 3.

Data reflection continues for the LOFT in year 3 in the following ways:

1. Post-session surveys for our MOST workshops: MOST distributes a post-session survey for each of its Fall 2024 workshop sessions. Response rate is low, as we have only 11 responses to the survey at this point, but they are all positive in terms of the format and the usefulness of the workshop. We will continue to survey participants that attend MOST workshops going forward.
2. End-of-cohort MOST surveys: At the end of every MOST cohort, participants complete an "End-of-cohort" survey to give us feedback about their learning experience in the cohort. MOST reflects on this feedback at the end of every cohort to identify ways that we can improve the cohorts for our participants. We also share a MOST cohort debrief report with our leadership which shares all the survey responses and the open-ended responses with leadership, so that they can see the impact of their investment.
3. End-of-academic-year LOFT survey: The response rate is also low to this (I believe we had 87 respondents total at the end of 23-24), so we are looking for ways to get more responses to that survey. We use that survey when identifying the best timing, format, and topics for planning professional learning going forward.
4. The LOFT team will continue to explore other sources of data that could help to tell our story.

Review Outcomes Report. Review the unit's outcomes assessment process for 2023 - 2024. Discuss connections to unit goals/action plans/resource requests.

NA

Summary and Reflection

Provide any edits or updates to the prompts originally documented in the Practice Reflection section for Year 3.

Additional practices that we've engaged in include the following:

Providing a consistent recurring schedule of our offerings.

Providing professional learning options that are multimodal:

- ProMesa (our orientation for Part Time Faculty) is both asynchronous and live online via Zoom.
- Catalyst is on Zoom on day 1 and on campus on day 2.
- Classicon is on campus and offered throughout the day to accommodate various schedules.
- Several options are available inside our LOFT Online Canvas shell and they are asynchronous for our faculty.

Creating spaces for Mesa community members to become involved in PL to continue growing our community of practice

- CPLC, FPLC, CAT

We started a new event, "MOST's Toast to Teaching" to celebrate teaching with community members as a community-building event and a recognition of the hard work our faculty do.

YEAR 4 Updates (2025 - 2026)

Provide any edits or updates to the prompts originally documented in the Executive Summary section for Year 4.

Successes:

- Our new Instructional Design Certificate of Achievement launches in Spring 2026. This is a huge success as we've been working for a couple of years to get these courses through the curriculum process. Our hope is that these meet the needs of our community.
- MOST was recognized as a "Bright Spot" in the California Competes Blog in May 2025 which covered MOST's Cohort program as an innovative way to train online faculty.
- Our core offerings have continued successfully: Catalyst, ClassiCon, Flex Week programming, NFI/NCI support, Supervisors Academy
- We have expanded the Flex Support with these new offerings: Flex 101 webinar, Guide to Planning Professional Learning
- We had over 300 survey responses to our LOFT Annual Survey in May 2025. This was one of our highest response rates for our annual survey.

Challenges:

- Our funding for MOST was reduced by 65% and the non-classroom hourly pay doesn't provide our faculty the time that they need to do this important work. The hours that we had allocated to MOST from CTE were reallocated to other expenses aligned with CTE PL funding instead.
- Our community of faculty and employees are experiencing burnout when it comes to PL. Anecdotally, there is a lack of time and energy to devote to professional learning. And the stressors of today's political climate make it more difficult to find the energy and time for our employees to devote to professional learning.
- Still struggling to institutionalize our funding. LOFT continues to be dependent on the budgets of other departments and requiring approval for spending. While we are grateful to have their support, it creates planning challenges when LOFT has to ask for funds each year to sustain our programming.
- We have employees who want to participate in professional learning, but who are not given the release time by their supervisor to participate in professional learning. This creates challenges when we try to build an equitable community of practice for our employees to "never stop learning."
- Conference and Travel funding of \$10K does not cover the number of CAT requests received each year. Usually it is tapped out by Fall semester which means that anyone looking for Spring conference funding would need to submit their paperwork extremely early or risk being denied coverage of their conference expenses by CAT.
- With so many entities now involved in Professional Learning around the District, it is difficult to know what is the LOFT's role in providing support. This especially comes up with AI support since District has a team dedicated to AI PL across the District. It is challenging to be intentional and strategic in our offerings when we don't know what the District AI PL team will be offering.

Summary and Reflection

Provide any edits or updates to the prompts originally documented in the Data Reflection section for Year 4.

Data reflection continues for the LOFT in year 4 in the following ways:

1. Post-session surveys were streamlined. We're not sure if we'll continue operating this way with surveys or not, but we will discuss to see what makes the most sense going forward.
2. End-of-academic-year LOFT survey: Which we'll aim to replicate some of the strategies from last year to get a good response rate.
4. The LOFT team will continue to explore other sources of data that could help to tell our story. Maybe instead of improved student outcomes (which are messy and difficult to tie to PL) we could use the following metrics instead. Also perhaps the new VRC system will help us collect this data:
 - # of unique faculty participants per year; total attendance across all events
 - # and % of departments represented in PL events
 - # and % of schools represented in PL events
 - % of full-time vs. part-time faculty; % of classified professionals
 - New vs. Returning participants

Review Outcomes Report. Review the unit's outcomes assessment process for 2024 - 2025. Discuss connections to unit goals/action plans/resource requests.

NA

Provide any edits or updates to the prompts originally documented in the Practice Reflection section for Year 4.

Additional practices that we've engaged in include the following:

Distributing a LOFT newsletter to connect folks to all PL offerings available to them.

Continuing to providing professional learning options that are multimodal:

- ProMesa (our orientation for Part Time Faculty) is both asynchronous and live online via Zoom.
- Catalyst is on Zoom on day 1 and on campus on day 2.
- Classicon is on campus and offered throughout the day to accommodate various schedules.
- Several options are available inside our Teaching Tree Canvas shell and they are asynchronous for our faculty.
- The LOFT Online Canvas Shell was discontinued as it duplicated what was happening in the Teaching Tree. So we consolidated all of the enrollments into the Teaching Tree, and now have only one Canvas Shell to maintain and manage.
- Connecting to other PL entities in SDCCD and beyond so that we can better share the offerings and connect folks around PL topics. With the creation of a new PL Districtwide group perhaps there will be more opportunity to sync schedules and share offerings.

YEAR 5 Updates (2026 - 2027)

Provide any edits or updates to the prompts originally documented in the Executive Summary section for Year 5.

Provide any edits or updates to the prompts originally documented in the Data Reflection section for Year 5.

Review Outcomes Report. Review the unit's outcomes assessment process for 2025 - 2026. Discuss connections to unit goals/action plans/resource requests.

Provide any edits or updates to the prompts originally documented in the Practice Reflection section for Year 5.

Unit Goals, Action Plans, and Updates

Equitable PL

Unit Goal: Revise and implement an equitable PL funding request process from multiple PL sources (HSI, Strong Workforce, Guided Pathways) and create a list for reporting.

Goal Status: Archived

Beginning Year: 2022 - 2023

Projected Completion Year: 2025 - 2026

Mapping

Mesa College Strategic Plan: Roadmap to Mesa2030:

- **Community - Objective 2:** Develop activities, spaces, and programs that support a sense of belonging with a focus on antiracism, historically minoritized groups, and inclusion. (✓)
- **Community - Objective 3:** Build a culture of communication that is evidence based, race conscious, institutionally focused, systemically aware, and equity advancing (✓)
- **Community - Objective 4:** Remove barriers to equitable participation by developing, incentivizing and creating structures for all employees to engage in and design professional learning (✓)

Equitable PL Participation

Unit Goal: Equitable professional learning offerings that are incentivized, multimodal, accessible, and accommodating to diverse schedules.

Goal Status: Active

Beginning Year: 2022 - 2023

Projected Completion Year: 2025 - 2026

Mapping

Mesa College Strategic Plan: Roadmap to Mesa2030:

- **Community - Objective 2:** Develop activities, spaces, and programs that support a sense of belonging with a focus on antiracism, historically minoritized groups, and inclusion. (✓)
- **Community - Objective 3:** Build a culture of communication that is evidence based, race conscious, institutionally focused, systemically aware, and equity advancing (✓)
- **Community - Objective 4:** Remove barriers to equitable participation by developing, incentivizing and creating structures for all employees to engage in and design professional learning (✓)

Action Plans	Updates
Action Plan Status: Active	Submission Date: 11/27/2024

Unit Goals, Action Plans, and Updates

Action Plans	Updates
Action Plan: Recruit a minimum of ten to fifteen (10-15) CTE faculty this year for professional learning activities to get hands-on practical experience creating inclusive and accessible digital learning environments. Action Plan Cycle: 2024 - 2025	Action Plan Update: 15 CTE faculty completed MOST Assess and 50+ attended the AI in Industry panel as well as the AI Innovations day in Spring 2025. Update Year: 2024 - 2025 Action Plan Progress: Completed
	Submission Date: 11/12/2024 Action Plan Update: Recruit 10-15 CTE faculty for our MOST Assess cohort. Update Year: 2023 - 2024 Action Plan Progress: On Track
Action Plan Status: Archived Action Plan: Work with UCSD Extension to offer our cohorts for salary advancement units. Action Plan Cycle: 2023 - 2024	Submission Date: 11/27/2024 Action Plan Update: Work with UCSD Extension for Humanize (Spring25) cohort in case there are participants who want to take our cohorts for salary-advancement units. Update Year: 2024 - 2025 Action Plan Progress: On Track
	Submission Date: 11/12/2024 Action Plan Update: MOST cohorts continue to be offered to faculty with the option for UCSD Extension credits in lieu of compensation: Humanize (Summer23) & Refresh (Fall23) & Include (Spring 24) & Assess (Fall 24). Very few faculty take advantage of this offering, so we may decide that we can discontinue this option in the future with minimal impact. Update Year: 2024 - 2025 Action Plan Progress: Completed
Action Plan Status: Active Action Plan: Offer both synchronous, asynchronous, online, and F2F professional learning opportunities. Action Plan Cycle: 2025 - 2026, 2024 - 2025, 2023 - 2024	Submission Date: 11/12/2024 Action Plan Update: MOST will offer Humanize (Spring25) in a fully online asynchronous format in Spring 25. Update Year: 2024 - 2025 Action Plan Progress: On Track
	Submission Date: 11/12/2024 Action Plan Update: Catalyst 2025 will continue to be offered across modalities: Day 1 (Live Online via Zoom) & Day 2 (Face-to-Face) Update Year: 2024 - 2025 Action Plan Progress: On Track
	Submission Date: 11/27/2023 Action Plan Update: CEER cohort was offered from MOST in a fully face-to-face format Update Year: 2024 - 2025 Action Plan Progress: Completed
Action Plan Status: Active Action Plan: Initiate discussions to create a DEIA certificate	Submission Date: 10/20/2025

Unit Goals, Action Plans, and Updates

Action Plans	Updates
Action Plan Cycle: 2023 - 2024	Action Plan Update: Janue engaged in discussions and formed a small group with members from the CDAIE committee and other PL subcommittees. The group provided feedback but slowed when Janue went on sabbatical. Janue will revisit the progress and identify the remaining work that needs to be completed and shared with PCAB, AFT, and other stakeholders to implement. Update Year: 2025 - 2026 Action Plan Progress: On Track
	Submission Date: 11/12/2024 Action Plan Update: Established a tentative timeline and working group to review and complete a proposal draft and outline a process for participants to complete a DEIA certificate. Proposed launch is Fall 2026. Update Year: 2024 - 2025 Action Plan Progress: On Track
Action Plan Status: Active Action Plan: Utilize surveys to find out the professional learning needs and preferences of our employees. (We have been doing this prior to now, but we haven't included it in Program Review.) Action Plan Cycle: 2025 - 2026, 2024 - 2025, 2023 - 2024	Submission Date: 11/24/2025 Action Plan Update: In Spring 2025, we streamlined the survey and promoted it widely, resulting in our highest response rate to date. Update Year: 2025 - 2026 Action Plan Progress: On Track

Race Conscious, Culturally Relevant, and Equity Focused Activities in PL

Unit Goal: Expand the current culturally responsive professional learning (PL) curriculum that incorporates race-conscious, culturally relevant, and equity-focused activities to integrate other disciplines. The purpose is to enhance participants' awareness, knowledge, and skills in promoting diversity and inclusion.

Goal Status: Active

Beginning Year: 2022 - 2023

Projected Completion Year: 2025 - 2026

Mapping

Mesa College Strategic Plan: Roadmap to Mesa2030:

- **Community - Objective 3:** Build a culture of communication that is evidence based, race conscious, institutionally focused, systemically aware, and equity advancing (✓)
- **Scholarship - Objective 1:** Expand and prioritize professional learning experiences for all employees that create parity in outcomes across racial/ethnic groups and all disproportionately impacted groups (✓)

Unit Goals, Action Plans, and Updates

- **Scholarship - Objective 2:** Evaluate and improve Diversity, Equity, and Inclusion practice in classroom environments, campus activities, departments, schools, and administrative units (✓)
- **Scholarship - Objective 3:** Assess impact of prerequisites and corequisites on student success and revise curriculum, as needed (✓)
- **Scholarship - Objective 4:** Expand the use of innovative and high-quality teaching, learning, and support practices that achieve equitable outcomes and increase student success (✓)
- **Scholarship - Objective 5:** Reduce costs associated with instructional materials to support the elimination of equity gaps (✓)

Action Plans	Updates
Action Plan Status: Active Action Plan: Provide CTE faculty with continuous collaboration to discuss, refine, and integrate inclusive practices into their curriculum, syllabi, lesson plans/assessments, and course over a year. Action Plan Cycle: 2024 - 2025	Submission Date: 11/24/2025 Action Plan Update: 2-Part Summer 2025 CTE PL Event, Part 1 – Industry Insights + Part 2 - Innovating Instruction Update Year: 2025 - 2026 Action Plan Progress: On Track
	Submission Date: 11/27/2024 Action Plan Update: MOST Assess (Fall24) provided this space for 15 CTE faculty. Update Year: 2024 - 2025 Action Plan Progress: On Track
	Submission Date: 11/27/2024 Action Plan Update: MOST has also been working with SWFI to plan the upcoming workshops for them on Student Engagement, Inclusive Content, and Assessment Practices. Update Year: 2024 - 2025 Action Plan Progress: On Track
Action Plan Status: Active Action Plan: Expand culturally responsive professional learning activities for all disciplines such as CTE, Math and Science, and Humanities to name a few for online, and face-to-face faculty with evidence-based best practices through year-long coaching to create parity in outcomes across racially/ethnically and all disproportionately impacted groups. Action Plan Cycle: 2024 - 2025	Submission Date: 11/24/2025 Action Plan Update: MOST Coaching, MOST 3-IDEas continue to be offered Update Year: 2025 - 2026 Action Plan Progress: On Track
	Submission Date: 11/27/2024 Action Plan Update: CEER (Summer24) participants came from a range of disciplines including CTE, M&S, and Humanities. Update Year: 2024 - 2025 Action Plan Progress: On Track
	Submission Date: 11/27/2024 Action Plan Update: Humanize Cohort to be offered in Spring 2025. Update Year: 2024 - 2025 Action Plan Progress: On Track
Action Plan Status: Active	Submission Date: 11/24/2025

Unit Goals, Action Plans, and Updates

Action Plans	Updates
Action Plan: Redesign and implement a culturally responsive professional learning (PL) curriculum that incorporates race-conscious, culturally relevant, and equity-focused activities that integrates Career & Technical Education. Action Plan Cycle: 2024 - 2025	Action Plan Update: CEER - Curriculum/Course Equity and Excellence Review cohort created a space for this every summer while there was funding. Unsure whether there will be funding for this to continue moving forward. Update Year: 2025 - 2026 Action Plan Progress: On Track
	Submission Date: 11/27/2024 Action Plan Update: CEER was updated by MOST and delivered in-person during Summer 2024. Update Year: 2024 - 2025 Action Plan Progress: On Track
	Submission Date: 11/27/2023 Action Plan Update: CEER (Course/Curriculum Equity and Excellence Review) cohort undergoes an annual redesign to make current and relevant for our participants. Update Year: 2023 - 2024 Action Plan Progress: On Track
Action Plan Status: Active Action Plan: Expand the current professional learning to support successful completion of transfer level courses. Action Plan Cycle: 2025 - 2026	Submission Date: 11/24/2025 Action Plan Update: Intentional outreach is limited due to a change in the MOST Coach liaisons, who could not receive reassigned time due to budget constraints. Update Year: 2025 - 2026 Action Plan Progress: Barriers Encountered
	Submission Date: 11/27/2023 Action Plan Update: Intentional outreach to faculty of transfer level courses to join PL offerings. Update Year: 2023 - 2024 Action Plan Progress: On Track
Action Plan Status: Active Action Plan: Support Faculty Inquiry Groups (Communities of Practice) focused on gateway courses, equitable and inclusive practices, and culturally responsive teaching. Action Plan Cycle: 2025 - 2026	Submission Date: 11/24/2025 Action Plan Update: Katie shared the FIG format with IIE team as they are considering rolling out AI training in the FIG format. Funding has been a barrier to FIGs continuing through the LOFT. Update Year: 2025 - 2026 Action Plan Progress: Barriers Encountered
	Submission Date: 11/27/2024 Action Plan Update: FIGs will be offered pending funding availability. There may be AI FIGs offered in Spring25 or Fall25 if a funding source can be identified. Update Year: 2024 - 2025 Action Plan Progress: On Track
	Submission Date: 11/27/2023 Action Plan Update: Offer our Faculty Inquiry Groups (FIG) as one of our PL offerings to faculty on a cyclical basis Update Year: 2023 - 2024

Unit Goals, Action Plans, and Updates

Action Plans	Updates
	Action Plan Progress: On Track
Action Plan Status: Active Action Plan: Continue offering equity track as part of Classicon offering to our classified professionals Action Plan Cycle: 2022 - 2023	Submission Date: 11/24/2025 Action Plan Update: Classi-con offers an Equity track each year. A few topics were: Lei back and talk story, Understand and Embrace Diversity, Bias and what can we do about it, SafeZone, to name a few. Update Year: 2025 - 2026 Action Plan Progress: On Track
	Submission Date: 11/27/2024 Action Plan Update: Offered "Centering Equity: Cultivating Excellence and Transformational Experiences" session at Classi-con Update Year: 2024 - 2025 Action Plan Progress: On Track
	Submission Date: 11/27/2024 Action Plan Update: Offered "Equity Workshop :Shedding Light on What Stands Between Us" Update Year: 2024 - 2025 Action Plan Progress: On Track
Action Plan Status: Active Action Plan: Continue promoting equity and inclusion in the programming for the New Classified Institute Action Plan Cycle: 2023 - 2024	Submission Date: 11/24/2025 Action Plan Update: The New Classified Institute (NCI) is a year-long program dedicated to integrating new classified professionals into the college culture, developing their leadership capacities, and nurturing an equity mindset. Open to all full-time classified professionals at San Diego Mesa College, the program ensures a smooth transition for employees while emphasizing collaboration and a commitment to institutional goals. Update Year: 2025 - 2026 Action Plan Progress: On Track
	Submission Date: 11/27/2024 Action Plan Update: New NCI team will be working on revising the programming while keeping the focus on equity in NCI. Update Year: 2024 - 2025 Action Plan Progress: On Track
Action Plan Status: Active Action Plan: Increase success rates for DI (disproportionately impacted) student groups. Action Plan Cycle: 2025 - 2026	Submission Date: 11/24/2025 Action Plan Update: We were not able to receive support to create a research agenda with the IE team. Update Year: 2025 - 2026 Action Plan Progress: Barriers Encountered
	Submission Date: 11/27/2024 Action Plan Update: Requested updated disaggregated student outcome data for Office of IE. Update Year: 2024 - 2025

Unit Goals, Action Plans, and Updates

Action Plans	Updates
	Action Plan Progress: On Track

Data-driven transformative PL

Unit Goal: Leverage data to inform and shape transformative professional learning experience

Goal Status: Active

Beginning Year: 2022 - 2023

Projected Completion Year: 2026 - 2027

Mapping

Mesa College Strategic Plan: Roadmap to Mesa2030:

- **Community - Objective 4:** Remove barriers to equitable participation by developing, incentivizing and creating structures for all employees to engage in and design professional learning (✓)
- **Scholarship - Objective 1:** Expand and prioritize professional learning experiences for all employees that create parity in outcomes across racial/ethnic groups and all disproportionately impacted groups (✓)
- **Scholarship - Objective 2:** Evaluate and improve Diversity, Equity, and Inclusion practice in classroom environments, campus activities, departments, schools, and administrative units (✓)
- **Scholarship - Objective 3:** Assess impact of prerequisites and corequisites on student success and revise curriculum, as needed (✓)
- **Scholarship - Objective 4:** Expand the use of innovative and high-quality teaching, learning, and support practices that achieve equitable outcomes and increase student success (✓)
- **Scholarship - Objective 5:** Reduce costs associated with instructional materials to support the elimination of equity gaps (✓)

Action Plans	Updates
Action Plan Status: Completed Action Plan: Identify measurable outcomes in community engagement and learning outcomes within the next 12 months. Action Plan Cycle: 2023 - 2024	Submission Date: 11/27/2024 Action Plan Update: Received Update Year: 2024 - 2025 Action Plan Progress: Completed
	Submission Date: 11/27/2023 Action Plan Update: Received a data report about the equity gaps, employee demographics, and student success rates. Update Year: 2023 - 2024 Action Plan Progress: On Track
Action Plan Status: Active	Submission Date: 11/24/2025

Unit Goals, Action Plans, and Updates

Action Plans	Updates
Action Plan: Implement a research agenda with measurable objectives about professional learning activities. Action Plan Cycle: 2024 - 2025	Action Plan Update: Unfortunately, we could not partner with the Office of Institutional Effectiveness to create an agenda and collect the data. Update Year: 2025 - 2026 Action Plan Progress: Barriers Encountered
	Submission Date: 11/27/2023 Action Plan Update: Initiated a discussion and planning meeting to gather information for a research agenda. Update Year: 2023 - 2024 Action Plan Progress: On Track

Strengthen Professional Learning Networks

Unit Goal: Support faculty and staff in exploring and engaging with professional learning opportunities beyond the LOFT, including those offered through the District, the CCC system, and various other organizations.

Goal Status: Active

Beginning Year: 2024 - 2025

Projected Completion Year: 2026 - 2027

Mapping

Mesa College Strategic Plan: Roadmap to Mesa2030:

- **Scholarship - Objective 1:** Expand and prioritize professional learning experiences for all employees that create parity in outcomes across racial/ethnic groups and all disproportionately impacted groups (✓)
- **Scholarship - Objective 2:** Evaluate and improve Diversity, Equity, and Inclusion practice in classroom environments, campus activities, departments, schools, and administrative units (✓)
- **Scholarship - Objective 3:** Assess impact of prerequisites and corequisites on student success and revise curriculum, as needed (✓)
- **Scholarship - Objective 4:** Expand the use of innovative and high-quality teaching, learning, and support practices that achieve equitable outcomes and increase student success (✓)

Action Plans	Updates
Action Plan Status: Active Action Plan: Announce PL offerings that are external to Mesa via email from the LOFT Action Plan Cycle: 2024 - 2025	Submission Date: 11/24/2025 Action Plan Update: In an effort to consolidate information and centralize it in one place, the LOFT uses the SharePoint (Home) feature as a tool to engage the campus and provide information about internal and external professional learning. Update Year: 2025 - 2026

Unit Goals, Action Plans, and Updates

Action Plans	Updates
	Action Plan Progress: On Track Submission Date: 11/27/2024 Action Plan Update: Create a weekly LOFT email with the current PL opportunities for the Mesa community. Update Year: 2024 - 2025 Action Plan Progress: On Track
Action Plan Status: Active Action Plan: Use Conference and Travel Committee (CAT) to review standardized applications and approve funds for reimbursement. Action Plan Cycle: 2024 - 2025	Submission Date: 11/24/2025 Action Plan Update: Committee members score applications to determine the allocation of CAT funding for conference attendants. We also support the President's Office and other departments with conference announcements, applications, and coordination for attendance. Update Year: 2025 - 2026 Action Plan Progress: On Track
	Submission Date: 11/27/2024 Action Plan Update: Committee members score applications to determine the allocation of CAT funding for conference attendants. Update Year: 2024 - 2025 Action Plan Progress: On Track
Action Plan Status: Active Action Plan: Create a directory of PL organizations and their annual offerings on our LOFT website. Action Plan Cycle: 2024 - 2025	Submission Date: 11/24/2025 Action Plan Update: We've curated these offerings in a SharePoint newsletter instead. Update Year: 2025 - 2026 Action Plan Progress: Completed
	Submission Date: 11/27/2024 Action Plan Update: Started by creating a map of PL offerings at Mesa Update Year: 2024 - 2025 Action Plan Progress: On Track



Program Review

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

Academic and Learning Support - Work-Based
Learning

Executive Summary

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

Launch of the Mesa Impactship Program (MIP) - The Mesa Impactship Program (MIP) supports students with exploring careers, developing professional skills, and compensating hands-on industry experiences through internships, volunteering, or Directed Clinical Practice (DCP). MIP is designed to promote workforce training & employment opportunities with focus on underserved student populations. Eligible Mesa students may receive a one-time \$1000 payment (also called a stipend) OR hourly compensation for student workplace training & enrollment in a Work Experience or Directed Clinical Practice (DCP) course. Funding is intended to support students with reducing or eliminating out-of-pocket expenses such as childcare, equipment, fees, meals, professional attire, & more. MIP students will be part of a cohort community supported by Mesa faculty to help them prepare for career pathways. Twenty six students (of 114 applications) were supported during the Fall 2022 pilot semester and 73 students (of 160 applications) will be supported in the Spring 2023 term.

Handshake - The WBL and Career Center team has collaborated with our sister campuses to implement our District-Wide job board, Handshake. This launch has created 75,000+ SDCCD students Handshake accounts which will give them easy access to thousands of high-quality jobs and internships across all industries from over 550,000 employers from startups to Fortune 500. For the first time, SDCCD students can login to one account across all four campuses. Access to career preparation and training for in-demand occupations are essential foundations for building a more equitable economy, especially for low-income and students of color. Implementing Handshake puts SDCCD at an advantage in recruiting and retaining students to build the in-demand skills needed to be competitive within the workforce, particularly in their field of study. Additionally, it also provides students an opportunity to receive personalized job recommendations, connect with employers directly, register for career events, and connect with Career Services for workforce preparation help.

AANAPISI & NSF iUSE grants - Two external grants were awarded which support an increase of WBL curriculum development and activities. One is the U.S. Department of Education AANAPISI grant that focuses on supporting Asian American, Pacific Islander, Native American, and low-income students to attain postsecondary degrees and participate in the growing regional economy. One of the key strategies is to increase the number of students who participate in culturally responsive career awareness and preparation activities such as career panels, service-learning/civic engagement projects, internships, etc. The second is the National Science Foundation iUSE HSI grant which focuses on developing best curricular practices to increase the capacity of students underrepresented in STEM through field experiences and career exploration intended to foster students' science identity development.

Support for Career Center's programming and services, i.e. Career Fair

- Free Professional Headshots

- Opportunity to Meet Businesses, Professionals, Different Industries

- Get the opportunity to apply to jobs, internships, on-campus/off-campus jobs

- Free Resources/Giveways (e.g. snacks) throughout the event

Joint messaging and presentation between WBL and Career Services to promote services across campus

Services continue to be provided both in-person and virtual. During COVID-19, the program pivoted its work to include more support of faculty in the transition to online and increased its efforts for student employment related to the field of study. Through the Advancing San Diego program from the Economic Development Council, Mesa was selected as the Preferred Provider for Software Development, Engineering, and Business. This designation enabled our students to have access to virtual paid internships in a time when unemployment was at an all-time high. The shift in activities has also provided WBL the opportunity to implement data collection for SG-21 from the WBL program, Career Center, and begin educating the campus and integrating WBL tracking into the campus and

Summary and Reflection

district systems.

Support is also provided to several non-Career Education programs including the Kapwa and Puente learning communities, Honors Program, STEM programs, Arts and Languages programs, and Humanities programs through career panels, student ethnographic research, service-learning, and other career exploration and career preparation activities designed to introduce students to work-based learning throughout their academic journey at Mesa College. At Mesa College students often enroll in career education as a part of their pathways outside of Career Education. As such the WBL team serves the entire Mesa College community to ensure students can have access to WBL at many access points.

Challenges

Growing demand for WBL services across campus has created increased demand on our time

As MIP and WBL grow, there is need for additional operational support to manage coordination, internal processes, and better serve students

To increase the number students in paid workforce training, there is a need for additional advocacy, Innovative funding, and streamlined processes at the campus, district, and state levels

Data collection through Handshake is being refined due to some issues at the district import level

Students may not know about events, they are here for classes and may only know about events if they are on campus when they are happening.

-Many Students have obligations, jobs, etc.

Lack of clear PLOs have made collection of data and understanding of impact of WBL difficult

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.

Added Employment Engagement Liaison to team

Increased WBL activities in 2022-2023

Improve & Increased job/internship opportunities through MIP

Collaboration with Faculty & WBL department has increased with WBL Faculty Liaisons

Supported college events that promote WBL and employment for students

Reactivated the SW Employer Engagement and Internships Subcommittee

Support faculty's course redesign incorporating WBL

Adding new Adjunct Internship Coordinators

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

A regional SW WBL grant was awarded to fund the WBL Faculty Liaison Project. It increases the personnel able to support integrating WBL into more programs and departments through having a WBL faculty liaison from each school which helps to expand the reach of our existing WBL coordinators.

Perkins V and LAEP funds have helped with the implementation of MIP, supporting underserved students conducting unpaid internships in reducing their expenses related to transportation, meals, cost of child care, professional clothing, and more.

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

Related Documents for Charts and Graphs

Executive Summary Complete

Yes

Summary and Reflection

Data Reflection

Trends observed in program/service area's data.

The primary means in which to review data for WBL is based upon SG21 data collection and reports provided by the district. Starting this academic year the Mesa College Institutional Effectiveness office has also supported these efforts.

Notable trends identified include:

- CCAP with Hoover High School and its impact of SG21 metrics
 - Skewing younger students overall with SG21 metrics vs. the general student population
- Increased interaction with employers broadly speaking is occurring. Examples based on the data include:
 - Faculty assistance guest speakers that align w programs
 - Industry tours (airport)
 - Employers looking for qualified interns, genuinely interested growing in career pathway
 - Handshake- employers want more interaction there
- Consistent interaction with faculty and students over the course of the last three years with an uptick this year
 - More volume was noted this year
 - Speaker events, panels, tours, service learning, capstone projects have increased, likely due to more on-campus classes
- Area B experiences are lower than expected. These experiences include work-based learning instances that allow the student to apply learning through practical experience and interaction with professionals from industry and the community outside of school, such as job shadows, service learning, class projects or challenges, and mentorships
- Broadly speaking there appears to be more student interaction and demand for internships. Noted observations include:
 - Increase in interests/meetings with Internship Coordinator
 - Increase in interest in hands-on training, case management

During the data review there were noted gaps within the data collection process and that includes the following:

- Job placement in field of study at a program level
- Percentages based of WBL activities, versus all courses at Mesa and how it looks at a school level
- Data linked to programs or industries and academic discipline

Additionally, SG21 data is just a count and does not capture the breadth of services provided by the WBL department nor all the WBL activities occurring throughout the college. Consideration if future years will be paid to determine the best qualitative data needed to identify the impact of WBL services.

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

While this will be an area of focus in the upcoming academic year it was noted that the SG21 service numbers indicated alignment to the broader Mesa Student population.

There are existing equity gaps within employment and wage data of Mesa College graduates. This will be explored further, in partnership with IE, in the upcoming year.

Related Documents for Charts and Graphs

Summary and Reflection

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

N/A

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.

Launch of MIP to promote workforce training & employment opportunities with focus on underserved student populations

The WBL Faculty Liaison project should help impact and increase faculty interactions with WBL services

The employer engagement model should also increase employers engaging Mesa College faculty and students to support increasing WBL

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

N/A

Related Documents for Charts and Graphs

Practice Reflection Complete

Yes

Mid-Cycle Updates

YEAR 2 Updates (2023 - 2024)

Provide any edits or updates to the prompts originally documented in the Executive Summary section for Year 2.

Provide any edits or updates to the prompts originally documented in the Data Reflection section for Year 2.

Review Outcomes Report. Review the unit's outcomes assessment process for 2022 - 2023. Discuss connections to unit goals/action plans/resource requests.

Provide any edits or updates to the prompts originally documented in the Practice Reflection section for Year 2.

YEAR 3 Updates (2024 - 2025)

Provide any edits or updates to the prompts originally documented in the Executive Summary section for Year 3.

The Mesa Impactship Program (MIP) continues to make a profound impact, supporting over 550 students since its inception and engaging 150+ participants each semester. With 210 applications and 154 approved participants in Spring 2024, MIP serves a diverse population, 100% of whom come from underserved backgrounds, with over half being adult learners. The program's equity-driven approach and strong partnerships enable students to access meaningful on- and off-campus internships while also benefiting financially by reducing personal expenses. Notably, 94% of students reported increased skills, confidence, and career readiness. Despite successes, challenges remain, including the need for additional funding, expanded paid opportunities, and overcoming logistical barriers to secure more internships, particularly for transfer-focused and underrepresented students. Looking ahead, MIP will focus on growing opportunities, fostering strategic partnerships, and equipping faculty to integrate work-based learning into curricula, ensuring continued success in preparing students for the workforce.

Our team has onboarded a WBL Faculty Liaison for each school with the goal to expand faculty engagement in incorporating work-based learning (WBL) into curricula and improve SG-21 data reporting accuracy at San Diego Mesa College. In 2023-2024, their efforts led to significant growth, with 452 courses, 921 sections, and 10,829 students participating in WBL opportunities—nearly double the previous year's involvement. Liaisons supported faculty through activities like flex presentations, panels, Canvas modules, and exploring new professional learning opportunities, such as 3CSN workshops and faculty communities of practice. By promoting WBL, they help

Summary and Reflection

advance student retention, completion, employability, equity, social mobility, and technical skill development to support career goals. In partnership with the WBL Coordinators, our team will continue to support and coordinate a variety of WBL activities across the continuum, helping students receive comprehensive career development, exposure to career pathways, and hands-on preparation.

The Career Center and Work-Based Learning programs are actively collaborating to expand services and implement a strategic plan aligned with Mesa 2030, aiming to provide comprehensive support for students and enhance overall effectiveness. The Career Services website has been updated to better assist students while distinguishing between student-facing, industry-facing, and faculty-facing services. Both teams continue to leverage the SDCCD Handshake job board for event coordination, appointment scheduling, employer engagement, and connecting students with quality employment opportunities.

The Employer Relations Liaison actively builds and maintains connections with industry partners to engage them with Mesa College and support student career opportunities. Since 2022, they have coordinated tours at the San Diego International Airport for students in various fields, resulting in internships, job shadowing, and mentorships. They have also organized employer spotlight events, career fairs, and guest speaker panels across diverse industries, leading to job offers, advisory board members, and new employer partnerships. Their efforts include securing resources like 400 free MTS bus tickets for students to attend career fairs and assisting faculty with advisory outreach for multiple programs. Additionally, they have supported events such as the Veteran Career Panel, Portfolio Show, and Internship Expo, while collaborating with employers to facilitate over 155 work-based learning activities and connect with 132 new employer partners. Through consistent employer outreach, the liaison fosters valuable opportunities for students to gain internships, jobs, and hands-on learning experiences.

Provide any edits or updates to the prompts originally documented in the Data Reflection section for Year 3.

The primary method for analyzing Work-Based Learning (WBL) data is through SG21 data collection, supported by WBL Faculty Liaisons. Increased employer engagement is evident through activities such as faculty-supported guest speakers, industry tours, and efforts to connect employers seeking interns through platforms like Handshake. WBL participation has significantly grown, with 452 courses, 921 sections, and 10,829 students engaging in WBL opportunities in 2023-2024, nearly doubling the previous year. A district-wide WBL dashboard highlights that students involved in WBL achieve higher retention, success, and completion rates compared to non-WBL students. For example, WBL students have a 6-percentage-point higher success rate (81.1% vs. 75.4%), with Latinx students achieving an 8-point increase. Completion rates for WBL participants are also higher by 4 points (90.6% vs. 86%) across most demographics. However, underrepresentation persists among students under 18, who make up only 5.5% of WBL participants despite comprising 11% of total enrollments. Overall, WBL continues to deliver substantial benefits for student success and equity.

Review Outcomes Report. Review the unit's outcomes assessment process for 2023 - 2024. Discuss connections to unit goals/action plans/resource requests.

N/A

Provide any edits or updates to the prompts originally documented in the Practice Reflection section for Year 3.

The launch of the Mesa Impactship Program (MIP) directly addresses equity gaps by focusing on workforce training and employment opportunities for underserved student populations. This initiative not only increases access to internships and career development resources but also ensures students from diverse backgrounds are represented and supported. The Work-Based Learning (WBL) Faculty Liaison project contributes to these efforts by fostering greater faculty interaction with WBL services, integrating work-based learning into courses, and expanding opportunities for students to engage in meaningful, career-focused activities. Additionally, the employer engagement model strengthens connections between industry partners, faculty, and students, creating more opportunities for internships, mentorships, and job placements. Together, these practices positively impact WBL data trends by increasing student participation, retention, and success rates while addressing gaps in equity and representation.

Summary and Reflection

YEAR 4 Updates (2025 - 2026)

Provide any edits or updates to the prompts originally documented in the Executive Summary section for Year 4. 2024-2025 Update.

For AY 2024-2025, the Institutional Research Office published SDCCD WBL Dashboards and WBL Highlights for each college. We were able to use the dashboards and the Mesa WBL Highlights to gain a better understanding of the WBL program impact and student success as well as identify areas for further inquiry. We advocated for school-level WBL fact sheets in order for our WBL liaisons to engage deeper with the data specific to their school and see where potential areas of growth may lie. This will help to shape school-level goals and priorities as well as the next cycle of Program Review. The intention is to inform the WBL priorities for student success and integration of industry and community in our classrooms with school-level goals and institutional strategic plans and goals.

With employer engagement, key activities included outreach and relationship building with employers and industry partners to support internship, and job opportunities for Mesa students. New and ongoing employer meetings focused on identifying workforce needs, aligning opportunities with Mesa programs, and creating pathways to living-wage employment.

This supported workforce development efforts by collaborating with faculty and Career Services to plan career panels, career fairs, and various work-based learning activities that connect students directly with employers. Employer participation in advisory committees and campus events helped inform curriculum alignment and career readiness.

Outreach and marketing efforts continued through employer communications, event promotion, and engagement via Handshake, and faculty, helping communicate the value of Mesa programs and student talent to the business community.

The Work-Based Learning program continues to expand its reach and impact through the Mesa Impactship Program (MIP), a cornerstone initiative advancing equity-driven workforce development. Since its launch, MIP has supported over 1,000 internship placements, with 150-200 students participating each semester, providing access to structured, high-quality internship experiences across on- and off-campus partners. Key successes in 2025–2026 include strengthened partnerships with academic departments and employers, increased alignment with Work Experience courses, and continued emphasis on paid and credit-bearing opportunities. Ongoing challenges include securing additional funding, expanding paid placements, and addressing logistical barriers for transfer-oriented and underrepresented students.

Provide any edits or updates to the prompts originally documented in the Data Reflection section for Year 4. 2024-2025 Update.

SG-21 Accuracy and Data Collection has increased significantly with the support of 7 WBL Liaisons, one per instructional school, to lead the on-the-ground work with fellow faculty within their schools. Such work included leading coding activities during school and department meetings and 1-1 just-in-time coding support in the offices of faculty members. For example, the School of Exercise Science, Health Education, Dance and Athletics had 100% faculty participation for inputting SG21 data for the Spring 2025 and Fall 2025 semesters. From the SDCCD WBL Dashboard for Credit Colleges, 15,579 Mesa students participated in WBL which comprised 50% of all Mesa students. 1,434 course sections had a WBL experience. The WBL student headcount increased by 35% from previous years. The reporting of WBL extracurricular activities also increased by 96% to 1,893 WBL extracurricular experiences.

In terms of student outcomes, students who participated in at least one WBL activity had a 3% higher course success rate than those who did not participate (79% vs 76%). Students who participated in at least one WBL activity also had a 91% course completion rate.

New cross-disciplinary WBL collaborations were created such as Law and Writing Panel: What Kinds of Writing do Lawyers Do? between the English department and the Pathways to Law Program and Intergovernmental Cooperation and Conflict in Transportation and Environmental Policy with CA state lobbyist Barbarah Torres between Geography and Political Science departments. Ongoing WBL equity-centered collaborations with the Kapwa LCOM and Puente LCOM with career speaker events and panels as well as capstone projects continued.

Summary and Reflection

Hitting a milestone of supporting over 1,000 internship placements in Spring 2026, the Mesa Impactship Program (MIP) continues to ensure sustainable growth and continued impact on student success and workforce preparation. Notably, 100% of MIP participants identify with at least one underserved population, and more than half are adult learners, underscoring the program's critical role in closing opportunity gaps. Student outcomes remain strong. Ninety-four percent (94%) of participants reported gains in professional skills, confidence, and career readiness, affirming the effectiveness of MIP's structured support model, employer partnerships, and integration with Work Experience coursework.

Review Outcomes Report. Review the unit's outcomes assessment process for 2024 - 2025. Discuss connections to unit goals/action plans/resource requests.

N/A

Provide any edits or updates to the prompts originally documented in the Practice Reflection section for Year 4. 2024-2025 Update.

During this reporting period, progress on employer engagement continued by expanding employer outreach and strengthening partnerships that support workforce development and regional economic growth. New and existing employers were met to explore internships, and hiring opportunities aligned with Mesa programs. Collaborations between Employer Engagement Liaison, faculty, and Career Services staff continued to support upcoming career panels, job fairs, and Work-Based Learning planning for spring, ensuring employer engagement aligns with instructional needs and student outcomes. Participation in district-wide and regional meetings also focused on employer engagement, workforce alignment, and coordinated career events, which helped strengthen Mesa's visibility and connectedness across the region. Additional tasks completed include identifying and organizing employer contacts for future recruitment, supporting marketing, outreach efforts for career events, and improving employer data tracking to better measure engagement, and inform next steps. These activities directly support small businesses, expand community partnerships near campus, and promote Mesa as a key workforce and education partner in the region.

Progress was made by WBL coordinators, WBL liaisons, and supporting Mesa and district classified professionals toward more and better accurate SG-21 data collection. Greater awareness of WBL deepened within each school through intentional efforts to present about WBL at school and department meetings as well as small groups and 1-1 support to individual faculty members. To meet requests for more local training on WBL, plans are underway to collaborate with 3CSN to offer a cohort-based WBL Community of Practice next AY. This will help to create a space for faculty to learn more about WBL, to develop equity-minded WBL curricula across Mesa, and to collaborate and share knowledge across disciplines.

A new SG-21 coding process will be launched in AY 2025-2026 through the PeopleSoft faculty portal which will require training and new ways of supporting faculty across the campus to code their classes. Concerns were expressed regarding the rollout and training process as well as potential issues with our ability to collect data accurately.

YEAR 5 Updates (2026 - 2027)

Provide any edits or updates to the prompts originally documented in the Executive Summary section for Year 5.

Provide any edits or updates to the prompts originally documented in the Data Reflection section for Year 5.

Review Outcomes Report. Review the unit's outcomes assessment process for 2025 - 2026. Discuss connections to unit goals/action plans/resource requests.

Provide any edits or updates to the prompts originally documented in the Practice Reflection section for Year 5.

Unit Goals, Action Plans, and Updates

STUDENT

Unit Goal: By Spring 2024, partner with the Institutional Research Office to design SMART PLOs and develop data collection strategies (quantitative/qualitative) to capture student engagement with WBL activities to more accurately measure our program impact and conduct more effective Program Review processes in future semesters.

By Spring 2024, understand the key roles, responsibilities, and services of WBL and Career Center Departments and develop clear messaging to students, campus, and employers.

By Spring 2024, identify strategies to offer more equitable access to career exploration and WBL activities to students as an embedded component of their educational plan with specific focus on supporting 150-200 students per semester in workforce training experiences through the Mesa Impactship Program (MIP)

Goal Status: Active

Beginning Year: 2022 - 2023

Projected Completion Year: 2023 - 2024

Mapping

Mesa College Strategic Plan: Roadmap to Mesa2030:

- **Community - Objective 2:** Develop activities, spaces, and programs that support a sense of belonging with a focus on antiracism, historically minoritized groups, and inclusion. (✓)
- **Pathways and Partnerships - Objective 3:** Increase community engagement, experiential learning, integrated career planning, and workforce training to prepare students for future careers (✓)

Action Plans	Updates
Action Plan Status: Active	Submission Date: 01/28/2025

Unit Goals, Action Plans, and Updates

Action Plan: Goal - By Spring 2024, partner with the Institutional Research Office to design SMART PLOs and develop data collection strategies (quantitative/qualitative) to capture student engagement with WBL activities to more accurately measure our program impact and conduct more effective Program Review processes in future semesters. a. Action - Contact the Institutional Research Office to discuss collaboration b. Action - Develop strategies, plan, and timeline for data collection strategies of student engagement with WBL Goal - By Spring 2024, understand the key roles, responsibilities, and services of WBL and Career Center Departments and develop clear messaging to students, campus, and employers. a. Action - Create an internal organizational chart of WBL and Career Center staff, including roles, responsibilities, and services b. Action - Develop strategies, plan, and timeline for creation of messaging and proactive outreach to students and campus community Goal - By Spring 2024, identify strategies to offer more equitable access to career exploration and WBL activities to students as an embedded component of their educational plan with specific focus on supporting 150-200 students per semester in workforce training experiences through the Mesa Impactship Program (MIP). a. Action - Review WBL and SG21 data to identify equity gaps for students and programs participating in WBL activities b. Action - Contact academic programs and student support departments to identify opportunities for collaboration and integration of WBL and career activities within various stages of students educational plan (e.g. onboarding, counseling,	Action Plan Update: The WBL Team has partnered with the Institutional Research Office to share data and refine processes for capturing student engagement in WBL activities. Multiple meetings have been held to discuss successes, challenges, and strategies for offering more equitable and accessible WBL opportunities across all programs. Additionally, the District IR Office has worked with the campuses to develop a WBL dashboard, which will help our team identify gaps in WBL offerings, student participation, and program effectiveness. The Career Center and Work-Based Learning programs are working together to expand services and implement a strategic plan aligned with Mesa 2030, with the goal of providing comprehensive student support and enhancing overall effectiveness. The Career Services website has been updated to better serve students, clearly differentiating between student-facing, industry-facing, and faculty-facing services. Both teams continue to utilize the SDCCD Handshake job board for event coordination, appointment scheduling, employer engagement, and connecting students to quality employment opportunities. In December 2024, a team retreat was held to discuss the vision for a joint strategic plan, improve communication and marketing, and outline actionable steps for implementing our goals. The Mesa Impactship Program (MIP) has supported over 550 students, with 150+ participants each term, focusing on both on-campus placements and partnerships with off-campus organizations to expand opportunities. The program emphasizes equity by prioritizing underserved student populations and adult learners, with 94% of participants reporting positive impacts on their skills, confidence, and career prospects. Challenges include securing funding for paid internships, increasing participation among transfer-focused students, and addressing logistical, legal, and geographic barriers to internship access. To address these issues, MIP continues to develop strategic partnerships (UCSD, Scripps, SDSU, etc.), fundraise for program growth, and plan faculty training sessions to integrate more work-based learning into curricula. The team successfully hosted its inaugural MIP Internship Expo, connecting over 250 students with employers and internship opportunities, and plans to make this event a recurring offering each semester. These efforts aim to enhance student career readiness while maintaining the program's equity-centered approach. Update Year: 2024 - 2025 Action Plan Progress: On Track
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Unit Goals, Action Plans, and Updates

Action Plans	Updates
milestones, etc.) c. Action - Expand outreach efforts for MIP to students, campus, and employers to increase engagement and grow workforce training opportunities on- and off-campus d. Action - Onboard recently hired adjunct Internship Coordinator(s) to support case management of students and development of employer partners for MIP Action Plan Cycle: 2023 - 2024, 2022 - 2023	

FACULTY

Unit Goal: Increase the number of faculty partners incorporating WBL into their curriculum and programs within San Diego Mesa College schools by Summer 2024.

Increase accuracy of SG-21 data collection by providing more support to faculty for their course section reporting by Spring 2024.

Provide intentional support to faculty partners for developing equity-minded WBL by Summer 2024.

Goal Status: Active

Beginning Year: 2022 - 2023

Projected Completion Year: 2023 - 2024

Mapping

Mesa College Strategic Plan: Roadmap to Mesa2030:

- **Pathways and Partnerships - Objective 3:** Increase community engagement, experiential learning, integrated career planning, and workforce training to prepare students for future careers (✓)
- **Scholarship - Objective 4:** Expand the use of innovative and high-quality teaching, learning, and support practices that achieve equitable outcomes and increase student success (✓)

Action Plans	Updates
Action Plan Status: Active	Submission Date: 01/28/2025

Unit Goals, Action Plans, and Updates

Action Plans	Updates
Action Plan: Goal: Increase the number of faculty partners incorporating WBL into their curriculum and programs within San Diego Mesa College schools Action: Support 7 WBL faculty liaisons to promote awareness and development of WBL with the faculty members in their schools. Goal: Increase accuracy of SG-21 data collection by providing more support to faculty for their course section reporting. Action: Provide drop-in sessions and 1-1 support to help faculty with their SG-21 reporting Action: Consult with WBL faculty liaisons on additional support that may be helpful to provide for each school. Goal: Provide intentional support to faculty partners for developing equity-minded WBL Action: Work with learning communities such as Puente, Kapwa, Umoja, and DEBER and other faculty who indicate a need of support for WBL with their historically minoritized student populations. Action: Infuse equity-mindedness and equity practices in all WBL collaborations with faculty by questioning assumptions, recognizing stereotypes and unconscious biases that harm student success, and continually reassessing current practices and language to create change to better meet student needs. Action Plan Cycle: 2023 - 2024, 2022 - 2023	Action Plan Update: WBL faculty liaisons are actively supporting faculty through activities such as flex presentations, panels, Canvas module development, and exploring new professional learning opportunities like a 3CSN workshop and faculty community of practice. In 2023-2024, 452 courses, 921 sections, and 10,829 students participated in courses offering WBL opportunities, nearly doubling the previous year's engagement. Liaisons are also assisting faculty in more accurately reporting WBL and career activities through SG-21, leading to increased reporting and student engagement. In September 2024, WBL Coordinators and the Dean presented a WBL impact report to the Dean's Council. The development of the districtwide WBL dashboard will provide deeper insights into WBL's impact across campus, helping identify gaps in offerings, student participation, and program effectiveness. The goal is to provide a wide range of WBL activities throughout students' educational journeys, supporting career exploration, preparation, and training. This aligns with the Mesa 2030 goals to promote equity-focused WBL activities that drive innovation and student success both during and after graduation. Update Year: 2024 - 2025 Action Plan Progress: On Track

Unit Goals, Action Plans, and Updates

EMPLOYERS

Unit Goal: Expand regional community economic success, preparedness to compete in a globally competitive environment, and connectedness to Mesa

Provide expanded consultation and collaboration services to small businesses in support of regional economic development, entrepreneurship, and employment opportunities

Support Mesa’s workforce development programs and services to prepare students for living wage jobs in a volatile and innovative economy

Broaden community partnerships with small businesses in proximity to Mesa

Prioritize marketing, public relations, and outreach practices that effectively communicate the advantage of pursuing education at Mesa, the benefits Mesa provides to the region, and the achievements of Mesa students and alumni

Goal Status: Active

Beginning Year: 2022 - 2023

Projected Completion Year: 2025 - 2026

Mapping

Mesa College Strategic Plan: Roadmap to Mesa2030:

- **Community - Objective 5:** Increase opportunities to be an asset and resource to the external community (✓)
- **Pathways and Partnerships - Objective 3:** Increase community engagement, experiential learning, integrated career planning, and workforce training to prepare students for future careers (✓)

Action Plans	Updates
Action Plan Status: Active	Submission Date: 01/28/2025

Unit Goals, Action Plans, and Updates

Action Plans	Updates
Action Plan: Goal: Expand regional community economic success, preparedness to compete in a globally competitive environment, and connectedness to Mesa Action: Increase and improve relationships with employers in the college service area or who align to the college's programmatic needs. Action: Increase and improve relationships with key college stakeholders who have a role/interest in WBL and Employment Outcomes Action: Collaborate with employers and colleges to develop Work-based Learning Opportunities to support students as they prepare for employment. Action: Cultivate and maintain relationships with new and existing industry partners and employers to develop job opportunities Action: Attend industry/networking events to represent colleges in the community, learn of industry trends, and develop contacts at organizations to support the Employer Engagement metrics. Action Plan Cycle: 2023 - 2024, 2022 - 2023	Action Plan Update: Employer relations at Mesa College actively support workforce development by organizing key events, providing students with valuable networking opportunities and direct connections to employers. Our dedicated Employer Relations Liaison is increasing community partnerships with nearby small businesses and prioritizing marketing and outreach to highlight the value of education at Mesa and the successes of its students and alumni. Notable initiatives include organizing Employer Spotlight events, facilitating employer outreach for career fairs, securing transportation for students, and inviting industry experts for guest lectures. Mesa is also hosting specialized career fairs, supporting faculty with industry partnerships, and collaborating with employers to enhance work-based learning opportunities, resulting in more internships and job offers for students. The Mesa Impactship Program (MIP) strengthens local economic development by offering internships that provide hands-on experience and industry-relevant skills to students, especially those from underserved backgrounds. MIP builds connections with small businesses near Mesa, enhancing their growth while preparing students for success in a global economy. Additionally, MIP supports workforce readiness by creating pathways for students to secure employment in high-demand fields, and its outreach efforts help promote Mesa College as a vital resource for regional economic innovation and success. Update Year: 2024 - 2025 Action Plan Progress: On Track

Defining and measuring impact:

Unit Goal: By Spring 2024, update SG21 data collection process to assist in defining our why and how we are using data

Starting in Fall 2023 utilize SG21 data to analyze WBL experiences at SD Mesa College including impacts on reducing equity gaps

Publish WBL impact reports, starting in Spring 2024, that capture updated data, including to executive leadership, PCAB, and to the broader campus community

By Summer 2024 develop PLOs for WBL

Goal Status: Active

Beginning Year: 2022 - 2023

Unit Goals, Action Plans, and Updates

Projected Completion Year: 2023 - 2024

Mapping

Mesa College Strategic Plan: Roadmap to Mesa2030:

- **Community - Objective 1:** Use technology to improve communication and accessibility across campus. (✓)
- **Pathways and Partnerships - Objective 1:** Develop and implement frameworks to create communities that can provide more targeted delivery of educational resources and support services. (✓)

Action Plans	Updates
Action Plan Status: Active Action Plan: Goal: By Spring 2024, update SG21 data collection process to assist in defining our why and how we are using data Action: Redesign section level SG21 coding in partnership with the district office and WBL faculty liaisons Action: Redesign student level SG21 data collection process utilizing handshake and direct data upload into campus solutions Goal: Starting in Fall 2023 utilize SG21 data to analyze WBL experiences at SD Mesa College including impacts on reducing equity gaps Goal: Publish WBL impact reports, starting in Spring 2024, that capture updated data, including to executive leadership, PCAB, and to the broader campus community Goal: By Summer 2024 develop PLOs for WBL Action Plan Cycle: 2023 - 2024, 2022 - 2023	Submission Date: 01/28/2025 Action Plan Update: Support for faculty to track WBL and career activities for SG-21 reporting started slowly, but with the hiring of WBL Faculty Liaisons, there has been significant progress. In the 2023-2024 academic year, 452 courses, 921 sections, and 10,829 students participated in WBL opportunities, nearly doubling the previous year's engagement. Although previous data was captured, it wasn't easily accessible or understandable. The recent launch of a districtwide WBL dashboard now allows the team to gain deeper insights into WBL's impact, identify gaps in offerings, and assess program effectiveness. This tool will help create targeted goals to expand high-quality WBL across the campus, though due to delays in data accessibility, the timeline for achieving these goals will be adjusted to the following year. Update Year: 2024 - 2025 Action Plan Progress: Barriers Encountered



Program Review

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

Academic Learning and Support - Art Gallery

Executive Summary

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

This is the first time that we do a separate program review report for the art gallery. The Mesa College Art Gallery is an educational forum to present the work of professional artists in a range of media and dealing with diverse issues. The gallery also showcases outstanding artwork created by students in the Art Department.

It is our mission to enrich and engage our student community through art. The gallery exhibits are complemented with artist lectures, workshops, and guided tours.

The works on display reflect a variety of topics in order to engage students from other disciplines and departments. We have created exhibits in collaboration with Chicano Studies, Women Studies and the Black Studies department.

The gallery serves as a laboratory for the Art Department's Museum Studies Program. The college is the only San Diego institution to offer an AA and a Certificate of Performance in Museum Studies/Gallery Exhibition Skills. During the academic year four exhibits feature art by emerging and established contemporary artists. A student exhibition is held at the end of every semester.

We have continued successful programming of exhibitions. We received acclaim from local media including KPBS, SD Union Tribune, San Diego Magazine, San Diego Visual Arts Network.

This year we also coordinated a steamroller printmaking event for an arts fair in San Diego.

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.

N/A

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

We reviewed our budget this past year. Some of the costs have increased due to inflation and higher wages for our NANCE. We submitted a request so that we could continue to staff the gallery.

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

Data Reflection

Trends observed in program/service area's data.

Attendance in gallery has been consistent with many classes attending and members from the arts community. Gallery visits, website, social media, 10,000 reached annually. Media articles covering our exhibits about 8 per year. Classes visiting the gallery has decreased a bit because more classes are online (for example, the ART 100 classes which introduce students to art use to be avid users of the gallery but now all of those classes are online so we have lost the way to reach those students and to have them learn about art in person). We have made up by continuing to reach to other classes so we still get enough visitors.

Lost participation in student exhibit because more studio online classes that don't submit work, partly because

Summary and Reflection

students are not local.

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

We provide diverse programming for the college and community. We are led by BIPOC director who understands the importance of highlighting different populations and that art can be a way to connect with culturally diverse groups.

Related Documents for Charts and Graphs

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

We discussed and our outcomes are up to date for the Museum Studies classes.

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.

We continue to reach out to various constituencies and communities. Art exhibits and gallery programming represent the diversity of our community in terms of ethnicity/race/gender.

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

Related Documents for Charts and Graphs

Practice Reflection Complete

Yes

Mid-Cycle Updates

YEAR 2 Updates (2023 - 2024)

Provide any edits or updates to the prompts originally documented in the Executive Summary section for Year 2.

Provide any edits or updates to the prompts originally documented in the Data Reflection section for Year 2.

Review Outcomes Report. Review the unit's outcomes assessment process for 2022 - 2023. Discuss connections to unit goals/action plans/resource requests.

Provide any edits or updates to the prompts originally documented in the Practice Reflection section for Year 2.

YEAR 3 Updates (2024 - 2025)

Provide any edits or updates to the prompts originally documented in the Executive Summary section for Year 3.

Provide any edits or updates to the prompts originally documented in the Data Reflection section for Year 3.

Review Outcomes Report. Review the unit's outcomes assessment process for 2023 - 2024. Discuss connections to unit goals/action plans/resource requests.

Provide any edits or updates to the prompts originally documented in the Practice Reflection section for Year 3.

YEAR 4 Updates (2025 - 2026)

Provide any edits or updates to the prompts originally documented in the Executive Summary section for Year 4.

Summary and Reflection

Provide any edits or updates to the prompts originally documented in the Data Reflection section for Year 4.

Review Outcomes Report. Review the unit's outcomes assessment process for 2024 - 2025. Discuss connections to unit goals/action plans/resource requests.

Provide any edits or updates to the prompts originally documented in the Practice Reflection section for Year 4.

YEAR 5 Updates (2026 - 2027)

Provide any edits or updates to the prompts originally documented in the Executive Summary section for Year 5.

Provide any edits or updates to the prompts originally documented in the Data Reflection section for Year 5.

Review Outcomes Report. Review the unit's outcomes assessment process for 2025 - 2026. Discuss connections to unit goals/action plans/resource requests.

Provide any edits or updates to the prompts originally documented in the Practice Reflection section for Year 5.

Unit Goals, Action Plans, and Updates

Engagement and Visibility

Unit Goal: Goal 1: Increase campus wide engagement with and visibility of gallery programming.

Goal Status: Active

Beginning Year: 2023 - 2024

Projected Completion Year: 2024 - 2025

Mapping

Mesa College Strategic Plan: Roadmap to Mesa2030:

- **Community - Objective 2:** Develop activities, spaces, and programs that support a sense of belonging with a focus on antiracism, historically minoritized groups, and inclusion. (✓)
- **Pathways and Partnerships - Objective 1:** Develop and implement frameworks to create communities that can provide more targeted delivery of educational resources and support services. (✓)

Action Plans	Updates
Action Plan Status: Active Action Plan: Continue to connect gallery programming to relevant disciplines and departments. Action Plan Cycle: 2023 - 2024	

Community engagement

Unit Goal: Goal 2: Maintain and increase community engagement with gallery programming.

Goal Status: Active

Beginning Year: 2023 - 2024

Projected Completion Year: 2024 - 2025

Mapping

Mesa College Strategic Plan: Roadmap to Mesa2030:

- **Community - Objective 5:** Increase opportunities to be an asset and resource to the external community (✓)
- **Pathways and Partnerships - Objective 1:** Develop and implement frameworks to create communities that can provide more targeted delivery of educational resources and support services. (✓)

Unit Goals, Action Plans, and Updates

Maintain industry standards

Unit Goal: Goal 3: Maintain the art gallery as a Museum Studies program learning laboratory that meets industry standards.

Goal Status: Active

Beginning Year: 2023 - 2024

Projected Completion Year: 2024 - 2025

Mapping

Mesa College Strategic Plan: Roadmap to Mesa2030:

- **Pathways and Partnerships - Objective 3:** Increase community engagement, experiential learning, integrated career planning, and workforce training to prepare students for future careers (✓)
- **Scholarship - Objective 4:** Expand the use of innovative and high-quality teaching, learning, and support practices that achieve equitable outcomes and increase student success (✓)
- **Stewardship - Objective 4:** Establish a college-wide practice and schedule that addresses routine maintenance and renewal of equipment, facilities and technology to ensure access to adequate resources and better serve students (✓)



Program Review

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

Academic Learning and Support - World Cultures
Collection (WCC)

Executive Summary

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

SUCSESSES:

Curriculum and Programming:

The collection continues to provide a diverse range of artwork from various cultures, regions, and time periods, providing students with a rich and varied cultural experience and opportunities for project based learning with access to hands-on projects as well as in depth research, utilizing the artwork in the collection.

The collection serves as a valuable educational resource, allowing students and faculty to study and analyze different artistic styles, techniques, and historical contexts. The following is a list of examples where the collection has been incorporated into course curricula across campus either as project-based learning and/or incorporated into lectures, or student research projects:

- Art History
- Fine Art
- Sculpture
- Color Theory
- Art Gallery
- Museum Studies Students Internships
- Fashion
- Humanities
- Black Studies
- English

The collection involves students in the curation, management, and promotion of the art collection and provides them with hands-on experience and contributes to their learning experience, aligning with the college's emphasis on Work Based Learning.

The college approved 20 hours a week for a NANCE, providing needed support for the management, conservation, and curation of the collection. Although 20 hours a week has been helpful, the collection is in desperate need of full time staff to oversee these areas.

The collection continues to be a focal point for community engagement, attracting residents, art enthusiasts, and visitors to the college campus for exhibitions, events, and cultural programming.

The collection has established partnerships with other institutions such as the San Diego Museum of Art, Black Arts and Culture District, Mingei, and San Diego Central Library Art Gallery, as well as artists to foster a broader cultural exchange.

EXHIBITIONS:

Agents of Power: Body Adornment in African Art at the San Diego Museum of Art 2024; A collaborative exhibition with the San Diego Museum of Art which includes pieces from the collection which opened February 2, 2024. It is too early to discuss successes, but the museum noted the Mesa College collection, providing opportunities to connect with the community and make them aware of the collection housed on campus.

Africa in Context Exhibition February 2023 at the Mesa College Art Gallery. During the Mesa exhibition, there were over 275 people that toured the collection. Curator and Collection Manager Denise Rogers gave private tours to several classes totaling between 30-40 students per class. This exhibition resulted in the collection and collections manager being featured on television stations and newspapers.

Echoes of Africa Exhibition June - August 2022. The Central library document close to 4,000 visitors to the

Summary and Reflection

exhibition from the date of the opening reception, June 4, to the closing date, August 20th. The Echoes of Africa Fundraiser which took place in May of 2022 raised \$23,410 for the collection! The donations came from ticket sales, donations by council members, and silent auction and opportunity drawing proceeds. Events accompanying the exhibition included a reception, artist panel held at the Central Library and two class lectures on the Mesa College campus. Two of the artists featured in the exhibition (Chris Tucker and Maxx Moses) gave lectures in Dr. Rogers Art 100 course on campus during Cultural Unity Week.

Support from the San Diego Mesa College Foundation Arts Council. This year, the Arts Council has maintained its membership and added two additional members, Patrizia Richardson and Bea Barraza. As a result of the Echoes of Africa fundraiser, the friends of the collection group were able to expand its members by 10 supporters, and gain more recognition and support from the San Diego Community.

In 2021 to 2022 as Covid restrictions were lifted there were more opportunities for in person exhibitions of the collection. There was one virtual exhibition and four on and off campus exhibitions this year.

The virtual exhibition was held on the World Cultures website: African Guardian Spirits to accompany Mesa College Cultural Unity Week.

The Mesa LRC World Cultures Glass Gallery featured textiles from Hawaii, and Mexico (from the Gracia Molina de Pick Collection), as well as a quilt by Arbie Williams. The Mesa Fashion Department created projects based on the quilts on display.

Off campus exhibitions include:

African Art and Culture exhibition at the Wesley Palm Retirement Community November 2021 - February 2022.

Illuminations of Africa exhibition held during Kuumba Fest at the Lyceum Theater downtown, February 2022.

Echoes of Africa exhibition held at the San Diego Central Library from June to August, 2022 in the 1st floor public gallery and 9th floor Art Gallery.

The Collection has received donations of over 100 pieces to the collection, totalling over \$80,000 as of October 2023. The donations were able to fill a gap in the collection to include modern Peruvian folk art. As an HSI institution, increasing representation of art from the Americas is of high priority for the collection. The addition of pieces from Southeast Asia and the Americas also filled a gap in the collection in these areas, and will enable us to exhibit pieces from these regions more frequently that reflect the history and culture of our KAPWA students and align with the goals of the AANAPISI grant.

CHALLENGES:

Support is needed effectively oversee the curation, maintenance, preservation of the collection to ensure ongoing efforts to connect with students and the broader community. Support is also needed to work with faculty to develop course curriculum across disciplines to ensure that the art collection remains relevant to the educational goals and is accessible to a diverse audience.

Due to state and federal laws, the collection is housed under the Mesa College Foundation, despite being incorporated into the course curriculum. This prevents access to funding channels which could provide more learning opportunities for students.

Support Staff and the need for trained professionals in curatorial roles and conservation is crucial. Without proper expertise, maintaining and preserving artworks can be challenging. Limited financial resources can pose a significant challenge in maintaining and exhibiting the collection as well as providing educational resources for faculty, organizing exhibitions and events. Not having access to a grant writer to locate and apply for funding.

Security and Preservation and protecting the collection from damage or deterioration due to age and environmental factors is a continuous challenge. Adequate security measures and conservation efforts are essential.

Summary and Reflection

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.

1. Collections Manager, Professor Denise Rogers presented to the School of Arts and Languages as part of the Call to Action project to brainstorm a plan to integrate the World Cultures Collection into instructional lessons and classroom experiences.
2. Students enrolled in the Mesa College Museum Studies program complete their internship hours working with the collection to gain hands-on experience in collection management, curation and preservation.
3. Class visits and projects that incorporate the collection include the following:
 - Art classes touring the collection and using the artwork to complete a class project.
 - Hands on and project based learning assignments in studio art courses.
 - Lectures in the collection storage space where students can connect artwork to their course content, providing opportunities for more in depth research.
 - Honors students researching, writing and/or presenting on pieces within the collection.
 - Working with faculty to incorporate pieces from the collection into their course content for class assignments.
 - Students view pieces in the collection on display in the Glass Gallery located on the 1st floor of the Learning Resource Center (LRC) to complete visual assessment assignments for Fine Arts courses.

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

During the Spring 2023 semester, the collection was relocated into a larger space and a plan was implemented to renovate the space into a World Art Resource Center, where students can view the collection in glass display cases, access resource materials such as an online database, journals and books as well as speak with Collections Manager Prof. Denise Rogers to learn more about the meaning of the pieces in the collection. The area will also incorporate study spaces so students can sketch, study or hang out in a space where they are surrounded by works of art. This space will also be used for fundraising events to support the management, curation, and preservation of the collection.

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

Related Documents for Charts and Graphs

Executive Summary Complete

Data Reflection

Trends observed in program/service area's data.

As the collection gains more attention, awareness both on and off campus has increased.

1. QR codes are used for the LRC Glass Gallery display. The codes have been scanned 54 times during the Fall and Spring semesters.
2. The School of Arts and Languages Call to Action led to 3 professors incorporating the collection into their course curriculum.
3. The art department has increased its usage of the collection in classes.

Summary and Reflection

4. The Fashion Department used the collection for a class project which was exhibited in the Glass Gallery.
5. The collection manager gave numerous presentations over the past year to increase awareness of the collection which included the Board of Trustees, President's Cabinet, San Diego Mesa College Foundation, School of Arts and Languages, and School of Humanities. These presentations resulted in Admin. sharing information about the collection, providing more exposure and support, and Faculty incorporating the collection into the curriculum.
6. The Africa in Context Exhibition was visited by 275 visitors during the reception and Prof. Denise Rogers gave 4 tours of 30-40 students during the month of February. Students were asked to write summaries of the exhibition during the tours. The exhibition also resulted in 2 new student volunteers for the collection.

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

Although no data is available specific to the collection, the creation of OER resources for art courses, and a textbook for the African Art course, alleviates the burden of textbook costs experienced by many of our students. Removing that financial burden for students helps to realize the equity goals for the department and college.

The collection fills an equity gap in that students have access to museum quality pieces from Africa, Asia, MesoAmerica and art of the Pacific, communities that are represented on our campus. They are relieved of the burden of having to travel to local or regional museums that have similar pieces in their collections. Access to this resource provides opportunities for hands-on experience and research opportunities from underrepresented groups. Because of the prominent location of the Glass Gallery on the 1st floor of the LRC, students do not have to travel off campus or out of the county.

The collection provides opportunities for work-study students who have a specific interest in art and art related careers. Many work-study students with an interest in photography, web design, cultural history, and art history have worked with the collection, and have included their experience on their resume.

Related Documents for Charts and Graphs

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

N/A

Data Reflection Complete

Practice Reflection

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

OER resources:

1. The creation of OER textbook for ARTF 115 African Art
2. OER resources for use in the following courses
 - ARTF 100 Art Orientation
 - ARTF 113 Arts of Africa, Oceania and the Americas
 - ARTF 109 Modern Art - specifically focusing on European artists who appropriated African Art, Art of the Americas, and art of the Pacific into their paintings and sculptures. Underrepresented students are able to see their history and cultural practices that are overlooked in the history of art and recognize the sources many European artists appropriated to create works that are championed in art textbooks..
 - ARTF Studio Courses including sculpture, color theory, drawing and 3D design. Students were able to enhance their skills in drawing and sculpting by viewing and creating renderings of pieces in the collection.

3. Access to artifacts that represent the history and culture of underrepresented communities including African,

Summary and Reflection

African American, Asian, Native American/Indigenous, Latinx, and the Pacific Islands. Students from these regions have opportunities for hands-on project based learning experiences with artwork that is part of their cultural heritage that is readily accessible in a prominent location in the Glass Gallery on the 1st floor of the LRC, alleviating transportation issues for students.

4. The collection provides opportunities for Museum Studies and work-study students who have a specific interest in art and art related careers. Many work-study students with an interest in photography, web design, cultural history, and art history have worked with the collection, and have included their experience on their resume.

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

The challenges listed above affect our data trends. The collection could have a greater impact and help decrease equity gaps with additional support.

Related Documents for Charts and Graphs

Practice Reflection Complete

Mid-Cycle Updates

YEAR 2 Updates (2023 - 2024)

Provide any edits or updates to the prompts originally documented in the Executive Summary section for Year 2.

Provide any edits or updates to the prompts originally documented in the Data Reflection section for Year 2.

Review Outcomes Report. Review the unit's outcomes assessment process for 2022 - 2023. Discuss connections to unit goals/action plans/resource requests.

Provide any edits or updates to the prompts originally documented in the Practice Reflection section for Year 2.

YEAR 3 Updates (2024 - 2025)

Provide any edits or updates to the prompts originally documented in the Executive Summary section for Year 3.

During the 2024-25 Cycle the collection was moved to LRC 447-448 and titled the World Art Gallery & Research Center. This space contains 26 glass display cases and 6 tables and an L shaped sofa and table where students are able to study. The college invested over \$100,000 dollars in the space so students are able to come into the space, see over 500 pieces from the collection displayed at all times.

QR codes were created so students and visitor can learn more about the history and culture of the artwork and complete assignments for their classes. Since the opening in October of 2024, following the Dr. Barbara Blackmun celebration in September, the new space has received an overwhelmingly positive response from students, faculty, and visitors, with over 250 visitors exploring the gallery in its first two months of operation. Three Mesa College classes used the collection for coursework, the California Association of Black School Educators visited the space to engage with the artwork and its cultural significance. We have had student volunteers using the space for class projects. Honors students use the space for class assignments. Museum studies students fulfilling internship hours in the space. Mesa Impactship program students work in the space fulfilling their work experience assignments while pursuing their work experience goals of entering into graphic design, photography or museum collections management. We also have two NANCE workers who staff the space Monday through Thursday to ensure students have access daily.

Provide any edits or updates to the prompts originally documented in the Data Reflection section for Year 3.

Review Outcomes Report. Review the unit's outcomes assessment process for 2023 - 2024. Discuss connections to unit goals/action plans/resource requests.

Summary and Reflection

Provide any edits or updates to the prompts originally documented in the Practice Reflection section for Year 3.

YEAR 4 Updates (2025 - 2026)

Provide any edits or updates to the prompts originally documented in the Executive Summary section for Year 4.

Provide any edits or updates to the prompts originally documented in the Data Reflection section for Year 4.

Review Outcomes Report. Review the unit's outcomes assessment process for 2024 - 2025. Discuss connections to unit goals/action plans/resource requests.

Provide any edits or updates to the prompts originally documented in the Practice Reflection section for Year 4.

YEAR 5 Updates (2026 - 2027)

Provide any edits or updates to the prompts originally documented in the Executive Summary section for Year 5.

Provide any edits or updates to the prompts originally documented in the Data Reflection section for Year 5.

Review Outcomes Report. Review the unit's outcomes assessment process for 2025 - 2026. Discuss connections to unit goals/action plans/resource requests.

Provide any edits or updates to the prompts originally documented in the Practice Reflection section for Year 5.

Unit Goals, Action Plans, and Updates

Goal 1: Education and Enrichment:

Unit Goal: Goal 1: Education and Enrichment:

Objective 1 - Review, develop and expand course curriculum in collaboration with Faculty across disciplines.

Objective 2 - Expand internship program to include Museum Studies, but also in collaboration with Work Based Learning for service credit and/or paid internships

Objective 3 - Build and Deepen Partnerships with local colleges, universities, and art institutions.

Objective 4 - Engage with K-12 Schools to collaborate with teachers to introduce project-based learning, especially with disproportionately represented groups who are represented in the collection holdings.

Goal Status: Active

Beginning Year: 2023 - 2024

Projected Completion Year: 2029 - 2030

Mapping

Mesa College Strategic Plan: Roadmap to Mesa2030:

- **Community - Objective 2:** Develop activities, spaces, and programs that support a sense of belonging with a focus on antiracism, historically minoritized groups, and inclusion. (✓)
- **Community - Objective 3:** Build a culture of communication that is evidence based, race conscious, institutionally focused, systemically aware, and equity advancing (✓)
- **Community - Objective 4:** Remove barriers to equitable participation by developing, incentivizing and creating structures for all employees to engage in and design professional learning (✓)
- **Community - Objective 5:** Increase opportunities to be an asset and resource to the external community (✓)
- **Completion - Objective 3:** Design and promote programs and services that intentionally target a reduction in equity gaps in completion outcomes (✓)
- **Pathways and Partnerships - Objective 1:** Develop and implement frameworks to create communities that can provide more targeted delivery of educational resources and support services. (✓)
- **Pathways and Partnerships - Objective 2:** Expand partnerships with K-12 institutions to enhance program offerings and increase access for minoritized students. (✓)
- **Pathways and Partnerships - Objective 3:** Increase community engagement, experiential learning, integrated career planning, and workforce training to prepare students for future careers (✓)
- **Pathways and Partnerships - Objective 4:** Expand intersegmental pathways to create a seamless transition between Mesa and k-12, non-credit,

Unit Goals, Action Plans, and Updates

Universities, and careers (✓)

- **Stewardship - Objective 2:** Support processes and initiatives that prioritize environmental sustainability and reduce Mesa College's impact on climate change (✓)

Action Plans	Updates
Action Plan Status: Active	

Unit Goals, Action Plans, and Updates

Action Plan: Goal 1: Completion

The collection supports the design and promotion of programs and services that intentionally target a reduction in equity gaps in completion outcomes in the OER resources and representation of underrepresented groups in the collection.

Goal 2: Pathways and Partnerships aligns with Develop and implement frameworks to create communities that can provide more targeted delivery of educational resources and support services is demonstrated in the direct access students have to pieces in the collection which are available in the World Art Resource Center which is currently in development as well as access to the 1st Floor glass gallery.

We have a partnership with the Kimbrough Elementary School in Sherman Heights which has pieces on display in their school office. We are also currently developing projects to share with K-12 instructors to incorporate African Art into their course curriculum. We have also displayed pieces and hosted events at the Monarch school for homeless youth located in downtown San Diego.

We have increased community engagement, by hosting exhibitions and events at SDMA, San Diego Central Library, Lyceum Theater, Wesley Palms Retirement Community, and Grossmont College. We also provide experiential learning, integrated career planning, and workforce training for work-study students and Museum Studies Interns to prepare students for future careers in the arts..

Goal 3: Community

We have develop activities, spaces, and programs that support a sense of belonging with a focus on antiracism, historically minoritized groups*, and inclusion by focusing on artwork that represents the cultural heritage of underrepresented groups from the continents of Africa, Asia and the Americas as well as

Unit Goals, Action Plans, and Updates

islands in the Pacific. In all of our exhibitions, activities and content on our website we have built a culture of communication that is evidence based (artwork), race conscious by focusing on the unique histories of the groups represented in the collection, institutionally focused by emphasizing the artwork as the Mesa College World Art Collection to bring awareness of the creativity, history and innovation of the groups represented and also expanding the collection from focusing specifically on African art to include artwork from the continent of Asia, the Americas and the Pacific as well as contemporary works of art from all regions to be more inclusive and equity minded. Because the collection and access to this valuable resource is located on campus and free to the public, we have removed barriers to equitable participation by developing, incentivizing and creating structures for all employees to engage in and design professional learning by having direct access to the collection and supplemental research materials, in addition to projects such as Call to Order sponsored by the School of Arts and Languages. We have demonstrated increased opportunities to be an asset and resource to the external community by exhibiting artwork and establishing partnerships with San Diego Museum of Art, Mingei Museum and San Diego Central Library as well as faculty from CSU Northridge and UCSD who serve on the World Art Council. GOAL 4: Stewardship We have supported processes and initiatives that prioritize environmental sustainability and reduce Mesa College's impact on climate change in the development of sustainability modules in ARTF 115 Course which focus on reusable and recyclable materials represented in the artwork in the collection.	
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Unit Goals, Action Plans, and Updates

Action Plans	Updates
Action Plan Cycle: 2024 - 2025, 2023 - 2024	

Goal 2: Strategically Curate and Manage the Collection:

Unit Goal: Goal 2: Strategically Curate and Manage the Collection:

Objective 1 - Review and Update Policies and Procedures.

Objective 2 - Strategically expand the collection.

Objective 3 - Plan for Deaccession Within the Collection.

Goal Status: Active

Beginning Year: 2023 - 2024

Projected Completion Year: 2029 - 2030

Mapping

Mesa College Strategic Plan: Roadmap to Mesa2030:

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- **Pathways and Partnerships - Objective 3:** Increase community engagement, experiential learning, integrated career planning, and workforce training to prepare students for future careers (✓)
- **Pathways and Partnerships - Objective 4:** Expand intersegmental pathways to create a seamless transition between Mesa and k-12, non-credit, Universities, and careers (✓)
- **Stewardship - Objective 2:** Support processes and initiatives that prioritize environmental sustainability and reduce Mesa College's impact on climate

Unit Goals, Action Plans, and Updates

change (✓)

Action Plans	Updates
Action Plan Status: Active	

Unit Goals, Action Plans, and Updates

Action Plan: Goal 1: Completion

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Unit Goals, Action Plans, and Updates

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Unit Goals, Action Plans, and Updates

Action Plans	Updates
Action Plan Cycle: 2025 - 2026, 2024 - 2025, 2023 - 2024	

Goal 3: Outreach and Support:

Unit Goal: Goal 3: Outreach and Support:

Objective 1 - Build a support network through membership/fundraising campaigns.

Objective 2 - Increase support and expand donor base through events.

Goal Status: Active

Beginning Year: 2023 - 2024

Projected Completion Year: 2029 - 2030

Mapping

Mesa College Strategic Plan: Roadmap to Mesa2030:

- **Community - Objective 2:** Develop activities, spaces, and programs that support a sense of belonging with a focus on antiracism, historically minoritized groups, and inclusion. (✓)
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- **Pathways and Partnerships - Objective 4:** Expand intersegmental pathways to create a seamless transition between Mesa and k-12, non-credit, Universities, and careers (✓)
- **Stewardship - Objective 2:** Support processes and initiatives that prioritize environmental sustainability and reduce Mesa College's impact on climate

Unit Goals, Action Plans, and Updates

change (✓)

Action Plans	Updates
Action Plan Status: Active	

Unit Goals, Action Plans, and Updates

Action Plan: Goal 1: Completion

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Unit Goals, Action Plans, and Updates

Action Plans	Updates
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Unit Goals, Action Plans, and Updates

Action Plans	Updates
Action Plan Cycle: 2025 - 2026, 2024 - 2025, 2023 - 2024	

GOAL 1 Education and Enrichment

Unit Goal: Goal 1: Education and Enrichment:

Objective 1 - Review, develop and expand course curriculum in collaboration with Faculty across disciplines.

Objective 2 - Expand internship program to include Museum Studies, but also in collaboration with Work Based Learning for service credit and/or paid internships

Objective 3 - Build and Deepen Partnerships with local colleges, universities, and art institutions.

Objective 4 - Engage with K-12 Schools to collaborate with teachers to introduce project-based learning, especially with disproportionately represented groups who are represented in the collection holdings.

Goal Status: Active

Beginning Year: 2024 - 2025

Projected Completion Year: 2025 - 2026

Mapping

Mesa College Strategic Plan: Roadmap to Mesa2030:

- **Community - Objective 1:** Use technology to improve communication and accessibility across campus. (✓)
- **Community - Objective 2:** Develop activities, spaces, and programs that support a sense of belonging with a focus on antiracism, historically minoritized groups, and inclusion. (✓)
- **Community - Objective 3:** Build a culture of communication that is evidence based, race conscious, institutionally focused, systemically aware, and equity advancing (✓)
- **Community - Objective 4:** Remove barriers to equitable participation by developing, incentivizing and creating structures for all employees to engage in and design professional learning (✓)
- **Community - Objective 5:** Increase opportunities to be an asset and resource to the external community (✓)
- **Completion - Objective 1:** Develop pathways that provide students with clarity about degree, certificate, and transfer requirements. (✓)
- **Completion - Objective 2:** Develop cross - functional teams that support student success and include integrated career and transfer counseling. (✓)
- **Completion - Objective 3:** Design and promote programs and services that intentionally target a reduction in equity gaps in completion outcomes (✓)
- **Completion - Objective 4:** Support students' access to resources to mitigate the impact caused by technological and basic needs insecurity (✓)
- **Pathways and Partnerships - Objective 1:** Develop and implement frameworks to create communities that can provide more targeted delivery of educational resources and support services. (✓)

Unit Goals, Action Plans, and Updates

- **Pathways and Partnerships - Objective 2:** Expand partnerships with K-12 institutions to enhance program offerings and increase access for minoritized students. (✓)
- **Pathways and Partnerships - Objective 3:** Increase community engagement, experiential learning, integrated career planning, and workforce training to prepare students for future careers (✓)
- **Pathways and Partnerships - Objective 4:** Expand intersegmental pathways to create a seamless transition between Mesa and k-12, non-credit, Universities, and careers (✓)
- **Pathways and Partnerships - Objective 5:** Develop and implement technologies, including website redesign, that will make pathways information available to students so that they can effectively utilize this information in their educational and career planning (✓)
- **Scholarship - Objective 1:** Expand and prioritize professional learning experiences for all employees that create parity in outcomes across racial/ethnic groups and all disproportionately impacted groups (✓)
- **Scholarship - Objective 2:** Evaluate and improve Diversity, Equity, and Inclusion practice in classroom environments, campus activities, departments, schools, and administrative units (✓)
- **Scholarship - Objective 4:** Expand the use of innovative and high-quality teaching, learning, and support practices that achieve equitable outcomes and increase student success (✓)

Action Plans	Updates
Action Plan Status: Active	Submission Date: 12/09/2025 Action Plan Update: Our partnership with Freese Elementary and their museum studies program for 5th graders resulted in an exhibition curated by Dara Vega, Mesa College Impactship Intern, with oversight by Dr. Denise Rogers. The exhibition included pieces from the Mesa College World Art Collection along with projects created by Freese Elementary Students. They created their own masks, inspired by masks on display in the gallery. This partnership deepened students understanding of museum studies and curation as a potential career path and also highlighted the role of exhibitions in fostering storytelling, human connection, and cultural exploration. More recent updates include expanding the partnership to include the San Diego School of Creative and Performing Arts. SDSCPA High School students will work with Professor Rogers, the Freese Gallery Director and SDSCPA Intern Coordinators to introduce high school students to the field of museum studies, curation and collection management. Learning Outcomes for the students have been established with plans for the internships to begin during the Spring 2026 semester. Update Year: 2025 - 2026 Action Plan Progress: On Track

Unit Goals, Action Plans, and Updates

Action Plans	Updates
Action Plan: Mesa College World Art Collection has established a partnership with Freese Elementary and their museum studies program for 5th graders. Mesa College aims to enhance their school's museum studies program by providing students with hands-on experience in curating and storytelling through exhibitions. The collaboration will also include a student from Mesa's Impactship program, who will assist students with exhibition setup, docent roles, and narrative development. The first exhibition, planned for May's Open House, will feature a piece from Mesa's collection, with supporting historical and digital context, alongside student-created artwork inspired by the display. A second exhibition themed around masks and identity will take place in October. This partnership not only deepens student understanding of museum studies as a potential career path but also highlights the role of exhibitions in fostering storytelling, human connection, and cultural exploration. The partnership will highlight a pathway to support students on their educational journey, beginning in elementary school and leading them toward opportunities in community college and beyond. Action Plan Cycle: 2024 - 2025	

Goal 3: Strategically Curate and Manage the Collection

Unit Goal: Goal 3: Strategically Curate and Manage the Collection

Objective 1 - Review and Update Policies and Procedures.

Objective 2 - Strategically expand the collection.

Objective 3 - Plan for Deaccession Within the Collection.

Goal Status: Active

Beginning Year: 2024 - 2025

Projected Completion Year: 2025 - 2026

Mapping

10/2/2026

Unit Goals, Action Plans, and Updates

Mesa College Strategic Plan: Roadmap to Mesa2030:

- **Community - Objective 1:** Use technology to improve communication and accessibility across campus. (✓)
- **Community - Objective 2:** Develop activities, spaces, and programs that support a sense of belonging with a focus on antiracism, historically minoritized groups, and inclusion. (✓)
- **Community - Objective 3:** Build a culture of communication that is evidence based, race conscious, institutionally focused, systemically aware, and equity advancing (✓)
- **Community - Objective 4:** Remove barriers to equitable participation by developing, incentivizing and creating structures for all employees to engage in and design professional learning (✓)
- **Community - Objective 5:** Increase opportunities to be an asset and resource to the external community (✓)
- **Completion - Objective 2:** Develop cross - functional teams that support student success and include integrated career and transfer counseling. (✓)
- **Completion - Objective 3:** Design and promote programs and services that intentionally target a reduction in equity gaps in completion outcomes (✓)
- **Completion - Objective 4:** Support students' access to resources to mitigate the impact caused by technological and basic needs insecurity (✓)
- **Pathways and Partnerships - Objective 1:** Develop and implement frameworks to create communities that can provide more targeted delivery of educational resources and support services. (✓)
- **Pathways and Partnerships - Objective 3:** Increase community engagement, experiential learning, integrated career planning, and workforce training to prepare students for future careers (✓)
- **Pathways and Partnerships - Objective 5:** Develop and implement technologies, including website redesign, that will make pathways information available to students so that they can effectively utilize this information in their educational and career planning (✓)
- **Scholarship - Objective 1:** Expand and prioritize professional learning experiences for all employees that create parity in outcomes across racial/ethnic groups and all disproportionately impacted groups (✓)
- **Scholarship - Objective 2:** Evaluate and improve Diversity, Equity, and Inclusion practice in classroom environments, campus activities, departments, schools, and administrative units (✓)
- **Scholarship - Objective 4:** Expand the use of innovative and high-quality teaching, learning, and support practices that achieve equitable outcomes and increase student success (✓)
- **Stewardship - Objective 2:** Support processes and initiatives that prioritize environmental sustainability and reduce Mesa College's impact on climate change (✓)

Action Plans	Updates
Action Plan Status: Completed	Submission Date: 12/09/2025

Unit Goals, Action Plans, and Updates

Action Plan: In the summer of 2024 we collaborated with the San Diego Museum of art and Featured pieces of the collection in an Exhibition Titled Body adornment amongst Agents of Power: Body Adornment in African Art. The exhibition featured African peoples is rich and diverse, an essential aspect of cultural expression, identity, and heritage. Across the continent, different cultures use body art to communicate creativity and cultural identity through performance, sculpture, beadwork, and print form. Such elements collectively illustrate each group’s social status, spiritual support, military strength, and individual cultural aesthetic. Through a selection of works from the Mesa College World Art Collection and The San Diego Museum of Art, this exhibition examines Maasai, Chokwe, Zulu, and Xhosa art representing the body or meant to be worn on it as an agent of power. Intricate beaded collars and female headpieces represent beauty, strength, and social status in the many distinct body art practices of the Maasai peoples. The Chokwe people, primarily located in central and southern Africa, are known for their exceptional wooden masks and sculptures adorned with elaborate scarification. These artworks often represent ancestors, spirits, and mythological figures. Feathers were an essential part of warrior regalia for the Zulu people, who create objects with intricate designs that are both functional and artistic. Warriors wore plumes on their heads, often made of crane or ostrich feathers and signifying their rank or achievements. Located in South Africa, the Xhosa people have a long history of beadwork. Xhosa beadwork characterized by vibrant colors and intricate patterns in necklaces, headdresses, and bracelets, often plays an important role in ceremonies and rituals. As a group, these works display some of the unique artistic traditions distinguishing each of these cultures and reflecting the social structures,	Action Plan Update: This collaboration advanced key goals of by increasing public visibility, promoting African cultural traditions, and strengthening institutional partnerships. Between July and September 2024, the exhibition reached an estimated 125,000 visitors at SDMA, providing unprecedented exposure for Mesa College’s teaching collection. The project also supported Mesa students by expanding access to global arts education and placing the college within broader regional museum dialogues. It demonstrated the value of culturally responsive exhibitions and the unique role community colleges can play in public arts education. Update Year: 2025 - 2026 Action Plan Progress: Barriers Encountered
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Unit Goals, Action Plans, and Updates

Action Plans	Updates
beliefs, and history of their peoples. Action Plan Cycle: 2024 - 2025	
Action Plan Status: Active	Submission Date: 12/09/2025 Action Plan Update: We plan to request an Instructional Aid position for the collection during the 2025 - 2026 cycle. This will be our 3rd attempt at securing permanent staffing for the collection. We also received word that our NANCE funding is running out with no future funding identified. The space will have to close if the staffing issue is not addressed. Update Year: 2025 - 2026 Action Plan Progress: Barriers Encountered

Unit Goals, Action Plans, and Updates

Action Plans	Updates
Action Plan: The Mesa College World Art Collection continues to be a valuable teaching resource across many disciplines, including art history, Black Studies, anthropology, and museum studies. In the 2024–2025 academic year, over 500 visitors engaged with the collection, including three college classes, K–12 groups, and community organizations. Museum Studies interns and Mesa Impactship students assist with cataloging, research, digital records, and exhibitions. These experiences prepare them for jobs and transfer opportunities, while also building confidence and professional skills. Last year, we opened a dedicated gallery and research center with improved lighting, climate control, and a welcoming entry space for visitors. These upgrades support exhibitions and better access for students and community members. However, challenges remain, we continue to rely heavily on part-time staff and interns which is not sustainable. With plans for a new gallery, support is needed to ensure the collection receives full time support. Additionally, we still need improved storage systems to preserve over 2,000 objects, including sensitive works made from wood, textiles, ivory, and metal. To sustain growth and student access, we are advocating for a full-time staff position to support ongoing collections care, research, and programming. The collection is deeply tied to Mesa College’s mission of equity and excellence. Through this work, we preserve global cultural histories, support student success, and provide meaningful, hands-on learning that centers underrepresented voices.	

Unit Goals, Action Plans, and Updates

Action Plans	Updates
Action Plan Cycle: 2025 - 2026	

Goal 2: Outreach and Support:

Unit Goal: Goal 2: Outreach and Support:

Objective 1 - Build a support network through membership/fundraising campaigns.

Objective 2 - Increase support and expand donor base through events.

Goal Status: Active

Beginning Year: 2024 - 2025

Projected Completion Year: 2025 - 2026

Mapping

Mesa College Strategic Plan: Roadmap to Mesa2030:

- **Community - Objective 2:** Develop activities, spaces, and programs that support a sense of belonging with a focus on antiracism, historically minoritized groups, and inclusion. (✓)
- **Community - Objective 3:** Build a culture of communication that is evidence based, race conscious, institutionally focused, systemically aware, and equity advancing (✓)
- **Community - Objective 4:** Remove barriers to equitable participation by developing, incentivizing and creating structures for all employees to engage in and design professional learning (✓)
- **Community - Objective 5:** Increase opportunities to be an asset and resource to the external community (✓)
- **Completion - Objective 2:** Develop cross - functional teams that support student success and include integrated career and transfer counseling. (✓)
- **Pathways and Partnerships - Objective 1:** Develop and implement frameworks to create communities that can provide more targeted delivery of educational resources and support services. (✓)
- **Pathways and Partnerships - Objective 2:** Expand partnerships with K-12 institutions to enhance program offerings and increase access for minoritized students. (✓)
- **Pathways and Partnerships - Objective 3:** Increase community engagement, experiential learning, integrated career planning, and workforce training to prepare students for future careers (✓)
- **Pathways and Partnerships - Objective 4:** Expand intersegmental pathways to create a seamless transition between Mesa and k-12, non-credit, Universities, and careers (✓)
- **Scholarship - Objective 2:** Evaluate and improve Diversity, Equity, and Inclusion practice in classroom environments, campus activities, departments, schools, and administrative units (✓)

Unit Goals, Action Plans, and Updates

- **Scholarship - Objective 4:** Expand the use of innovative and high-quality teaching, learning, and support practices that achieve equitable outcomes and increase student success (✓)

Action Plans	Updates
Action Plan Status: Active Action Plan: The Mesa College World Art Collection is expanding its commitment to community engagement through partnerships with local schools, cultural organizations, and neighborhood groups. We plan to achieve this goal by offering exhibitions, K–12 classroom visits, and hands-on workshops that bring world art directly into the San Diego community. Past outreach has included visits to Monarch School, Kimbrough Elementary, Freese Elementary, collaboration with the San Diego Museum of Art, San Diego Central Library, California Association of Black School Educators, and senior community tours. Our goal is to strengthen ties between Mesa College and surrounding communities by increasing visibility of underrepresented histories and providing accessible, educational programming that resonates across generations. Action Plan Cycle: 2024 - 2025	Submission Date: 12/09/2025 Action Plan Update: During the 2024-2025 school year we held two events, the Dr. Barbara Blackmun recognition ceremony and Voices of Africa. In addition we welcomed several class visits. As a result of these efforts we were able to raise funds to support the collection. Our fundraising balance rose by \$10,000 due to contributes from community members. We would like to continue our efforts by hosting events featuring guest speakers who are experts in the field so our students are exposed to the cultural history of the groups represented in the collection. Update Year: 2024 - 2025 Action Plan Progress: On Track