2022-23 Program Review Template

Directions for Lead Writers: Please use this template to begin working on your Unit's Program Review. Once Program Review workspaces are available, you will receive detailed instructions regarding how to copy these responses over to the Nuventive workspace.

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

Program Information & Executive Summary		
Prompt	Guidance	Program Response
Describe the successes and challenges your unit has faced since the last comprehensive review.		The Teacher Education Program has experienced many successes since the last comprehensive review. There is now a designated full time faculty member for the Teacher Education Program. The hiring of the new faculty allows for growth of the program and new partnerships to form across campus as well as outside community partnership. The Teacher Education Program is now connected with tutoring. With this partnership, a tutor to teacher pipeline is being created. This pipeline will create a seamless transition for tutors to become teachers. The teacher education program is also connected with the tutor apprenticeship program at Hoover High School. We are hopeful that this connection will lead to a teacher apprenticeship as well. The Teacher Education Program has also partnered with Child Development to create an on-campus club. The Child Development/Education Club meets monthly to discuss a variety of topics that CD and Education students face. Overall, our successes stem from the partnerships created on and off campus. The TE program is also a part of the Education and Guidance Academic and Career Pathway. The Teacher Education Program was awarded a $150,000 grant from the San Diego Foundation. We will be using the grant to

create a tutor to teacher pipeline during the Summer semester, reaching out and recruiting high school students who are interested in becoming teachers. The pipeline program will partner with San Diego Unified School District to streamline recruitment and program implementation efforts. The pipeline program will span over the course of two years, reaching two distinct cohorts of high schools students who are interested in pursuing a career in education.

The Teacher Education Program faces some challenges along with our successes. Enrollment is one of the biggest challenges. While Education 200 and 203 have consistent enrollment, Education 211 has had minimal enrollment. We are hoping with some outreach and better visibility, this will change. Visibility is also a challenge. We continue to have a teacher shortage but we do not see enrollment increasing with this need. With the program joining the Education and Guidance Academic and Career Pathwyas we are hoping this will change. Another challenge is tracking the teacher education students. It would be extremely beneficial to be able to track students enrolled in the program in order to assist in their progress as well as assist for transfer. Knowing how many students are in the program will also assist in knowing where the students are in their degree progression which will in turn help with scheduling classes not only for teacher education but also the teacher education specific classes in other disciplines. Additionally, Mesa continues to have no method for tracking the single subject (middle and high school) population since there is no specific coursework required for transfer such as for Liberal Studies majors.

Transitional Kindergarten (TK) is becoming another grade level in the state of California. To become a TK teacher, one needs significantly more Child Development units than one pursuing a multiple subject credential. This is not a direct challenge, but an important factor moving forward because the Teacher Education Program will need to work closely with Child Development to

		ensure out teacher education students successfully enroll in the courses they need.
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.	Optional	There has been a restructuring of the courses offered for the Teacher Education Program. The Course Learning Outcomes are in the process of being updated and the material being taught in the Education 200s courses has been updated to reflect the current educational policies, theories, methodologies, and practices. They have also been updated using culturally responsive teaching techniques.
If applicable, describe the impact of any new resources (human, fiscal, etc.) on the unit and/or action plan implementation.	Optional	
Please confirm that the department has reviewed the Course Learning Outcomes listed in CurricuNet for each course and verify accuracy.	Select One	☐Reviewed and accurate ☐Reviewed not accurate, update in progress ☐Reviewed not accurate, need support

Data Reflection		
Prompt	**Guidance**	**Program Response**
Describe the trends you see in your program/service area's data.	Instructional Data you may consider: enrollment trends, course & program learning outcomes, Institutional Learning Outcomes, course success and retention rates, degree completion, transfer, employment, labor market analysis, other data relevant to your unit's work	There is a high demand for teachers. Regionally and statewide there is a teacher shortage. A recent news article states, "*California has the third highest teacher shortage in the country, according to data analyzed by Scholaroo. The education research firm compiled a list based on a US teacher-to-state population ratio to determine which states are most affected by shortages. Data from the study shows California has approximately 293,619 teachers with a statewide population reaching 39,237,836 people, which means there are 7.48 teachers per 1000 people.*"
	Service/Admin Area Data you may consider - service usage, service access, demand for services, student service/administrative unit outcomes, types of services offered and used, headcount of services usage, trends in reason for service use, other data relevant to your unit's work	Mesa wants to be a part of the solution to this problem. Because there is such a high demand for teachers, we want to see an enrollment increase. Over the last 4 years there has been a

minor decline in enrollment, following the overall college trend of declining enrollment. However with the high demand for teachers, specifically TK teachers, we are expecting to see these numbers increase. We are projecting a need for more courses to be offered in the coming years. We are also anticipating a partnership with child development to fulfill the CD requirement need for the new California PK-3 credential.

An enrollment trend that Teacher Education has experienced is low enrollment in Edcuation 211. This course is specifically designed for students who are interested in pursuing a single subject credential in the STEM field. According to the enrollment dashboard, during Fall 2020, Education 211 had 16 students enrolled. Fall 2021 saw 15 students enrolled and the most recent semester, Spring 2023, had 11 students enrolled. Additionally, there has been a small decrease in enrollment for Education 203. Enrollment for the last four school years is as follows: 2019-2020 had 106 students enrolled; 2020-2021 had 100 students enrolled; 2021-2022 had 92 students enrolled; 2022-2023 had 96 studens enrolled. Paralleled to Education 203/211 is Education 200. Education 200 has seen steady enrollment over the course of the last four years. Enrollment for Education 200 over the last four school years, according to the SDCCD enrollment dashboard, is as follows: 2019-2020 had 155 students enrolled; 2020-2021 had 148 students enrolled; 2021-2022 had 154 students enrolled; 2022-2023 had 148 students enrolled. With recruitment efforts, increased visibility, and partnerships with programs, such as the Tutor-to-Teacher program, the Teacher Education progam is looking to increase enrollment across all three courses that are offered.

Although enrollment has decreased some, awards given have actually increased over the last four years. In the four years leading up to the 18/19 school year, 54 total awards were given. In the last four years, between 19/20 school year to present, 72 total awards have been given (AA, AA-T). The hope is that awards given will continue to increase as we increase out

		outreach and recruitment efforts.
Describe any equity gaps you see in these data. Are there differences and/or patterns observed by demographics (e.g. race/ethnicity, gender, age, etc.)?	Equity gaps refer to disparities in educational outcomes and student success metrics across race/ethnicity, socioeconomic status, gender, and other demographic traits and intersectionalities.	Enrollment in Teacher Education is predominately female. In the 20/21 school year, 76.7% of students declared education were female and in 21/22 school year, 75.6% of students declared education were female. 85.6% of the awards (AA, AA-T) given were female and 14.4% of the award given were to male students. This results in a 30.3% equity gap in completion rates between male and female students. However, this does not capture the students who have the intention of pursuing a single subject credential because they would be declared a specific major other than teacher education/liberal studies. According to the Equity Gap Analysis Dashboard, there is an equity gap for success rates among Black/African American students as well as Latinx students and all other ethnicity groups. Success is measured as course completion. The overall success rate from 2019 until present is 83.4%. Black/African American students make up approximately 4% of the Teacher Education enrollments with a 78.3% success rate. This creates a 5.3% equity gap. Latinx students make up approximately 43% of the Teacher Education enrollments with 80.2% success rate. This creates a 5.6% equity gap.
Describe the discussion(s) that took place about the unit's learning outcomes assessment data.	Department Outcomes Coordinators (DOCs) facilitate a department wide discussion on learning outcomes data each year during "Outcomes Across Campus". DOC's may helpful in supporting this section.	The Teacher Education Program facutly collaborated with the Tutoring Program coodinator to update CLOs. The CLOs are updated and waiting to be uploaded to CurricuNet. The new CLOs will be implemented in the Fall '23 semester.
Practice Reflection		
Prompt	Guidance	Program Response

Describe current practices your unit has engaged in that you believe impact the above data trends and equity gaps.	Items to consider: new actions specifically focused on issues of equity, major curricular changes, professional learning, policy or process changes, data-informed unit dialogue, community outreach.	To address the equity gaps that were noted, there have been a few practices that are put into place. A process to be referred to counseling has been put in place for the Education courses. This allows for students to check in with the designated Teacher Education counselor and track their progress. The Teacher Education instructor will contact students who are failing to check in on progress and assist if/when needed. The creation of a teacher community is in progress. Teacher education students in collaboration with teacher education faculty and local teachers make up this community. Meetings are held monthly through the on campus Future Educators club to create a space for the community. The hope is that students connect with the community and in turn feel connected to the department and program which can assist in their success. Additionally, there has been more community outreach for the Teacher Education program.The Teacher Education Program partnered with the tutoring program at Hoover High School and started a pipeline for students to become tutors and then transition into teacher education. This in turn will create a more equitable teacher education program because the Teacher Education program is going into the local community and reaching students from the community that Mesa represents.
What other factors (internal or external) might also impact the above data trends and equity gaps?	Items to consider: legislative changes, fiscal changes, staffing changes, recruitment, hiring, and retention practices.	Other factors that might impact the above trends and equity gaps are the staffing changes. Having a designated full time faculty member allows for specific change to be made to make the program more equitable. For example, focus can be made on the demographics that make up the program and a specific plan can be made as to how to change the demographics so they more closely reflect our student population. Additional recruitment efforts can be made as well. For example, establishing relationships with other departments across campus to discover students who may have an interest in teaching but are unfamiliar with the program. Creating a bridge between the STEM classes and teacher education could increase enrollment in our Education 211 course and in turn produce a better representation of Mesa students in the Teacher

		Education Program.

Unit Goals and Action Plans		
Prompt	**Guidance**	**Program Response**
Unit Goals	Goals should connect to Data and Practice Reflections. Goals should be Specific, Measurable, Attainable, Relevant, and Time-bound.	Goal 1: Partner with the Institutional Research Office to set up a research agenda for the Teacher Education program to increase success rates and awards given. Goal 2: By Spring 2024, have the Education classes reformatted and restructured to reflect current educational practices, methodologies, and theories along with becoming ZCT courses. Goal 3: Create collaboration across disciplines with faculty members who teach teacher education courses by Spring 2024.
Mesa2030 Roadmap Strategic Objective (SO) Alignment	Review Mesa2030 and the Roadmap to Mesa2030, only link to SO's that your goal clearly and intentionally is meant to contribute to, each goal should link to 1 or more SOs	**Goal 1**: Partner with the Institutional Research Office 　　**SO:** Pathways and Partnerships 　　Develop and implement frameworks to create communities that can provide more targeted delivery of educational resources and support services. 　　**SO**: Completion 　　Design and promote programs and services that intentionally target a reduction in equity gaps in completion outcomes **Goal 2:** Education Classes Restructuring 　　**SO**: Community 　　Develop activities, spaces, and programs that support a sense of belonging with a focus on antiracism, historically minoritized groups*, and inclusion. 　　**SO**: Scholarship: 　　Reduce costs associated with instructional materials to support the elimination of equity gaps. **Goal 3**: Collaboration with professors across disciplines 　　**SO**: Completion:

		Develop cross-functional teams that support student success and include integrated career and transfer counseling **SO**: <u>Scholarship</u> Expand the use of innovative and high-quality teaching, learning, and support practices that achieve equitable outcomes and increase student success.
Identify specific actions your program/service area will engage in to accomplish this goal.	Examples may include: policy or practice changes; unit initiatives, curricular changes, etc.	**Goal 1:** Partner with the Institutional Research Office to gain access to a list of students in the Teacher Education program to provide proactive outreach to our students to gain knowledge of where they are in their educational journey and what they need to transfer by Spring 2024. 1. Connect with IE office at the beginning of the semester and end of the semester to create collaboration. 2. Create a strategic plan for understanding who the Teacher Education students are and how best to track and support them. **Goal 2:** By Spring 2024, have the Education courses reformatted and restructured to reflect current educational practices, methodologies, and theories along with becoming ZCT courses. 1. Apply for ZCT grant, work to create ZCT courses by the end of Spring 2024. 2. Research current practices and trends in education to provided current content for teacher education students. **Goal 3**: Create collaboration across disciplines with faculty members who teach teacher education courses by Spring 2024 1. Connect with professors to brainstorm collaboration. 2. Create an advisory committee that meets once a semester to collaborate on courses, teaching strategies, and plan moving forward for Teacher Education program.
Does this Action Plan require resources	if yes, complete resource request form	☐Yes ☐<mark>No</mark>
Resource Requests		

Prompt	Guidance	Program Response
General Directions	Each response should include accurate and relevant data, meaningful analysis of those data, and a clear connection of those data to the program/unit goals. Relevant data may include data beyond what is provided by IE. Writers should include any and all data they deem relevant to the request. Responses should include considerations around impact to campus practice, proportion of students/employees impacted, impact on equity, and specialized expertise needed to support programming.	
Unit Goal Alignment	Which Unit Goal(s) will this resource request support?	
Type of Request	Select one	☐Classified Professional ☐Faculty ☐Equipment/Supplies ☐Budget Augmentation ☐Facilities
Title of Request		
Using accurate and relevant data*, explain the **Need** for the request beyond what currently exists in the unit.	Some data will be provided but writers should include any additional data they deem relevant to the demonstration of need. Classroom requests must minimally include the FTES/FTEF, amount of Adjunct FTEF on the schedule, and current Headcount of Full-time faculty in the department. Other data could include student utilization, faculty/employee utilization, growth/demand, time on task, efficacy of services, etc. Request may include discussion of how it will support a new policy, practice or requirement (internal or external). The requirement should be clearly articulated with relevant details describing how this request supports the requirement.	

Explain how your request contributes to improvements in **Equity** for Disproportionately Impacted groups.	Scoring considerations: Request will intentionally support practices that have demonstrated success or are research supported in producing parity in outcomes across racial/ethnic student groups or other historically minoritized groups. Examples may include: ● Student-facing practices, policies, programs ● Policies, practices, programs that foster a culture of equity-mindedness ● Policies, practices, programs that improve our ability to pursue equity through principles of inquiry and development of equity-minded systems.	
Explain how your request addresses **Excellence.**	Scoring considerations: Request will intentionally support excellence and completion. Demonstration of excellence may include discussion of the following: ● high-quality, culturally relevant teaching/learning experiences ● supporting students toward timely completion of educational goals ● eliminating barriers and providing support for students entering Mesa College, through to completion, and beyond to transfer and employment ● partnerships within Mesa's internal and external communities to enhance access and completion efforts ● New policies, practices, or structures that intentionally focus on institutional improvement and effectiveness	
Explain how your request fosters **Innovation**	Scoring Considerations: Request introduces something new and/or makes changes to something established. Examples may include: ● Innovation in curriculum, pedagogy, student success efforts ● New/more efficient or effective campus processes or infrastructure support ● Ideas around scaling up an effective practice utilizing a new approach	

Explain how your request promotes **Sustainability**	Scoring considerations: Request clearly demonstrates a commitment to sustainability of resources (physical, fiscal, and human). Examples may include: ● Commitment to and prioritization of policies or practices that improve environmental justice and sustainability ● Responsible stewardship of resources (physical, fiscal, and human) ● climate action education ● Policies, practices, programs committed to reducing Mesa College's carbon footprint ● replacement/maintenance of current resources ● cross-functional/interdisciplinary request that improves efficiency of resources, practices, and programming	
Is this request necessary for the Program's Accreditation status?	Select one	☐Yes ☐No
One-time cost or ongoing?	Equipment/Supplies and Facilities Requests Only	☐One-time ☐Ongoing
Estimated Cost of ownership	Equipment/Supplies and Facilities Requests Only	$
Is maintenance required	Equipment/Supplies and Facilities Requests Only	☐Yes ☐No