SAN DIEGO MESA COLLEGE

Program Review

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

Instructional Program - Personal Growth (PERG)

Executive Summary

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

Personal Growth (PERG) offers quality and equity-centered online and in-person courses for students, including courses with content representing LatinX (Puente), African American (Umoja), and Asian American and Pacific Islander (KAPWA) perspectives. We continue to be a department the represents excellence in equity, intersectionality, and inclusion with regarding to hiring and teaching.

At Mesa, we support a community of practice and we meet as a discipline each fall and spring. During these meetings, we participate in professional learning and share best practices.

Additionally, we assess CLOs every fall and spring. This allows for meaningful conversations about our students and their success, and places our faculty well within the DEIA "Learning Zone."Our discipline has continued to adapt to the changes in enrollment patterns associated with "post-pandemic" students. We have adjusted our offerings to include a number of fully online and short-term courses offered every semester, including intersession. Discussions have included challenges with assignment completion and engagement as well as attendance. We continue to address these challenges in adapting to our changing population needs.

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.

We have developed our first Certificate of Achievement that is in alignment with course requirements for public universities. Self- Advocacy and Social Awareness focuses on the development of critical thinking and self-advocacy skills as well as knowledge of environmental and social justice issues. This award provides a career pathway for undecided and dual enrollment students.

Additionally, we are faced with the anticipated CalGETC, which does not include CSU Area E courses. Advocacy continues with regard to acceptance of our courses in lieu of upper division general education requirements at CSU or changes to our own Associate Degree requirements to include Area E courses (this requires a change to Title 5), so the future of all Area E courses is yet to be determined.

Lastly, We are continuing to discuss how to infuse our PERG discipline into the District General education pattern and are currently working with all campuses (Mesa, City, Miramar) with this alignment.

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

During summer 2022, we began to offer PERG courses through the EOPS Summer Bridge program. Because the new Certificate of Achievement was approved for the 24-25 Catalog addendum, we will begin to offer PERG 160 (currently only offered at City College) and promote the award for students graduating spring 2024. We have begun to add multiple sections of PERG 160 to help with completion of our CERT.

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.
Courses are offered in all formats during regular, 8-week and intersession terms in order to provide the greatest number of options for students. DOC utilized the campus dashboard in examining success data for all PERG courses. Overall success rates for 24/25: PERG 110 (76%), PERG 120 (80%), 130 (71.6%), 140 (87.9%) and 160 (87.1%) compared to the campus as a whole at 76.3%.

In examining trends, all courses have higher success rates in the fall versus spring. There appeared to be minor differences across gender with non-binary students succeeding in high numbers. Outcome trends showed a significant drop from 92% to 57% for Black/African American first-generation students 2021/2022 compared with 2020/2021. For the 24/25 Academic Year Our Success rates continued to grow for the the Black/ African American (67.6%) and Latine (73.5%) Populations. Both groups including the first generation status are groups our department and the campus as a whole continues to focus on in terms of addressing disparities.

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

The equity gap analysis for 24/25 shows that our overall course success rate was (77.4%), well above the campus success rate (75.3%). Retention rates were high (93.0% total); however, we show equity gaps for Black/African American (-9.4%), LatinX (-6.1%) and Multi-Ethnicity/Other (-0.1%). For these groups, grades by term looked a bit better with 85%, 77%, and 84% passing and above, respectively. When adding first generation status, disproportionate impact only affected LatinX students (-8.9%) and Multi-Ethnicity/Other (-6.5%). Equity gaps for African American and LatinX students were significantly smaller than the campus as a whole.

Related Documents for Charts and Graphs
Fall 2022 PERG 110 CLO Data.docx;
Spring 2023 PERG 120 Course Learning Outcomes.docx;
Spring 2023 PERG 130 Course Learning Outcomes.docx;
Spring 2023 PERG 140 Course Learning Outcomes.docx

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

Outcomes are assessed each semester. During fall 2024, instructors received their individual data and the overall results from spring 2023 were discussed at the first discipline meeting of the semester. PERG 110 has assignment-based completion outcomes while PERG 120, 130, and 140 distribute a Google Form to students during 14-16th weeks. This reflects CLO Data for Spring 2025

PERG 110: CLO 1 (66%); CLO 2 (85%); CLO 3 (85%)
PERG 120: CLO 1 (92%); CLO 2 (90%); CLO 3 (87%)
PERG 130: CLO 1 (92.8%); CLO 2 (92.9%); CLO 3 (92.9%)
PERG 140: CLO 1 (99.8%); CLO 2 (90.4%); CLO 3 (97%)
PERG 160: Not offered in Spring 2025 semester

The PERG 110 faculty member has adjusted assignments and policies based on the return to face-to-face instruction. Due to low success rates, the discipline is not offering PERG 110 online/asynchronous for dual enrollment high school students.

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.

Our discipline has a strong community of practice and outcomes are assessed and discussed every semester. Our discipline meetings include professional learning, policy/process changes, and data-informed dialogue. Spring 2023, faculty made substantive changes to two survey questions. The discipline success rate continues to exceed that of the college as a whole and the equity gap analysis showing disproportionate impact is significantly lower for African American and LatinX students; however, we continue to develop and offer courses that honor the perspectives and needs of students who are disproportionately impacted and make progress in both of these areas. We have continued to use our same CLO survey questions through the 24-25 Academic Year.

What other factors (internal or external) might also impact the above data trends and equity gaps?
PERG courses have been humanized and faculty have exhibited flexibility in meeting the needs of students. We continue to offer learning communities with courses with African American (Umoja), LatinX (Puente) and ANAPISI (Kapwa) perspectives, respectively.

The majority of our students take Personal Growth during their first year in college. Our course outcomes may be affected by legislation that has barred Math and English prerequisite/preparatory offerings. This may result in more students struggling academically, while taking our courses. Additionally, with the push to include younger high school students, this also may have a similar effect, as demonstrated by success rates for PERG 110.

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.
On September 7, 2023, the Certificate of Achievement titled Self-Awareness and Social Awareness was approved at Mesa's Curriculum Committee, followed with approval from the District Curriculum Instruction Committee. The department is looking forward to have this certificate appear in the 2024-2025 SD Mesa Catalog.

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

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

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

YEAR 3 Updates (2024 - 2025)

Provide any edits or updates to the prompts originally documented in the Executive Summary section for Year 3.
24-25 heralded the approval of the Personal Growth (PERG) Program and its Certificate of Achievement in Self-Advocacy and Social Awareness. We anticipate students receiving these certificates in fairly large numbers this spring 2025. Fall 2024 was the first time PERG 160 was taught at Mesa College. We also offered our first PERG 120 course from a LGBTQIA+ perspective.

Summary and Reflection

PERG faculty are actively engaged in a campus District General Education (GE) Task Force under our Curriculum Review Committee (CRC) and we hope to have an updated District GE pattern to recommend for adoption by the end of Fall 2025 that will incorporate lifelong learning courses.

Provide any edits or updates to the prompts originally documented in the Data Reflection section for Year 3.
Courses are offered in regular, short-term and intersession formats in order to provide the greatest number of options for students. DOC utilized the campus dashboard in examining success data for all PERG courses. Overall success rates for 23/24: PERG 110 (71%), PERG 120 (78%), 130 (70%), and 140 (86%) compared to the campus as a whole at 74%.

Fall 2024, our on-campus high school The Met moved to dual enrollment. With this change, the department opted to no longer offer PERG 110 specifically for that population. For all PERG courses, Face-to-Face students continued to have slightly higher rates of success. The department has prioritized Face-to-Face instruction for future courses and to include both Face-to-Face and online options for all courses.

In examining trends for the 23-24 school year, we had a reversal with higher success rates in the spring versus fall. Non-binary students were only reported in PERG 120, so the numbers were small and the outcomes were lower than cis-gendered (male/female) students (58% versus 78%). This was a factor in offering a PERG 120 section fall 2025 from a LGBTQIA+ perspective. In terms of overall trends, Black/African American students made gains in 22/23 (78%), but declined again in 23/24 (66%). This is a group both our department and the campus as a whole continues to focus on in terms of addressing disparities.

Review Outcomes Report. Review the unit's outcomes assessment process for 2023 - 2024. Discuss connections to unit goals/action plans/resource requests.
Outcomes are assessed each semester. Each regular semester, instructors received their individual data and the overall results from the prior semester. CLO data from the prior semester is discussed at the first discipline meeting of the semester (September/February). PERG 110 has assignment-based completion outcomes while PERG 120, 130, and 140 distribute a Google Form to students during 14-16th weeks.

The following outcome data was collected for the 23/24 academic year:

Fall 2023
PERG 110: CLO 1 (100%); CLO 2 (100%); CLO 3 (70%)
PERG 120: CLO 1 (87%); CLO 2 (91%); CLO 3 (86%)
PERG 130: CLO 1 (92%); CLO 2 (97%); CLO 3 (92%)
PERG 140: CLO 1 (80%); CLO 2 (80%); CLO 3 (100%)

Spring 2024
PERG 120: CLO 1 (92%); CLO 2 (93%); CLO 3 (88%)
PERG 130: CLO 1 (100%); CLO 2 (92%); CLO 3 (88%)
PERG 140: CLO 1 (86%); CLO 2 (71%); CLO 3 (93%)

The 80% benchmark was met by all except PERG 110 and 140. Discussion in the discipline included the fact that PERG 110 saw improvements in CLOs 1 and 2, but a reduction in CLO 3 believed to be related to the higher percentage of 10th graders in the course for fall 2023 (over ? of the class). PERG 140 saw a reduction in outcome for CLO 2 because the faculty member gave the assessment too early in the semester, when the material had not yet been fully covered. No action nor resources were necessary for 24-25.

Provide any edits or updates to the prompts originally documented in the Practice Reflection section for Year 3.
Our discipline has a strong community of practice and outcomes are assessed and discussed every semester. Our discipline meetings include professional learning, policy/process changes, and data-informed dialogue. The discipline's overall success rate continued to exceed the college average for 23/24 (78% versus 75%). The equity

gap analysis showing disproportionate impact is significantly lower for LatinX students than previously reported; however, the gap widened for Black/African American students. We continue to develop and offer courses that honor the perspectives and needs of students who are disproportionately impacted and will continue to monitor what is happening with these students in our classes.

The majority of our students take Personal Growth during their first year in college. Legislation that barred Math and English prerequisite/preparatory offerings has led to first-year students having to prioritize success in transfer level Math and English courses. Anecdotally, this has resulted in more students struggling academically, while taking our courses. High school courses offered through CCAP have significantly higher rates of success (91%) and this may be a factor in that difference.

YEAR 4 Updates (2025 - 2026)

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

The 25-26 Year was a great year for the PERG discipline. We began to issue Certificates of Achievement and promote courses to fulfil this goal.

PERG faculty continue to actively engage in a campus District General Education (GE) Task Force under our Curriculum Review Committee (CRC) and we hope to have an updated District GE pattern to recommend for adoption by the end of Fall 2025 that will incorporate lifelong learning courses.

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

Fall 2025 CLO outcomes have been issued to students and are awaiting results. The courses surveyed are PERG 110,120,130,140,160

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

The PERG Committee and all PERG faculty have met as a discipline and continue to promote and agree upon an 80% benchmark for success rates. This is above the campus course success rates as we have noticed the incredible value and success students continue to have in our discipline. With this knowledge we want to continue to adapt our goal to expand our growth as a discipline. Our next actionable step is to promote and offer the PERG Certificate of achievement and work with our learning communities to help students obtain the cert. Future outcomes and PLO's can look at success and completions rates for our Certificate as well.

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: Certificate of Achievement in Self-Advocacy and Social Awareness

Unit Goal: Goal 1: For the fall 2024 catalog, gain approval of a Personal Growth Program with a Certificate of Achievement in Self-Advocacy and Social Awareness for first time college and dual enrollment students.

Goal Status: Completed

Beginning Year: 2022 - 2023

Projected Completion Year: 2024 - 2025

Mapping

Mesa College Strategic Plan: Roadmap to Mesa2030:

- **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 (✓)
- **Pathways and Partnerships - Objective 2:** Expand partnerships with K-12 institutions to enhance program offerings and increase access for minoritized students. (✓)

Action Plans	Updates
Action Plan Status: Completed **Action Plan:** 1. Engage with sister campuses for wider adoption of Certificate of Achievement. 2. Meet all deadlines for campus/district approval early fall 2023. **Action Plan Cycle:** 2024 - 2025, 2023 - 2024, 2022 - 2023	**Submission Date**: 11/26/2025 **Action Plan Update**: Goal #2: Certificate of Achievement in Self Advocacy and Social Awareness Completion rate Progress Goal Status: In Progress Action Plan: Engage with sister campuses and Special Programs (KAPWA, UMOJA, PUENTE) to identify completion rates of the PERG Certificate of Achievement **Update Year**: 2025 - 2026 **Action Plan Progress**: On Track
	Submission Date: 12/17/2024 **Action Plan Update**: The Personal Growth Certificate of Achievement was approved for the 24-25 catalog addendum and the discipline looks forward to awarding the certificates this coming spring. **Update Year**: 2024 - 2025 **Action Plan Progress**: Completed
	Submission Date: 09/27/2023 **Action Plan Update**: Certificate of Achievement (CA) was approved by campus and district CIC; a districtwide discipline meeting is scheduled October 2023 and other campuses expressed interest to adopt CA for 25-26 Catalogs, respectively.

Unit Goals, Action Plans, and Updates

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

Certificate of Achievement for PERG completion rates

Unit Goal: To track completion rates for the Certificate of Achievement in Self Advocacy and Social Awareness

Goal Status: Active

Beginning Year: 2025 - 2026

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 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 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. (✓)
- **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 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

- **Stewardship - Objective 1:** In collaboration with students, develop a climate action plan aligned with state and city goals that includes a timeline to reduce Mesa College's carbon footprint, focuses on climate literacy and student action, and mitigates Mesa's impact on climate change (✓)
- **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 (✓)

Action Plans	Updates
Action Plan Status: Active **Action Plan:** Work with sister campuses and Special programs (KAPWA,UMOJA, PUENTE) to identify students who can complete or completed the Certificate of Achievement **Action Plan Cycle:** 2026 - 2027, 2025 - 2026	