

Instructional Program Review 2019/20 UPDATE

Accelerated College Programs

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General Information (Instructional Program Review 2019/20 UPDATE)

2019/20 Instructional Program Review

SUBMISSION INFORMATION AND UPDATES (REQUIRED)

Lead Writer: Sharon Hughes

Liaison: Dina Miyoshi

Department Chair: Jarred Collins

Manager: Susan Topham

CTE: No

OUTCOMES AND ASSESSMENT (REQUIRED)

Form: 2019/20 Program Review Outcomes and Assessment Section (See appendix)

PROGRAM ANALYSIS FOR EQUITY AND EXCELLENCE (REQUIRED)

Form: 2019/20 Program Review Instructional Program Analysis Section (See appendix)

PROGRAM GOALS (REQUIRED)

2018/19

Hire Full Time Faculty

The Accelerated College Program needs full time faculty to replenish the loss of three full time Political Science professors over the last 10 years. We also need more full time Math and Political Science faculty to support our students and expansion of our program

Mapping

CA- Mesa College Strategic Directions and Goals: Strategic Goal 1.1, Strategic Goal 1.2, Strategic Goal 1.3, Strategic Goal 1.4, Strategic Goal 1.5, Strategic Goal 1.6, Strategic Goal 2.1, Strategic Goal 2.2, Strategic Goal 2.3, Strategic Goal 2.4, Strategic Goal 2.5, Strategic Goal 3.1, Strategic Goal 4.1, Strategic Goal 4.2, Strategic Goal 5.1, Strategic Goal 5.2, Strategic Goal 6.1, Strategic Goal 6.2, Strategic Goal 6.3,

Institutional Learning Outcomes 2016/17: Communication, Critical Thinking, Global Consciousness, Information Literacy, Professional & Ethical Behavior

Sustain/Expand Program

The Accelerated College Program would like to expand our program offerings both in courses and disciplines at existing partner high schools and to new partner high schools.

Mapping

CA- Mesa College Strategic Directions and Goals: Strategic Goal 1.1, Strategic Goal 1.2, Strategic Goal 1.3, Strategic Goal 1.4, Strategic Goal 1.5, Strategic Goal 1.6, Strategic Goal 2.1, Strategic Goal 2.2, Strategic Goal 2.3, Strategic Goal 2.4, Strategic Goal 2.5, Strategic Goal 3.1, Strategic Goal 4.1, Strategic Goal 4.2, Strategic Goal 5.1, Strategic Goal 5.2, Strategic Goal 6.1, Strategic Goal 6.2, Strategic Goal 6.3,

Institutional Learning Outcomes 2016/17: Communication, Critical Thinking, Global Consciousness, Information Literacy, Professional & Ethical Behavior

Bring Information about Promise to ACP Students

Our students and their parents are often interested in information about the Promise Program. We would like to collaborate with the Dean of Student Development to develop and implement a strategy to maximize ACP matriculation to Mesa College and participation in the Promise Program.

Mapping

CA- Mesa College Strategic Directions and Goals: Strategic Goal 1.1, Strategic Goal 1.2, Strategic Goal 1.4, Strategic Goal 1.5, Strategic Goal 1.6, Strategic Goal 2.2, Strategic Goal 2.4, Strategic Goal 3.1,

Institutional Learning Outcomes 2016/17: Communication, Information Literacy

ACTION PLANS FOR GOALS (REQUIRED)

Actions

2018/19

Goal

Goal: Hire Full Time Faculty

The Accelerated College Program needs full time faculty to replenish the loss of three full time Political Science professors over the last 10 years. We also need more full time Math and Political Science faculty to support our students and expansion of our program

Action: Hire New Faculty

Describe the actions needed to achieve this objective:

We will continue to fill out faculty hiring requests through Program Review, detailing the unique needs of our program, why full time faculty are essential to its success and in the best interest of Mesa College.

We will continue to advocate through committee work for priority in hiring.

Who will be responsible for overseeing the completion of this objective:

Faculty in the Accelerated College Program are responsible for this, through their contributions to program review and through committee work.

Provide a timeline for the actions:

1-6 years, however long it takes to get new full time faculty for our program.

Describe the assessment

We will know if we are successful when we are afforded the opportunity to hire new

plan you will use to know if the objective was achieved and effective: faculty.

List resources needed to achieve this objective and associated costs (Supplies, Equipment, Computer Equipment, Travel & Conference, Software, Facilities, Classified Staff, Faculty, Other): Faculty.

Goal: Sustain/Expand Program

The Accelerated College Program would like to expand our program offerings both in courses and disciplines at existing partner high schools and to new partner high schools.

Action: Sustain/Expand Program

Describe the actions needed to achieve this objective: To sustain/expand our program we will need to collaborate with San Diego Unified in the best interest of our students and hire full time faculty.

Who will be responsible for overseeing the completion of this objective: Faculty in the Accelerated College Program are responsible for this objective through our individual outreach and discussion with high schools and collectively when engaging with district officials at San Diego Unified School District.

Provide a timeline for the actions: 1-6 years.

Describe the assessment plan you will use to know if the objective was achieved and effective: Assessment will take place through continued conversations with our department and San Diego Unified, as we mark progress, make corrections and ensure student success.

List resources needed to achieve this objective and associated costs (Supplies, Equipment, Computer Equipment, Travel & Conference, Software, Facilities, Classified Staff, Faculty, Other): Faculty, Equipment

Goal: Bring Information about Promise to ACP Students

Our students and their parents are often interested in information about the Promise Program. We would like to collaborate with the Dean of Student Development to develop and implement a strategy to maximize ACP matriculation to Mesa College and participation in the Promise Program.

Action: Meet and work with Dean of Student Development to develop and implement a strategy to maximize ACP matriculation to Mesa College and partic

Describe the actions needed to achieve this objective:

Many of our students enroll directly in to a four year college or university, however, over the past few years, significantly more students have expressed interest in attending Mesa due to financial constraints and the opportunities Mesa affords. Students have a number of questions that are most easily addressed by counselors from Mesa who have the best and most up-to-date information. We would like to look at having counselors from Mesa visit our classes at the high school and work to develop information packets for parents as well.

Some questions that students have and that need to be addressed in any informational materials are:

What information is being put out to the community, specifically parents, about the Promise Program? What information is sent to high schools?
Is Mesa at college nights at the HS campuses explaining Promise?
Is there clear information about how it is for everyone? How to 'enroll'?
Is it coupled with information about Mesa's transfer rates to CSUs and UCs?
Is there a comparison to the % difference of who gets accepted (i.e. freshman at UCs are accepted at x% rate, but our transfer students are accepted with y% rate)?
Can there be information about how GPA and grades transfer?
Is there a comparison to cost?
Is there data on the amount of debt students typically leave a CSU/UC with vs. those who start at a CC? Data on how long it takes to pay off?
Promise Program 'opt-in' goes out via e-mail to the HS students? Is there another way? Students rarely use email anymore.

Who will be responsible for overseeing the completion of this objective:

Jarred Collins and Sharon Hughes

Provide a timeline for the actions:

Over the next few semesters we look to collaborate with outreach and counselors.

Describe the assessment plan you will use to know if the objective was achieved and effective:

We can hopefully track to see if there is an increase in the number of students from our classes who attend Mesa

List resources needed to achieve this objective and associated costs (Supplies, Equipment, Computer Equipment, Travel & Conference, Software, Facilities, Classified Staff, Faculty, Other):

Faculty, time.

GOAL STATUS REPORT (REQUIRED)

Action Statuses

2018/19

Goal

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We will continue to advocate through committee work for priority in hiring.

Who will be responsible for overseeing the completion of this objective:

Faculty in the Accelerated College Program are responsible for this, through their contributions to program review and through committee work.

Provide a timeline for the actions:

1-6 years, however long it takes to get new full time faculty for our program.

Describe the assessment plan you will use to know if the objective was achieved and effective:

We will know if we are successful when we are afforded the opportunity to hire new faculty.

List resources needed to achieve this objective and associated costs (Supplies, Equipment, Computer Equipment, Travel & Conference, Software, Facilities, Classified Staff, Faculty, Other):

Faculty.

Status for Hire New Faculty

Current Status:

Not Implemented

If the Current Status was marked Completed, what was the impact of the completed objective on your program:

If the Current Status was not marked Completed, what are the implications and next steps:

Given the faculty hiring freeze and budget constraints we will not be requesting any full time positions in the near future.

Goal: Sustain/Expand Program

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Action: Sustain/Expand Program

Describe the actions needed to achieve this objective:

To sustain/expand our program we will need to collaborate with San Diego Unified in the best interest of our students and hire full time faculty.

Who will be responsible for overseeing the completion of this objective:

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Provide a timeline for the actions:

1-6 years.

Describe the assessment plan you will use to know if the objective was achieved and effective:

Assessment will take place through continued conversations with our department and San Diego Unified, as we mark progress, make corrections and ensure student success.

List resources needed to achieve this objective and associated costs (Supplies, Equipment, Computer Equipment, Travel & Conference, Software, Facilities, Classified Staff, Faculty, Other):

Faculty, Equipment

Status for Sustain/Expand Program

Current Status:

In Progress

If the Current Status was marked Completed, what was the impact of the completed objective on your program:

If the Current Status was not marked Completed, what are the implications and next steps:

Discussions with San Diego Unified and partner high schools are ongoing.

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Jarred Collins and Sharon Hughes

Provide a timeline for the actions:

Over the next few semesters we look to collaborate with outreach and counselors.

Describe the assessment plan you will use to know if the objective was achieved and effective:

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Faculty, time.

Status for Meet and work with Dean of Student Development to develop and implement a strategy to maximize ACP matriculation to Mesa College and partic

Current Status:

Not Implemented

If the Current Status was marked Completed, what was the impact of the completed objective on your program:

If the Current Status was not marked Completed, what are the implications and next steps:

Through discussions with our dean, we see this goal being pursued under the larger context of CCAP. As this will be a joint effort among multiple entities at Mesa, it is taking time to come in to full focus.

Request Forms

CLASSIFIED POSITION, BARC AND FACULTY POSITION REQUEST

Reviewers

LIAISON'S REVIEW

Form: Instructional Program Liaison's Review 2019/20 UPDATE

MANAGER'S REVIEW

Form: Instructional Program Manager's Review 2019/20 UPDATE

Appendix

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- A. **2019/20 Program Review Outcomes and Assessment Section** (Form)
 - B. **2019/20 Program Review Instructional Program Analysis Section** (Form)
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Form: "2019/20 Program Review Outcomes and Assessment Section"

Created with : Taskstream

Participating Area: Accelerated College Programs

(REQUIRED) Program name

Accelerated College Program

(REQUIRED) Are you on target with your assessment schedule?

ACP Math has assessed CLOs in all courses, and used the CLO assessments to evaluate ACPs PLOs.

(REQUIRED) What have your assessments revealed about your courses/programs/service area/school/division/office?

Our assessments have consistently revealed small ways in which we can adjust our teaching to improve student learning, whether it be emphasizing different aspects of a concept, or changing the order in which things are taught.

For ACP Math, PLO assessment have shown that students on different tracks (business/STEM) and/or at different levels (100/200) are progressing as we would hope through course sequences and levels.

(REQUIRED) Based on your assessments, what resource needs have you identified?

None

Please provide any other comments.

No answer specified

Form: "2019/20 Program Review Instructional Program Analysis Section"

Created with : Taskstream

Participating Area: Accelerated College Programs

Program Name

(REQUIRED) Type your program name.

Accelerated College Program

Part A: In this section, please analyze your program in terms of course success metric. Start by disaggregating the available data by race, gender, and any other parameters of interest to your program and answer the following questions.

(REQUIRED) A1. What patterns do you notice with regard to equity in course success at the program level by race/ethnicity?

You may also conduct analysis by course and/or by modality.

Equity Gap: When a group of students who share a common characteristic (e.g. race/ethnicity) have lower access and/or outcome rates than their peers. The size of the equity gap along with the size of the group determine whether that gap is significant. Larger groups should, statistically, have smaller gaps and therefore when gaps are present (even small ones) they may be significant. Smaller groups will see wider variation in outcomes, therefore gaps should be seen consistently over time and/or reviewed by looking at multiple years in aggregate to determine if they are significant.

The Accelerated College Program has an average success rate of 93%. There are equity gaps for African Americans (10%), Filipinos (6%) and Latinx (3%). While we would like the equity gaps to be less, it should be noted that across all ethnic groups the lowest success rate is an 83%--110 out of 133 students "succeeding" in the their courses--which is high to begin with.

(REQUIRED) A2. Do these patterns persist over time (e.g., look at the last five years)? Describe if equity gaps are increasing, decreasing, or staying the same?

Looking at the trends over time, African Americans, our largest equity gap overall, shows no consistent trend up or down over the last 5 years, but is rather quite sporadic. Year by year analysis also reveal the very small population from which we draw: 18-22 African American students per year.

For Filipinos, there is a growing number of enrollments, steadily increasing from 43 to 97. Success rates have declined from a 94% to an 84% over the past 4 years.

For Latinx, enrollments remain steady between 250 and 300 students. While there is a small equity gap, the success rates for Latinx are holding steady as well, between 90 and 93%.

(REQUIRED) A3. What factors may have influenced these results? What are your most significant findings?

Any number of factors can influence these results. We are a program that teaches entirely off the Mesa campus, enrolling only high school students. We rely on high school counselors to properly place students in our classes. Resources for students vary across the multiple high school sites at which we operate, and students in our classes, while they technically have access to the support programs (tutoring etc) at Mesa, rarely if ever, make it to campus to take advantage of the programs. Typical college students enroll in 3-4 courses a semester; our students carry 4 or 5 high school classes while taking an additional 1 or 2 college classes, often while maintaining part time jobs and extra curricular activities; they have significantly less time to dedicate to each course. The most significant finding/equity gap is that of African American students, it is hard to pinpoint any specific area that may have influenced the gap, given the small enrollments, the interdisciplinary nature of our program, and the number of high school sites at which we operate.

(REQUIRED) A4. How have you/might you alter practices to increase student success and reduce equity gaps?

Students in our program, regardless of equity gaps, have exceptionally high success rates. While every teacher can do what one can in the classroom to help build a culture of success for students from all backgrounds, and educate themselves on various ways to bridge gaps and be aware of barriers to student success. Many of the things that could significantly impact student success rates are, however, given the nature of our program, are systemic in nature and out of our control. For instance a number of our students ride buses to attend a particular high school, and some students will spend 2+ hours on a bus just getting to and from school, that time, coupled with the demands of a full high school schedule, extracurricular activities, and part time work, can significantly impact a student's study time.

(REQUIRED) A5. How does your program contribute to the College's identity of being a Hispanic Serving Institution?

Our program serves between 250 and 300 Latinx students a year, affording many students the opportunity to take a college class, earn college credit, and realize that success in college for them is possible!

(REQUIRED) A6. Have you identified resource needs? If yes, please list.

No.

(REQUIRED) A7. Do any of your program goals address these implications or needs? If not, please develop a new goal that addresses your findings and subsequent reflection.

N/A

Part B: In this section, look at the area of focus you identified in last year's program review and answer the following questions.

(REQUIRED) B1. How have you developed this focus? Are you seeing any results? What are your next steps?

ACP had two areas of focus: teaching and sustaining/expanding our program. Individual teachers develop their teaching through various professional development and collaboration. Given the budget downturn, and number of other contributing factors, this year we can only look to sustain our program.