

2022-23 Program Review Template

Directions for Lead Writers: Please use this template to complete your Unit’s Program Review for this cycle. After you complete this template, please click [here](#) to upload this word document.

Click [here](#) to view our Glossary of Terms.

Other Resources:

[Program Review Handbook](#)

[Acronym Dictionary](#)

[Resource Link Library](#)

[Mesa 2030](#)

[Program Review Archives](#)

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](#).

<i>Program Information & Executive Summary</i>		
Prompt	Guidance	Program Response
Describe the successes and challenges your unit has faced since the last comprehensive review.		<p>Strengths:</p> <ul style="list-style-type: none"> • Great programming • Continuance • Overlapping <p>Challenges:</p> <ul style="list-style-type: none"> • 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 Online Success 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.

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.	Optional	
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	<input type="checkbox"/> Reviewed and accurate <input type="checkbox"/> Reviewed not accurate, update in progress <input type="checkbox"/> Reviewed not accurate, need support
<i>Data Reflection</i>		
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	<p>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.</p> <p>Retention</p>

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

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 in cases, widened. In 2020/21 Black/African American students and Pacific Islander/Hawaiian Native students 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).

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)

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"

		<ul style="list-style-type: none"> • 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 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.	
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.	
<i>Practice Reflection</i>		
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.	<p>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.</p> <p>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 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.</p> <p>The LOFT has offered our training opportunities in flexible formats such as asynchronous through Canvas. We understand that our</p>

		<p>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.</p> <p>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."</p>
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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.	
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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.	<p>The LOFT's purpose is to expand and sustain DEIA+ professional learning activities to provide the campus community with evidence-based practices to create parity in outcomes across racial/ethnic groups and all disproportionately impacted groups through innovative solutions for building more diverse, equitable, and inclusive learning and professional environments.</p> <p>The Campus Employee Learning mapped these goals to align with Mesa 2030 in the areas of Scholarship and Community.</p> <p>Goal#1:</p>

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

Goal #2:

Collaborate with our campus constituents to establish equitable participation for the campus community, and provide various incentives through sync & async learning. (award, certificate,ayscale adv.) -SO #4

Goal #3:

Intentionally create a PL curriculum that infuses race conscious, culturally relevant, and equity focused activities. -SO #2

Goal#4:

Cultivate the community that acknowledges the Mesa community's knowledge to lead transformative PL through collective and individual learning opportunities. SO #5

Operational Goals with updates:

AUO #1 - Increase participation (Update goal 1.1)

Goal: Administrators, classified professionals, and faculty will demonstrate an increased usage (by 100%) of the LOFT services or participation in professional learning activities through ongoing communications and personal invitations. Update: Ongoing Goal

AUO #2 - Design PL

Goal: The LOFT will collaborate with campus professional learning committees and campus groups to design, develop, and evaluate professional learning programming annually to support students' success.

Update: Ongoing Goal

[PL Activities 22-23](#)

Actions:

1. Establish an annual PL planning retreat with PL sub-committees to review and analyze PL programming for the year.
2. Host an annual planning retreat to review, analyze, and outline PL programming for the next academic year in the late spring/early summer 2020.
 - a. Update: Invited co-chairs to lead the PL subcommittees and have a retreat to discuss the upcoming year.
 - b. [LOFT-infographic.pdf](#)

		<p>AUO#3 - Data Centered Approach Goal: The LOFT will use evaluation tools and review of professional learning programming through a data centered approach with the guidance of the Office of Institutional Effectiveness on an annual basis to ensure students' success. Revise as 1.4: Review current survey instruments for PL. 1. Evaluate and improve the data collection for PL and analysis in collaboration with the Office of IE.. Action:</p> <ul style="list-style-type: none"> • Revise and create a new survey instrument to evaluate the PL experience for short or long term PL activities. <ul style="list-style-type: none"> ○ Update: Revised the survey with a representative from the Office of IE. <p>Recent analysis: LOFT Survey Analysis 21-22 FINAL w Appendix A (1).pdf</p>
<p>Mesa2030 Roadmap Strategic Objective (SO) Alignment</p>	<p>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</p>	<p>Goal #1 & 2: Community SO#2: Develop activities, spaces, and programs that support a sense of belonging with a focus on antiracism, historically minoritized groups*, and inclusion. SO#3: Build a culture of communication that is evidence based, race conscious, institutionally focused, systemically aware, and equity advancing. SO#4: Remove barriers to equitable participation by developing, incentivizing and creating structures for all employees to engage in and design professional learning.</p> <p>Goal 3 & 4: Scholarship SO#1 - #5</p>
<p>Identify specific actions your program/service area will engage in to accomplish this goal.</p>	<p>Examples may include: policy or practice changes; unit initiatives, curricular changes, etc.</p>	<p><u>New Goals 2023-2024:</u></p> <ul style="list-style-type: none"> • (Design PL) Expand DEIA+ professional learning activities to provide campus employees with evidence-based best practices to create parity in outcomes across racially/ethnically and all disproportionately impacted groups.

		<ul style="list-style-type: none"> • Identify strategies for incorporating IDEAA (Inclusion, Diversity, Equity, Antiracism, and Accessibility) in the curriculum. (Reference: IDEAA and the COR CI 2022) • Strengthen PL programming, such as MOST, to promote student success that aligns with the CVC-OEI and equitable online instruction. • Increase equitable participation by developing, incentivizing, and creating structures for campus employees to engage in DEIA+ professional learning. • Design sustainable action plans that embed DEIA+ practices that support student success across instructional and non-instructional areas offered at the college. • Propose a budget funding model that includes an equitable infrastructure for funding PL annually. <p>Outcomes:</p> <ol style="list-style-type: none"> 1. Each year, increase participation in one or more of the DEIA+ PL activities. 2. By summer 2024 consult with one to two departments to design and implement an action plan for DEIA PL activities for their areas. 3. By Fall 2024, complete pre/post assessment on 1-2 PL activities to assess impact on student success. <p>Actions:</p> <ol style="list-style-type: none"> 1. The Campus Employee Learning (CEL) Committee will complete a logic model to outline actions for all PL Committees that align with increasing participation for campus employees to participate in DEIA+ professional learning at the beginning of the Fall semester. 2. Collaborate with the Office of IE to establish measurable outcomes and a plan for measuring the outcomes annually. 3. Establish an outline and process to support the creation and implementation of an action plan with a small pilot group that represents up to three departments. 4. Expand PL programming to integrate a focus on IDEAA in the curriculum, and DEIAI+ for non-classroom professionals. 5. Improve the collection of data practices by tracking participants who attend PL activities.
Does this Action Plan require	if yes, complete resource request form	<input type="checkbox"/> Yes

resources		<input type="checkbox"/> No
Lead Writer and Manager Information		
Lead writer Name(s)	Janue Johnson	
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Manager Name	Dr. Andrew MacNeill, Dean	
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