

2022-23 Program Review Template

Directions for Lead Writers: Please use this template to complete your Unit’s Program Review for this cycle. Instructions for submitting your completed template at the end of the spring semester will be provided in a few weeks. 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.		Clearly the COVID epidemic has affected our program like everyone else. Interestingly enough, moving towards online instruction turned out to be a success for ACP. It has been increasingly difficult for our program to completely fill classes at individual sites. It is much more likely to get some students from multiple sites wanting to take a single class. Now that we have experience in an online format, we can offer classes both online and in a hybrid format to accommodate more students.
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 have been no major curriculum changes and the service changes are outlined above.

If applicable, describe the impact of any new resources (human, fiscal, etc.) on the unit and/or action plan implementation.	Optional	Not applicable.
Please confirm that the department has reviewed the Course Learning Outcomes listed in CurricuNet for each course and verify accuracy.	Select One	<input checked="" type="checkbox"/> Reviewed and accurate <input type="checkbox"/> Reviewed not accurate, update in progress <input type="checkbox"/> 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	Enrollment trends for ACP have increased for the last year. 2022 enrollment was 491 students and 2023 was 662 students. Our course retention and success rates have been very steady and very high.
	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	
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.	This is discussed and dealt with in much more detail in the unit goal and action plan section below.
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	Our department reviewed and revised the courses offered. We confirmed the CLO's for each of our courses. We are in year one of the new process and will assess next year.

	this section.	
--	---------------	--

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.	ACP has been engaging in many more hybrid options for classes in order to target and provide opportunities for more students. By increasing hybrid and online options, we are able to target small populations of students at various sites. In the past, we would need full enrollment at one specific site to run a class. If a site only had 5 to 10 students that were interested, we were unable to provide classes for them. I believe this has and will continue to increase enrollment as well as equity because we can now service smaller groups of students at sites that previously were unable to host a full class.
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 to consider are San Diego Unified being flexible to allow these hybrid and online classes as well as the Mesa College administration allowing these modalities. So far, both parties have been very flexible and accommodating.

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: The current data for our courses includes all CCAP classes so our first goal is to work with district to separate this out into ACP specific data so that we may properly assess equity and access gaps. Goal 2: After goal 1 is achieved, ACP will begin discussions with Unified to address these equity and access gaps. Goal 3:

<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: SO: Expand partnerships with K-12 institutions to enhance program offerings and increase access for minoritized students. SO: Evaluate and improve Diversity, Equity and Inclusion practices in classroom environments, campus activities, departments, schools and administrative units.</p> <p>Goal 2: SO: Expand partnerships with K-12 institutions to enhance program offerings and increase access for minoritized students. SO: Evaluate and improve Diversity, Equity and Inclusion practices in classroom environments, campus activities, departments, schools and administrative units.</p> <p>Goal 3: SO: SO:</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>Goal 1 1. Discussions with Dean Perman of Career Education and Workforce Development and her team to begin separating out the data to exclusively represent ACP. 2.</p> <p>Goal 2 1. Discussions with Unified liaisons on how to approach these gaps. 2. Possibly discussions with individual sites where the gaps are significant.</p> <p>Goal 3 1. 2.</p>
<p>Does this Action Plan require resources</p>	<p>if yes, complete resource request form</p>	<p><input type="checkbox"/> Yes <input checked="" type="checkbox"/> No</p>
<p>Lead Writer and Manager Information</p>		

Lead writer Name(s)	Jarred Collins
Name of Program/Unit	Accelerated College Program (ACP)
Manager Name	Jennifer Carmichael
Submission Date of Program Review Draft to Manager for feedback	5/15/2023
Submission Date of Program Review Final Draft to Office of Institutional Effectiveness	5/18/2023