

## 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 &amp; Executive Summary</i>		
Prompt	Guidance	Program Response
Describe the successes and challenges your unit has faced since the last comprehensive review.		<p>Personal Growth (PERG) offers quality and equity-centered online and in-person courses for students, including courses with content representing LatinX (Puente), African American (Umojia), and Asian American and Pacific Islander (KAPWA) perspectives. We continue to be a department that represents excellence in equity, intersectionality, and inclusion with regard to hiring and teaching.</p> <p>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.</p> <p>Additionally, we assess CLOs every fall and spring. This allows for</p>

		<p>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.</p>
<p>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.</p>	Optional	<p>We are currently developing our first Certificate of Achievement that is in alignment with course requirements for public universities. <i>Self-Advocacy and Social Awareness</i> 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.</p> <p>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.</p>
<p>If applicable, describe the impact of any new resources (human, fiscal, etc.) on the unit and/or action plan implementation.</p>	Optional	<p>During summer 2022, we began to offer PERG courses through the EOPS Summer Bridge program.</p>
<p>Please confirm that the department has reviewed the Course Learning Outcomes listed in CurricuNet for each course and verify accuracy.</p>	Select One	<p><input checked="" type="checkbox"/> Reviewed and accurate  <input type="checkbox"/> Reviewed not accurate, update in progress  <input type="checkbox"/> Reviewed not accurate, need support</p>
<b>Data Reflection</b>		
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	Courses are offered in all formats during regular, 8-week and intersession terms in order to provide the greatest number of options for students. PERG 110 is only offered in the fall and is made up of high school dual enrollment (10 <sup>th</sup> graders) and a smaller number of first-time college students. It had reached a high success rate of 84% just prior to the pandemic and has been working its way back since (now at 64%). Face-to-Face students had a much higher rates of success. For this reason, we recommend no longer offering it as an online-asynchronous course.
	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	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. This is a group both our department and the campus as a whole continues to focus on in terms of addressing disparities.
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.	The equity gap analysis shows that our course success rate (76.3%) is just above the campus success rate (73.2%). Retention rates are high (90.3% total); however, we show equity gaps for Black/African American Students (-5.1%), LatinX (-3.4%) and Multi-Ethnicity/Other (-5.1%). For these groups, grades by term looked a bit better with 75-100%, 70-85%, and 75-100% passing and above respectively. There were also gaps for male students (-4%) and first-generation students (-1.2%). Black/African, LatinX and first-generation gaps were smaller than the campus as a whole.
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.	Outcomes are assessed each semester. Instructions receive their individual data and the overall results are discussed at the first discipline meeting of each subsequent semester. PERG 110 has assignment-based completion outcomes while PERG 120, 130, and 140 distribute a Google Form to students during 14-16 <sup>th</sup> weeks. The PERG 110 faculty member is adjusting assignments and policies based on the return to face-to-face instruction. Due to low success rates, the discipline does not recommend offering PERG 110 online/asynchronous for dual enrollment high school students. For

		other courses, student participation in surveys had gone down significantly (fall 2022). DOC has worked closely with faculty to ensure that participation meets minimum standards for CLO reporting for spring 2023.
<i>Practice Reflection</i>		
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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.	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. We continue to develop and offer courses that honor the perspectives and needs of students who are disproportionately impacted.
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.	Our discipline has continued to adapt to the changes in enrollment patterns associated with “post-pandemic” students. Courses have been humanized and faculty have exhibited flexibility in meeting the needs of students.  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.
<i>Unit Goals and Action Plans</i>		
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: For the fall 2024 catalog, gain approval of a Personal Growth Program with a Certificate of Achievement in <i>Self-Advocacy and Social Awareness</i> for first time college and dual enrollment students. Goal 2: Goal 3:

Mesa2030 Roadmap Strategic Objective (SO) Alignment	Review <a href="#">Mesa2030</a> and the <a href="#">Roadmap to Mesa2030</a> , 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>Goal 1:</p> <p>SO: Develop pathways that provide students with clarity about degree, certificate, and transfer requirements.</p> <p>SO: Expand partnerships with K-12 institutions to enhance program offerings and increase access for minoritized students.</p> <p>Goal 2:</p> <p>SO:</p> <p>SO:</p> <p>Goal 3:</p> <p>SO:</p> <p>SO:</p>
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.	<p>Goal 1</p> <p>1. Engage with sister campuses for wider adoption of Certificate of Achievement.</p> <p>2. Meet all deadlines for campus/district approval early fall 2023.</p> <p>Goal 2</p> <p>1.</p> <p>2.</p> <p>Goal 3</p> <p>1.</p> <p>2.</p>
Does this Action Plan require resources	if yes, complete resource request form	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Lead Writer and Manager Information		
Lead writer Name(s)	Laura Mathis, Cynthia Rico, and Ailene Crakes	
Name of Program/Unit	Personal Growth	

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Submission Date of Program Review Draft to Manager for feedback	5/9/2023
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