

SAN DIEGO
MESA COLLEGE



Program Review

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

Academic and Learning Support - The LOFT

Executive Summary

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

Strengths:

- Great programming
- Continuance
- Overlapping

Challenges:

- 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 Ongoing Support 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.

Mesa's professional learning program is designed to support participants with hands-on practical experience in developing inclusive and accessible digital learning environments. Over two years, the goal is to engage at least fifty faculty members from CTE and various disciplines in one of the Professional Learning programs.

Opportunities for ongoing collaboration will be provided to all disciplines, including Math and Science, Career Technical Education (CTE), Social and Behavioral Sciences, and Humanities, to name a few, through Mesa's Ongoing Support Team and other instructional PL offerings.

Mesa's serves the entire campus community, and we want to increase equitable participation for instructional and non-instructional employees. As we look forward, we aim to use data about equity gaps for DI groups to prioritize action plans and personalize activities for each department or school (i.e., data coaching, curriculum redesign, course design, or assignment creation). We want to continue to redesign professional learning offerings to achieve the following for instructional and non-instructional areas:

- Collaborate with our campus constituents to establish equitable participation for our campus community, and provide various incentives through synchronous & asynchronous learning
- Intentionally connect and curate PL offerings that infuses race conscious, culturally relevant, and equity focused

Summary and Reflection

activities.-SO #2

-Increase the number of part-time and full-time faculty members participating in professional learning focused on DEIA practices.

-Increase success rates for DI (disproportionately impacted) student groups as identified in data from each college academic school.

-Personalize data for disciplines as identified by faculty and the Office of Institutional Research.

-Provide classroom and non-classroom employees continuous collaboration to discuss, refine, and integrate inclusive practices into their daily work.

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.

N/A

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

N/A

If you assess OUTCOMES, please confirm that the outcomes have been reviewed for accuracy. If you do not assess Outcomes, skip this question.

Related Documents for Charts and Graphs

Executive Summary Complete

Yes

Data Reflection

Trends observed in program/service area's data.

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.

Retention

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

Summary and Reflection

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

Summary and Reflection

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

N/A

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

N/A

Related Documents for Charts and Graphs

[CEER 22 Eval.pdf](#)

Data Reflection Complete

Yes

Summary and Reflection

Practice Reflection

Describe current practices your program/service area has engaged in that you believe impact the above data trends and equity gaps.

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.

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.

The LOFT has offered our training opportunities in flexible formats such as asynchronous through Canvas. We understand that our 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.

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."

What other factors (internal or external) might also impact the above data trends and equity gaps?

N/A

Related Documents for Charts and Graphs

Practice Reflection Complete

Yes

Mid-Cycle Updates

Are there any edits or updates to the Executive Summary above?

Are there any edits or updates to the Data Reflection above?

Are there any edits or updates to the Practice Reflection above?

Summary and Reflection

Equitable PL

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

Goal Status: Archived

Beginning Year: 2022 - 2023

Projected Completion Year: 2025 - 2026

Mapping

Mesa College Strategic Plan: Roadmap to Mesa2030: (X - Highlight the X to Align)

- Community - Objective 2: X
- Community - Objective 3: X
- Community - Objective 4: X

Equitable PL Participation

Unit Goal: By the end of the next academic year, facilitate collaboration with campus constituents to enhance equitable participation within the campus. Increase equitable participation with CTE and other disciplines by developing, incentivizing, and creating structures for full-time and part-time faculty to engage in Culturally Responsive professional learning.

Goal Status: Active

Beginning Year: 2022 - 2023

Projected Completion Year: 2025 - 2026

Mapping

Mesa College Strategic Plan: Roadmap to Mesa2030: (X - Highlight the X to Align)

- Community - Objective 2: X
- Community - Objective 3: X
- Community - Objective 4: X

Action Plans	Action Plan Update
<p>Action Plan Status: Active</p> <p>Action Plan: Recruit a minimum of ten to fifteen (10-15) CTE faculty each year for professional learning activities to get hands-on practical experience creating inclusive and accessible digital learning environments.</p> <p>Action Plan Cycle: 2023 - 2024</p>	
<p>Action Plan Status: Active</p>	<p>Submission Date: 11/27/2023</p>

Summary and Reflection

Action Plans	Action Plan Update
<p>Action Plan: Work with UCSD Extension to offer our cohorts for salary advancement units. Action Plan Cycle: 2023 - 2024</p>	<p>Action Plan Update: The following MOST cohorts have been offered to faculty with the option for UCSD Extension credits in lieu of compensation: Humanize (Summer23) & Refresh (Fall23) Update Year: 2023 - 2024 Action Plan Progress: On Track</p>
<p>Action Plan Status: Active Action Plan: Offer both synchronous, asynchronous, online, and F2F professional learning opportunities. Action Plan Cycle: 2023 - 2024</p>	<p>Submission Date: 11/27/2023 Action Plan Update: 5 MOST asynchronous fully online MOST cohorts have been offered. Update Year: 2023 - 2024 Action Plan Progress: On Track</p>
	<p>Submission Date: 11/27/2023 Action Plan Update: Catalyst continues to be offered across modalities: Day 1 (Live Online via Zoom) & Day 2 (Face-to-Face) Update Year: 2023 - 2024 Action Plan Progress: On Track</p>
	<p>Submission Date: 11/27/2023 Action Plan Update: CEER cohort (Summer23) to be offered fully F2F Update Year: 2023 - 2024 Action Plan Progress: On Track</p>
<p>Action Plan Status: Active Action Plan: Initiate discussions to create a DEIA certificate Action Plan Cycle: 2023 - 2024</p>	<p>Submission Date: 11/27/2023 Action Plan Update: Meeting with Jim Mahler about union support for a DEIA certificate. Update Year: 2023 - 2024 Action Plan Progress: On Track</p>
<p>Action Plan Status: Active Action Plan: Implement a comprehensive incentive program, including certificates, and opportunities forayscale advancement, to promote engagement and achievement through both synchronous and asynchronous learning modalities. Action Plan Cycle: 2024 - 2025</p>	

Race Conscious, Culturally Relevant, and Equity Focused Activities in PL

Unit Goal: Expand the current culturally responsive professional learning (PL) curriculum that incorporates race-conscious, culturally relevant, and equity-focused activities to integrate other disciplines. The purpose is to enhance participants' awareness, knowledge, and skills in promoting diversity and inclusion.

Summary and Reflection

Goal Status: Active

Beginning Year: 2022 - 2023

Projected Completion Year: 2025 - 2026

Mapping

Mesa College Strategic Plan: Roadmap to Mesa2030: (X - Highlight the X to Align)

- Community - Objective 3: X
- Scholarship - Objective 1: X
- Scholarship - Objective 2: X
- Scholarship - Objective 3: X
- Scholarship - Objective 4: X
- Scholarship - Objective 5: X

Action Plans	Action Plan Update
<p>Action Plan Status: Active</p> <p>Action Plan: Provide CTE faculty with continuous collaboration to discuss, refine, and integrate inclusive practices into their curriculum, syllabi, lesson plans/assessments, and course over a year.</p> <p>Action Plan Cycle: 2024 - 2025</p>	
<p>Action Plan Status: Active</p> <p>Action Plan: Expand culturally responsive professional learning activities for all disciplines such as CTE, Math and Science, and Humanities to name a few for online, and face-to-face faculty with evidence-based best practices through year-long coaching to create parity in outcomes across racially/ethnically and all disproportionately impacted groups.</p> <p>Action Plan Cycle: 2024 - 2025</p>	
<p>Action Plan Status: Active</p> <p>Action Plan: Redesign and implement a culturally responsive professional learning (PL) curriculum that incorporates race-conscious, culturally relevant, and equity-focused activities that integrates Career & Technical Education.</p> <p>Action Plan Cycle: 2024 - 2025</p>	<p>Submission Date: 11/27/2023</p> <p>Action Plan Update: CEER (Course/Curriculum Equity and Excellence Review) cohort undergoes an annual redesign to make current and relevant for our participants.</p> <p>Update Year: 2023 - 2024</p> <p>Action Plan Progress: On Track</p>
<p>Action Plan Status: Active</p>	<p>Submission Date: 11/27/2023</p> <p>Action Plan Update: Intentional outreach to faculty of transfer level courses to join PL offerings.</p> <p>Update Year: 2023 - 2024</p>

Summary and Reflection

Action Plans	Action Plan Update
<p>Action Plan: Expand the current professional learning to support successful completion of transfer level courses.</p> <p>Action Plan Cycle: 2025 - 2026</p>	<p>Action Plan Progress: On Track</p>
<p>Action Plan Status: Active</p> <p>Action Plan: Support Faculty Inquiry Groups (Communities of Practice) focused on gateway courses, equitable and inclusive practices, and culturally responsive teaching.</p> <p>Action Plan Cycle: 2025 - 2026</p>	<p>Submission Date: 11/27/2023</p> <p>Action Plan Update: Offer our Faculty Inquiry Groups (FIG) as one of our PL offerings to faculty on a cyclical basis</p> <p>Update Year: 2023 - 2024</p> <p>Action Plan Progress: On Track</p>
<p>Action Plan Status: Active</p> <p>Action Plan: Continue offering equity track as part of Classicon offering to our classified professionals</p> <p>Action Plan Cycle: 2022 - 2023</p>	
<p>Action Plan Status: Active</p> <p>Action Plan: Continue promoting equity and inclusion in the programming for the New Classified Institute</p> <p>Action Plan Cycle: 2023 - 2024</p>	
<p>Action Plan Status: Active</p> <p>Action Plan: Increase success rates for DI (disproportionately impacted) student groups.</p> <p>Action Plan Cycle: 2025 - 2026</p>	

Mesa Community Knowledge and Transformative PL

Unit Goal: Support collaboration and community that leverages the knowledge within the Mesa community to drive transformative professional learning (PL) experiences, both collectively and individually.

Goal Status: Active

Beginning Year: 2022 - 2023

Projected Completion Year: 2026 - 2027

Mapping

Mesa College Strategic Plan: Roadmap to Mesa2030: (X - Highlight the X to Align)

- Community - Objective 4: X
- Scholarship - Objective 1: X
- Scholarship - Objective 2: X
- Scholarship - Objective 3: X

Summary and Reflection

- Scholarship - Objective 4: X
- Scholarship - Objective 5: X

Action Plans	Action Plan Update
<p>Action Plan Status: Active</p> <p>Action Plan: Identify measurable outcomes in community engagement and learning outcomes within the next 12 months.</p> <p>Action Plan Cycle: 2024 - 2025</p>	<p>Submission Date: 11/27/2023</p> <p>Action Plan Update: Received a data report about the equity gaps, employee demographics, and student success rates.</p> <p>Update Year: 2023 - 2024</p> <p>Action Plan Progress: On Track</p>
<p>Action Plan Status: Active</p> <p>Action Plan: Implement a research agenda with measurable objectives about professional learning activities.</p> <p>Action Plan Cycle: 2024 - 2025</p>	<p>Submission Date: 11/27/2023</p> <p>Action Plan Update: Initiated a discussion and planning meeting to gather information for a research agenda.</p> <p>Update Year: 2023 - 2024</p> <p>Action Plan Progress: On Track</p>