

SAN DIEGO
MESA COLLEGE



Program Review

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

Instructional Program - Personal Growth (PERG)

Executive Summary

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

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.

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.

Additionally, we assess CLOs every fall and spring. This allows for 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.

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.

We have developed our first Certificate of Achievement that is in alignment with course requirements for public universities. Self-Advocacy and Social Awareness 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.

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.

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

During summer 2022, we began to offer PERG courses through the EOPS Summer Bridge program. Because the new Certificate of Achievement was approved for the 24-25 Catalog addendum, we will begin to offer PERG 160 (currently only offered at City College) and promote the award for students graduating spring 2024.

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

Reviewed & Accurate

Related Documents for Charts and Graphs

Summary and Reflection

Executive Summary Complete

Yes

Data Reflection

Trends observed in program/service area's data.

Courses are offered in all formats during regular, 8-week and intersession terms in order to provide the greatest number of options for students. DOC utilized the campus dashboard in examining success data for all PERG courses. Overall success rates for 22/23: PERG 110 (57%), PERG 120 (81%), 130 (74%), and 140 (85%) compared to the campus as a whole at 74%.

Only one or two sections of PERG 110 are offered in the fall and are made up of high school dual enrollment (10th graders from The Met high school) and first-time college students. The success rate declined from a high of 84% in fall 2019 (pre-pandemic). Face-to-Face students continued to have higher rates of success, so the course is no longer offered at high schools as an online-asynchronous course.

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

The equity gap analysis for 22/23 shows that our overall course success rate was (79.6%), well above the campus success rate (74%). Retention rates were high (92.6% total); however, we show equity gaps for Black/African American (-3.5%), LatinX (-4.7%) and Multi-Ethnicity/Other (-3.7%). For these groups, grades by term looked a bit better with 85%, 77%, and 84% passing and above, respectively. When adding first generation status, disproportionate impact only affected LatinX students (-8.9%) and Multi-Ethnicity/Other (-6.5%). Equity gaps for African American and LatinX students were significantly smaller than the campus as a whole.

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

Outcomes are assessed each semester. During fall 2023, instructors receive their individual data and the overall results from spring 2023 were discussed at the first discipline meeting of the semester. PERG 110 has assignment-based completion outcomes while PERG 120, 130, and 140 distribute a Google Form to students during 14-16th weeks.

PERG 110: CLO 1 (66%); CLO 2 (85%); CLO 3 (85%)

PERG 120: CLO 1 (92%); CLO 2 (90%); CLO 3 (87%)

PERG 130: CLO 1 (91%); CLO 2 (86%); CLO 3 (86%)

PERG 140: CLO 1 (91%); CLO 2 (91%); CLO 3 (95%)

The PERG 110 faculty member has adjusted assignments and policies based on the return to face-to-face instruction. Due to low success rates, the discipline is not offering PERG 110 online/asynchronous for dual enrollment high school students.

Participation rates for CLO surveys dipped in spring 2023. This was due to lack of engagement in the process by

Summary and Reflection

some faculty. DOC worked closely with faculty to ensure participation met minimum standards.

Related Documents for Charts and Graphs

[Fall 2022 PERG 110 CLO Data.docx](#)

[Spring 2023 PERG 120 Course Learning Outcomes.docx](#)

[Spring 2023 PERG 130 Course Learning Outcomes.docx](#)

[Spring 2023 PERG 140 Course Learning Outcomes.docx](#)

Data Reflection Complete

Yes

Practice Reflection

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

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. The discipline success rate continues to exceed that of the college as a whole and the equity gap analysis showing disproportionate impact is significantly lower for African American and LatinX students; however, we continue to develop and offer courses that honor the perspectives and needs of students who are disproportionately impacted and make progress in both of these areas.

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

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. We continue to offer learning communities with courses with African American (Umoja), LatinX (Puente) and ANAPISI (Kapwa) perspectives, respectively.

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. Additionally, with the push to include younger high school students, this also may have a similar effect, as demonstrated by success rates for PERG 110.

Related Documents for Charts and Graphs

Practice Reflection Complete

Yes

Mid-Cycle Updates

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

On September 7, 2023, the Certificate of Achievement titled Self-Awareness and Social Awareness was approved at Mesa's Curriculum Committee, followed with approval from the District Curriculum Instruction Committee. The department is looking forward to have this certificate appear in the 2024-2025 SD Mesa Catalog.

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

Yes

Summary and Reflection

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

Yes

Summary and Reflection

Goal 1: Certificate of Achievement in Self-Advocacy and Social Awareness

Unit Goal: Goal 1: For the fall 2024 catalog, gain approval of a Personal Growth Program with a Certificate of Achievement in Self-Advocacy and Social Awareness for first time college and dual enrollment students.

Goal Status: Active

Beginning Year: 2022 - 2023

Projected Completion Year: 2024 - 2025

Mapping

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

- Completion - Objective 1: X
- Completion - Objective 3: X
- Pathways and Partnerships - Objective 2: X

Action Plans	Action Plan Update
<p>Action Plan Status: Active</p> <p>Action Plan: 1. Engage with sister campuses for wider adoption of Certificate of Achievement. 2. Meet all deadlines for campus/district approval early fall 2023.</p> <p>Action Plan Cycle: 2022 - 2023, 2023 - 2024</p>	<p>Submission Date: 09/27/2023</p> <p>Action Plan Update: Certificate of Achievement (CA) was approved by campus and district CIC; a districtwide discipline meeting is scheduled October 2023 and other campuses expressed interest to adopt CA for 25-26 Catalogs, respectively.</p> <p>Update Year: 2023 - 2024</p> <p>Action Plan Progress: On Track</p>