



Program Review

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

Student Services - AVANZA (Peer Navigators/CRUISE)

Executive Summary

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

The AVANZA Student Engagement Center was established, allowing students to engage with each other in a physical space. Adjacent to the engagement side is a workshop room. The designated area facilitates academic and student success workshops, aimed at increasing student retention, participation and academic success rates. In addition to program resources, the workshop room is also a place for students to study quietly when no events are taking place. The space in AVANZA also helps the greater campus community by providing space for student gatherings, classes to hold events and a quiet study area for students when not in use. The student engagement side, allows for students to connect with each other or take a break from their school day. Interactive components, like Game Day/Night and student-on-student workshops, have led to a greater sense of belonging. As evident by student feedback, the center is described as “welcoming” and a “safe place to relax.”

AVANZA also houses the Peer Navigators, current second-year students who serve as mentors to first-year students. Their mentorship supports the institution’s goal of being the leading college of equity and excellence. Another accomplishment the center celebrated was the installation of art work from a prominent Latinx artist. Paintings promote Latinx culture, explore Latinx identity and self-awareness. AVANZA has evolved into a hub for all students. Adding to the success of the center was the full-time hire of a Program Assistant. The additional personnel allows for the day-to-day support required to hold the center open, while providing services to all.

One of the main challenges the center has encountered is striking a balance between a “hangout” space and a study space. With the implementation of using the workshop room as a quiet room for students to study, many expect it to be free of noise. However, due to the popularity of AVANZA, the volume from student voices tends to travel. Staff has been made aware of the request to keep the volume to a respectable level and the team is actively working on it. Supervising the mixed-use space is something the team delicately manages. Staffing fluctuates as the center is dependent on Peer Navigators (current students) and their availability. A challenge the center contends with on a semester basis.

*The Peer Navigator program recruits and trains a new team every year to ensure incoming students are supported. Making the team’s accomplishment of serving their mentees during the pandemic noteworthy was pivoting overnight and incorporating wellness checks. The program had to adapt to the sudden change in programming. Peer Navigators called, e-mailed, texted, and made every reasonable effort to reach out to their mentees with the goal of retaining as many as possible. In the early days of the pandemic, many students stopped attending school, citing the sudden change to online learning as a reason. Leading by example, the Peer Navigators continued mentoring and conducting wellness checks on a monthly basis. Such efforts helped retain their remaining mentees. The wellness checks turned into an integral part of the one-on-one process throughout the pandemic. In addition to their accomplishments, Peer Navigators also led all components of the online Summer and Winter CRUISE. As the pandemic subsided, less students returned, leading to a challenge the program is still trying to manage. With a return to in-person learning, participation has also increased, as noted by overall attendance with the CRUISE program. Another challenge the program contends with every term is keeping staff turnover at a minimum. Should a member from the Peer Navigator team be found to not meet academic standards, the individual would be placed on a progressive academic plan, complete with tutoring and professor office hour requirement.

*Summer CRUISE has seen a steady increase since the early days of the pandemic. At the peak of Summer CRUISE (2019), a total of 1,100 students attended the program in person. The following year the program adjusted to Covid by going fully remote. CRUISE welcomed just over 800 new students in 2020, and just under 600 participants in 2021. Most recently in 2022, Summer CRUISE welcomed 650 new students to campus, and continues to work towards increasing participation for next year.

Summary and Reflection

The synergy created with Technology Services facilitated the loan of laptops and hotspots for students participate in the CRUISE program. Through multiple redesigns, student and team feedback, and a return to in-person services, the CRUISE program has seen an increase in attendance. Another accomplishment of the program was the creation of an online session. Witnessing the success of a virtual CRUISE session, the program now offers a remote option for students who remain online or in a hybrid format. CRUISE continue with its strong partnership with the San Diego Promise Program at Mesa College. The continued collaboration between Promise and the CRUISE program combines mentorship and the financial support needed for students to excel in school.

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.

Major service changes the mentorship component of the Peer Navigator program initiated and has kept since the pandemic is the remote option of meeting with their mentors. Mentees have the option of meeting their Peer Navigators via Zoom or continue to hold their meeting on campus / in AVANZA. The approach has led to a greater availability for students who may not otherwise be available to come to campus or remain online. In addition, end of the year participant feedback expressed a continued need for remote options, citing work and familial responsibilities as the main reason. A reflection of Covid, CRUISE adjusted from a three-day session (2019) to two-days online (2020 – 2021). In an effort to increase enrollment and turn the corner from the pandemic, Summer CRUISE offered various iteration to best support students, from fully remote to hybrid to fully in person, and working towards a fully in-person, three-day on-campus session.

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

Securing a full-time assistant has led to consistent and a streamline delivery of services. AVANZA center needs are met, scheduling of program staffing is secured, and all logistical matters are taken care of by the program assistant.

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.

A noticeable trend from the pandemic -- that is also reflective of the campus / District -- is trying to increase enrollment. In 2019-2020, the Summer CRUISE program successfully onboarded close to 1,200 new students. The year after, 860 new students were welcomed through an online session. And under 600 for 2022-2023. Feedback received from each session does point to a deep appreciation and recognition of our program's efforts. They range from anecdotal, team and participant responses to data from the institutions dashboard (<https://www.sdmesa.edu/about-mesa/institutional-effectiveness/institutional-research/data-warehouse/CRUISEDash.shtml>). The majority of CRUISE participants identify as female (< 50%), Latinx (50%) and continue to not be first-generation students (60%). Black/African-American representation has remained steady since 2018-19 at five percent. The percentage of students identifying as White has steadily increased from 19% (2018-19) to 24%, with Latinx being the largest population attending CRUISE sessions. Demonstrating the impact mentorship has on students, CRUISE participants who go through their respective session and receive monthly one-on-one meetings (mentoring) demonstrate a higher GPA (3.06 vs 2.80) and stronger retention rates (93% vs 87%). Persistence rates are also strong. Evident by the 87% vs 64% (CRUISE participant vs. comparison group) in 2018-19 and the consistent average of above 85% over the past four

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years, mentorship from the Peer Navigators directly impacts student success rates. Feedback from CRUISE participants from a recent survey point to a positive sense of belonging (90%), greater familiarity with academic and student services program, and deep appreciation of the program. For example, "knowing where to go for support and knowing I don't have to go through this alone" and "meeting with the organizations in person and having fellow peers explain in the different aspects and programs for the school," are just a few of the positive statements participants share about their experience with CRUISE.

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

As reflected in the program's data dashboard, CRUISE participants have a significantly smaller equity gap when analyzed with a comparison group. However, our students of color do exhibit an equity gap of 4%, but far smaller than the comparison group of 14%. Further analyzing rates, students who identify as low-income have higher success rates (72% vs 64%) than those in a comparison group. Another interesting correlation worth noting is the amount of units taken and success rates. The more units a student takes (>12 units), the higher their success rates (76% vs 69%). Adding to the higher rates is the amount of contact provided by their mentor. Similarly, the more frequent meetings a student has with their Peer Navigator, the higher their course success, course retention and GPA will be. The majority of our students tend to be in the 18-24 demographic and have stronger rates than the comparison group.

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

In addition to setting and discussing the goals of the program at the beginning of each semester, learning outcomes are embedded in new team training. During the academic year, time is set aside to review and ensure goals of the programs are being met. Typically, during weekly meetings. To help support the creation of tracks for CRUISE sessions (2018-19 goals), partnerships with the International Student Orientation, Promise, and Athletes have led to a greater sense of belonging. The programs have been intentional about their recruitment and delivery of services for our Black/African-American population.

Related Documents for Charts and Graphs

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.

Both programs are intentional in their approach. Citing the CRUISE data dashboard, coupled with the DEIA Discussion Guide, the information provided facilitates the space to hold an honest discourse to not only take place, but encourage each of our members to go the extra step with students. Seeing that our male students of colors are so underrepresented, a new partnership took place with the campus' Black Student Initiative. (The initiative was not present during the last cycle) As a result, the Peer Navigator program does presentations with Umoja and works with the BSI liaisons to recruit strong leadership. Similarly, our AANAPISI and Latinx learning communities have been excellent stewards of promoting our programs to boost said representation.

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

Peer Navigators do their best to balance a full course load (12 units) while meeting the expectations of the job. The program sets and holds the team to a high but attainable standard. However, being a Peer Navigator is a job. As such, the program does contend with staff turnover, leading to a direct impact on mentees. A GPA requirement is required of all team members. Should a Peer Navigator not meet academic program requirements they are counseled and placed on an academic progress plan. Students mentored by Peer Navigators may also drop from the program for various reasons. No longer needing a PN being the most common answer.

To help best support learning communities and bridge equity gaps, liaisons were created. The purpose of the PN – Liaison is to help augment existing learning communities' programming while disseminating information

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to the team. The effort has yielded positive results as other programs have asked how to get a liaison. Both programs have grown from their inception, and required staffing. A dedicated program assistant exists to help various campus and program endeavors. Helping the process, a Project Assistant was also hired in the past year to help with the day-to-day operations. The PA is instrumental during peak periods, like summer and winter sessions.

Related Documents for Charts and Graphs

Practice Reflection Complete

Yes

Mid-Cycle Updates

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

The AVANZA Student Engagement Center has grown in popularity. Learning communities, like Kapwa, Puente, Umoja, and Dreamers often reach out to request usage of the workshop room. The space is very inviting and has led to more requests to use the space. The workshop room is now used to hold department meetings, student and campus events, and culturally impactful activities that have led students and the campus community a sense of belonging. In addition, the Peer Navigators use the workshop side to host monthly workshops focused on student success. The topics range from time management to researching scholarships and cover test taking strategies and tips on selfcare. Students have come to rely on the center to offer quality student programming.

The Peer Navigator program continues to include wellness checks with their mentees. Peer Navigators ask their mentees if they have the essentials, like access to food and housing, to ensure a firm base before segueing to their classes. If a student needs such items, a referral to the Stand is then placed. Unit requirements for Promise are also included with each monthly check-in. Helping students with their retention and persistence, Peer Navigators inquire if their students are fully enrolled in each term, along with reminders about any upcoming registration dates. The modality in which Peer Navigators provide mentorship is delivered in person or online, but always on-campus. Similar to supporting CRUISErs, Peer Navigators also require constant support to keep them in the program. Each mentor needs to meet a GPA and unit requirement each semester, along with meeting the standards of the position. A significant challenge that the Peer Navigator program experiences has been staff turnover, despite providing all support needed to each member of the team. This turnover shows in our NANC Employees (Peer Navigators). During the 2022-2023 academic year, we started off with 13 Peer Navigators, but ended the year with 9. As for the 2023-2024 academic year, we started the year with 12 Peer Navigators, and will be entering the spring semester with 10. When losing a Peer Navigator, it is both a loss to the team, as well as to the students they were mentoring – as they will now have to connect with a new Peer Navigator, should they choose to continue. The addition of a Project Assistant has helped streamline a majority of both programs processes. This proved useful as the program did not have an existing Peer Navigator apply for the Lead position the following year. The Lead Peer Navigator positioned was fulfilled after Summer CRUISE (typically done before the start of the fall semester). Due to turnover, the Peer Navigator program was unable to offer or continue with a second-year pilot.

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

Enrollment for 2023 Summer CRUISE remained steady at around 600 students. (Official data from the Office of Institutional Effectiveness is pending as of this update) Preliminary, raw data reveals a substantial increase in students identifying as multi-ethnic, 24% vs 9% (2022), which may explain the decreases in student data. For example, Latinx/Chicanx/Hispanic students saw a drop of 20% (55% in 2022 vs. 35% in 2023), similar to White students (124 vs 139 in 2022). There was a slight increase with our Black/African-American student population (36% vs 35%). Summer CRUISE also had a slight increase with female students (57% vs 53%), while our male population reflected a slight decrease (41 % vs 44%), and our non-binary students remaining the same (.08% vs .09%). To aid in the growth of the Peer Navigator program, surveys are conducted at the end conclusion of each monthly workshop. Presentations are ranked from zero (needs improvement) to five (excellent presentation). The majority of Peer Navigator workshops earn high marks, four and above. Open-

Summary and Reflection

ended questions are also included to allow attendees an opportunity to provide feedback. It ranges from "I think it was perfect" to "it was good! no suggestions." In addition to the workshop survey, Peer Navigators are also asked to provide their thoughts on the CRUISE and the Peer Navigator programs. A practice that aids in the implementation of new methods to deliver student services.

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

To help bridge equity gaps, certain Peer Navigators continue to serve as liaisons with Kapwa, Umoja, Puente, Dreamers, Pride and the Promise program. Their main focus is to be the conduit between both programs by supporting current program endeavors, while sharing information with the rest of the Peer Navigator team to disseminate with their mentees. The pilot has yielded strong results, as the team is kept abreast of the learning communities' practices, and encouraging students to attend such events. Current leadership among Kapwa, Umoja and the like, helps facilitate the partnership between programs and the Peer Navigator. Since a new team is created each year, getting a liaison to understand the flow of things does take time. To help draw a larger pool of candidates, the wording of the help wanted flyer now includes verbiage to invite more students to apply. For example, "working towards" precedes the GPA requirement. And to streamline the hiring process, group interviews have been switched in lieu of additional interview questions.

Student Success

Unit Goal: -CRUISE participants will have higher retention, persistence and academic success rates
-Peer Navigators will deliver intentional mentorship focused on student success

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 1: X
- Community - Objective 2: X
- Community - Objective 4: X
- Completion - Objective 3: X
- Completion - Objective 4: X
- Pathways and Partnerships - Objective 1: X
- Pathways and Partnerships - Objective 4: X

Action Plans	Action Plan Update
<p>Action Plan Status: Active</p> <p>Action Plan: 1. Peer Navigators will provide and offer students with the advice and guidance necessary to excel in school 2. Peer Navigators will connect with mentees via various forms of communication (Zoom, text, email, etc.)</p> <p>Action Plan Cycle: 2022 - 2023, 2023 - 2024, 2024 - 2025, 2025 - 2026</p>	

Onboarding and Job Readiness

Unit Goal: -CRUISE participants will gain an edge over incoming students through various onboarding sessions
-Peer Navigators will create a foundation focused on job readiness

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

Action Plans	Action Plan Update
Action Plan Status: Active Action Plan: 1. Utilize existing resources to expand CRUISE efforts to include connections with more Classified Professionals and faculty 2. Deliver presentations about expectations and provide anecdotes Action Plan Cycle: 2022 - 2023, 2023 - 2024, 2024 - 2025, 2025 - 2026	

Peer Navigator Recruitment

Unit Goal: -CRUISE participants will apply to become Peer Navigators the following year
-Peer Navigators will serve as role models for the mentees while increasing their confidence and self-esteem

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

Action Plans	Action Plan Update
Action Plan Status: Active Action Plan: 1. Conduct presentations on what being a Peer Navigator means to expand the recruitment process 2. Peer Navigators will lead by example, demonstrate model behavior, utilize appropriate language in AVANZA and during campus events	

Action Plans	Action Plan Update
Action Plan Cycle: 2022 - 2023, 2023 - 2024, 2024 - 2025, 2025 - 2026	



Program Review

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

Student Services - Assessment & Testing

Executive Summary

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

Success:

Since the passage of AB 705 and the elimination of placement exams, it is easier for students to be given placement levels (milestones) into math, English and ELAC courses. In addition, the District's transition to Campus Solutions and the CCCApply application provides a majority of new applicants their milestones (placement levels) once their application is complete. For students who are not able to be placed this way, the Placement Assistant and ELAC placement tool is completed online and can be done remotely. Students no longer have to come to campus to complete this matriculation step

Challenges:

- 1) One of the Assessment Program Goals is to provide students with "SSSP Steps information in multiple formats about their next steps in the matriculation process"
In the past, we saw students in person and printed off their ISR (Individual Score Report) and highlighted all of their next step resources printed on the reverse side. Now that the assessment is offered remotely, we don't see most new students in-person. It makes it challenging to get them this information.
- 2) Since the remote Placement Assistant replaced the Accuplacer exam, tracking student completion of the online orientation has decreased. Previously, students were required to complete the orientation and turn their certificate into the Assessment Office. At that time, we could check that off on the student's matriculation screen and also notify the student of their next steps.

SARS Data:

2017-18
5582 Unduplicated Student Count
2554 Orientations
2018-19
5036 Unduplicated Student Count
2385 Orientations
2019-20
4392 Unduplicated Student Count
685 Orientations
2020-21
2689 Unduplicated Student Count
398 Orientations
2021-2022
2606 Unduplicated Student Count
419 Orientations

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.

Because of the Covid shut downs, we learned to offer most services remotely. Unfortunately, when we don't see students in-person, we are not as effective in communicating the student's next steps and properly walk them through the matriculation steps. Once we were fully remote, we tried to communicate via email with each student who attempted and/or completed any step that crossed our desk. However, the majority of students don't read or reply to emails in a timely manner, so it did not effectively help students fulfill their matriculation steps.

Summary and Reflection

Since the last Program Review, the Assessment office has collaborated with the Admissions office and is now proctoring challenge exams. This has simplified and improved the process for students. The Covid shut downs affected the exam proctoring because of the technology requirements necessary for both the students and staff.

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

Since the previous Program Review, the Assessment Office has lost two contract positions that have not been replaced. Currently, the Assessment office is staffed by one full-time Student Services Technician, which means that the office hours and availability has been affected.

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

Executive Summary Complete

Yes

Data Reflection

Trends observed in program/service area's data.

The shutdowns during Covid forced us to think of how to serve students remotely. We were able to do this effectively for assessment and orientation purposes via email and phone calls. However, we were not able to transition exam proctoring, high school PreEnrollment Workshops, ELAC assessment or RegFest to a remote setting.

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

The majority of students who are inquire about ELAC classes and the appropriate assessment tool do so in-person. During the remote work years, we saw a marked decrease in student interactions from this demographic. Completed ELAC assessment data:

2018-19 – 148 students

2019-20 – 71 students

2020-21 – 29 students

2021-22 – 43 students

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

Each spring, the Department Supervisor (Karla Trutna) and Assessment staff discuss ways to effectively serve our students and explore ways to expand our department services.

Related Documents for Charts and Graphs

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.

Once remote services were implemented by the District, our focus became more proactive in reaching out to students. Instead of waiting in our office for students to approach us with questions, we made a concentrated effort to reach out to them with any necessary or pertinent information. For instance, if a student submitted a Placement Assistant submission online, we carefully reviewed their student information in Campus Solutions to see what other information might need to be addressed. If they needed an education plan, we replied with the detailed information and links. If students submitted an online orientation and we noticed that their milestones needed to be updated, we emailed them the instructions and Placement Assistant links, as well as information to follow up with the Counseling Department.

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

Although our current department has been pared down to one contract staff person, the ability to do remote work means that response to students submissions and questions are not delayed.

Related Documents for Charts and Graphs

Practice Reflection Complete

Yes

Mid-Cycle Updates

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

Although most students are given milestones (placement levels) when they apply to the college, any student who applied to SDCCD while still in high school needs to update their milestones via the Placement Assistant. It is challenge identifying who these still need to complete this important matriculation step. As a result, students who miss out on this opportunity may have an education plan based on default milestones of Reading 30/Writing 30 and Math 30, and may be missing the orientation component checked off on their matriculation steps. This can also affect their eligibility for Priority Registration.

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

The number of students who visit Assessment & Testing who are interested in ELAC classes is still down from previous years. With the changes in ELAC classes offered at Mesa, we don't expect to see that change in future years.

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

Recently, the Promise Program has been housed in the Assessment & Testing office, and we have seen an increase in student contacts. While helping students with their Promise application and follow-up questions, we are also able to screen their information to make sure that they are up-to-date with their matriculation steps.

English and Math Courses

Unit Goal: Students will be able to identify the appropriate English and math courses in which to begin their college studies.

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)

- Completion - Objective 1: X
- Pathways and Partnerships - Objective 5: X

Action Plans	Action Plan Update
<p>Action Plan Status: Active</p> <p>Action Plan: 1. Ensure every student has updated milestones by completing the Placement Assistant. 2. Follow up each Placement Assistant submission with milestone interpretation and next steps.</p> <p>Action Plan Cycle: 2022 - 2023, 2023 - 2024, 2024 - 2025, 2025 - 2026</p>	

College Resources

Unit Goal: Students will be able to identify the appropriate college resources available to help them achieve their identified goals.

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)

- Completion - Objective 1: X
- Pathways and Partnerships - Objective 5: X

Action Plans	Action Plan Update
<p>Action Plan Status: Active</p>	

Action Plans	Action Plan Update
Action Plan: 1. Along with the milestone interpretation, present students with information on available Mesa resources. 2. Communicate information on “next step” (the Counseling Department) so students will get an education plan. Action Plan Cycle: 2022 - 2023, 2023 - 2024, 2024 - 2025, 2025 - 2026	

assessment/placement instrument

Unit Goal: Students will be able to identify the most appropriate assessment/placement instrument commensurate to their level of competency from the resources provided.

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)

- Completion - Objective 1: X
- Pathways and Partnerships - Objective 5: X

Action Plans	Action Plan Update
Action Plan Status: Active Action Plan: 1. Have clearly written communication available for students that present assessment options, including challenge exams. 2. Work with other departments (Admissions/Math/English/Languages/ELAC) to streamline and communicated the challenge exam process to students. Action Plan Cycle: 2022 - 2023, 2023 - 2024, 2024 - 2025, 2025 - 2026	



Program Review

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

Student Services - Counseling

Executive Summary

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

With the return to in-person services, we have successfully continued, and strengthened the provision of counseling services in dual modalities, face to face and remote (to include, emails, phone, and zoom). These modalities are also present in pre-registration workshops (hybrid for high schools), hotspots (STEM, Student Athletes, Puente, Umoja, KAPWA, Black Counselors Collaborative, Promise and Student Veterans). However, at the same time there are some challenges now that students have multiple modalities to request services. We have seen more students wanting to access counseling, which is a nice issue to have, however, no increase in the number of counseling faculty. Demand has always outpaced the number of personnel for many years, however, given the expanded options to receive services, the department witnessed this gradual increase for 2022-2023 academic year.

We have successfully increased the collaboration with Mesa's Financial Aid Office (FA) to outreach to those students who must appeal their financial aid. The Counseling Faculty Liaison to the FA office was provided the names of students that signed up for the Appeal Workshops for spring 2023. The counselor reached out to all who were eligible for a Financial Aid Appeal ed plan and offered to schedule an appointment with them. (This education plan is required as part of the appeal packet for aid.) In total, the counselor reached out to 26 students and 11 of those responded and met for an hour appointment. As of this report, only 2 of the 11 have submitted their appeals. Both students who submitted their appeal were approved. It is important to note that the deadline to appeal is May 12, 2023. Additionally, there are some students who will wait to submit an appeal for fall 2023. While the numbers are small, we will continue these efforts for 2023-2024.

Personal Growth (PERG) discipline is part of the Counseling department and have successfully offered courses which explore diversity, inclusion, and equity. The number of course offerings for the 22-23 academic year is as follows:

For Fall 2022, the following courses were offered:

- 2 sections of PERG 110
- 19 sections of PERG 120
- 2 sections of PERG 130
- 3 sections of 140.

For Spring 2023, the following courses were offered:

- 11 sections of PERG 120
- 3 Sections of PERG 130
- 2 Sections of PERG 140

Several of the PERG 120 sections were in LCOM to support Puente, Kapwa, Student Athletes and UMOJA.

Our PERG courses enroll at capacity and many do enroll over cap. In a separate program review, success and completion rates are reported for this academic year. (There is a separate program review which focuses solely on our Personal Growth curriculum.)

We have mixed challenges and successes in contacting DEI students who have not completed a comprehensive education plan. The data on the number of Mesa students who do not have a comprehensive education plan was provided from District Student Services in an Excel worksheet. Once the request was made, it took approximately three months to receive. Each name that appeared on this list was reviewed to see who can be immediately contacted to 1) schedule a counseling appointment to complete an education plan and/or 2) who needed to be contacted on how to submit transcripts and request for an evaluation. This process was a labor-intensive process as the list supplied had over 1,000 students. Approximately 500 emails were sent to students who were immediately ready to complete an education plan. Of these 500 messages,

Summary and Reflection

only 115 students responded to the email wanting an appointment in the fall of 2023 and 61 students in the spring. Due to the time to conduct this follow-up, we did not have the personnel to see if the remaining students did come to the department on their own to complete their education plan. Nevertheless, given the challenges to time and labor of these efforts, the department will continue to request such data and repeat this outreach for 2023-2024 academic year.

We face the continued challenge of limited personnel resource both counseling faculty and classified professionals.

Additional challenges include the understaffing of District Student Services from transcript receiving, detailing/totaling and evaluations. Current completion transcript evaluation is taking 120 business days from submission of request of evaluation by student via JIRA.

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.

Outreaching more to the DEI Mesa students for those who have not completed a comprehensive education plan. Student query is requested via Department Supervisor from District Student Services.
Modified the Kearny Fastrack program to allow high school students to select a broader range of classes, modality and times that better meet student A-G needs
Leverage counseling support by increasing SDICCA interns for 23-24

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

Hired 2 new full-time counseling faculty which has lead to increased support for general population and coordination/counseling support for Veterans and military affiliated students
Hired new project assistants assigned to support AAPI students, programs, and initiatives

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

Reviewed Not Accurate - Update In Progress

Related Documents for Charts and Graphs

Executive Summary Complete

Yes

Data Reflection

Trends observed in program/service area's data.

The following are the numbers of students served for the following sessions:

Summer of 2022 (July 4 to August 19, 2022)

Of the 3,748 students served, 1,280 students were served face to face (appointment and/or drop-in).

Fall of 2022 (August 21 to December 21, 2022)

Of the 6,603 students served, 2,886 students were served face to face (appointment and/or drop-in).

For Spring 2023 (January 3 to April 25, 2023 time of report)

Of the 5,585 students served, 2,468 students were served face to face (appointment and or drop-in).

Summary and Reflection

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 gaps that our departments we see are among Blacks, Latine and AAPI students. To that that end, the department plans to continue making intentional efforts reaching out to these groups through counseling, campus community engagement, classroom presentation, and ed planning support/ promotion and outreach.

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

General Counseling has a new Department Outcomes Coordinator (DOC). Current discussion has included training of the new DOC, a review of past documents, and results of assessments, and a focus on new measures of assessment. There has been discussion of reviewing and updating department mission and goals.

Discussion has been had with different counseling faculty regarding the current learning outcomes to better understand its intention and relevance.

Related Documents for Charts and Graphs

[Counseling_Data Reflection Tables.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.

When describing the umbrella of what makes up Mesa General Counseling is intertwined with and includes personnel in Transfer, Career, and Evaluations. For example, there are 25 full-time counseling faculty and 14 part-time counselors who are who in General Counseling, Transfer and Career. There are two supervisors under this umbrella, specifically one for General Counseling and another for Transfer, Career and Evaluations. Counseling faculty in both these physical areas include: Modified Fast-Track Program, Puente Project, Student Athletes, International Students, Career, Transfer, Student Success Teams (Pilot), Veterans, STEM Connections/STEMCORE, Promise, Kapwa, UMOJA, Honors, MET, Financial Aid Liaison, DEBER and counseling faculty serving as liaisons to instructional programs. To parse out the numbers of students served in these programs and then to provide a representative number of ALL other students who do not fall within these programs is a challenge.

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

We are continuing to see the impact of Covid as students are returning to campus but with an increased need for services in dual modalities (in-person and remote via phone, zoom, and emails). As a result, our office is having to adapt its practices to ensure that students are able to access counseling support and services in a timely manner.

Legislative changes such as AB 1705, placing students into transfer level courses and removing remedial courses, will go into effect July 1, 2023. As a result, we are adapting current practices and information to counsel students accordingly as well as collaborate with instructional faculty to determine the curricular impact of these changes.

Districtwide enrollment dates for both Summer and Fall have changed to earlier dates in April/May as opposed to June/July creating an increase of students seeking appointments and drop-ins.

Related Documents for Charts and Graphs

Practice Reflection Complete

Yes

Summary and Reflection

Mid-Cycle Updates

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

In the Fall 2023 semester, counselors are participating in a regional effort, the Strong Workforce Institute, to better incorporate data to support students' career exploration. As a result of this, our partnership with the Office of Institutional Research has enabled our department to review our counseling appointment data through SARS and compare it to the general population. This is an enormous advance in our department to assist us as we continued to make data-informed decisions about our delivery of services, our practices, and efforts to improve outcomes particularly for our DEI populations.

Though this is focused on counseling faculty, our classified professionals have a significant role in contributing to students' enrollment, persistence, and retention. We are working to improve our data collection in this area to have a holistic view of our entire departmental efforts. The Counseling department continues to be dynamic in the ways it supports students through the various modalities of counseling, types of counseling support (General, Career, Transfer), and retention programs, departmental liaison work, and workshops.

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

The DOC facilitated a 2 separate department wide discussions in Fall 2023 on student learning outcomes and its alignment with our purpose and goals. As a result from this robust conversation, counseling faculty acknowledged that SSOs need to capture, not only the transactional components of our work, but most importantly the transformational work that students experience. A committee has been formed to review the outcomes and revise them to reflect the transformation and transactional work and align with our departmental goals, faculty evaluations, and our vision for counseling profession. New SSOs have been adapted by counseling:

Students will be able to recognize and use counseling tools and resources for their academic, career planning, and decision making processes.

Students will understand and apply policies, procedures, and deadlines related to their academic pathway and goals.

Students will be able to identify and access campus and community resources available to support their academic, career, and personal goals.

Students will demonstrate self-advocacy in relation to academic, personal, and career endeavors.

Through the Strong Workforce Institute, new data has been provided assessing students use of counseling support and impact on their persistence rates. SARS data was provided by the Counseling department for Institutional Research to assess and requires further examination to improve its accuracy and relevancy for data. For example, initial data presented by Institutional Research indicates that in 2022 - 23, 31.9% (9,346 unduplicated students) of the 29,327 students enrolled at Mesa accessed counseling support through a drop in session or appointment. This is a 2% increase from 21-22 (8,095 of 28,815).

However, when compared to the Counseling Department's SARS data, in 2021-22, 45.2% (13,017 - unduplicated count) of the 28,815 total unduplicated students enrolled accessed counseling. With nearly a 5% increase in 2022-2023, 14,394 (49%) unduplicated students of the 29,347 students actually accessed counseling drop ins/appointments. Of these services, 54% (7,814) were remote and 48% (6,580) were face to face. Since the beginning of Fall 2023, 8,614 unduplicated students have met with a counselor (drop in/appointments), with 52% (4,499) being face-to-face and 48% being remote.

This discrepancy demonstrates the need to improve our data collection, assessment, and reporting processes that captures the dynamism of counseling.

Summary and Reflection

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

To continue to support our financial aid efforts, an additional counselor was assigned to support the FA Counseling Liaison's work improving the SAP Appeal process. Students are now able to submit abbreviated education plans to mitigate impact of delayed transcript evaluations. Counselors were given training and direction on input appropriate comments to support students' SAP appeal.

The Kapwa, Umoja, Puente Learning Communities continue to collaborate and align class activities and curriculum to support efforts to improve the campus' racial climate and solidarity amongst communities of color. An example would be the November 6, Kapwa, Umoja, Puente mixers where students learned about intersectionality, participated in community building, and discussed shared experiences. Another dynamic is during this 2023-2024, we have a counselor who transferred to City College in mid-fall and shuffling of assignments had to be done. This equates to one less counseling providing services particularly for the AAPI community.

New legislation is impacting ways we counsel students and develop curriculum. AB 928 is the implementation of the CalGETC - one transfer general education curriculum that integrates the CSU and UC requirements. We have adapted this new pattern at the beginning of Spring 2024 in preparation for the full implementation in Fall 2025. CalGETC impacts our Personal Growth courses as it is no longer a general education requirement but is integral to supporting student success. Personal Growth courses will continue to be integrated into our Learning Communities and be available to the general student population to take as elective courses. AB 928 also requires that students be automatically enrolled in an Associate Degree for Transfer (ADT) path except for students pursuing an Associates degree, a program where no ADT is offered, or they are transferring to a school that does not accept ADT. UCs are being encouraged to adopt ADTs. Our faculty will have to review curriculum to ensure that it is in compliance with the ADT path.

AB 1705 is an extension of AB 705, which now requires that students be enrolled in transfer-level Math & English courses to accelerate their time of completion. Students may be required to take the transfer level Math and English course with support if their Math and English milestones are 30s, where as students with 40/50/60 have the option to take the support courses. It allows students to go directly into the Math course required for their major without having to complete the prior pre-requisites. For example, MATH 116 is generally the pre-requisite for MATH 121, but students can now enroll directly into MATH 121/X. However, this creates complications with fulfilling transfer articulation agreements such as that of SDSU's Business program which requires both MATH 116 and MATH 121. Students may be required to take the transfer level Math and English course with support if their Math and English milestones are 30s, where as students with 40/50/60 have the option to take the support courses.

Additionally, Title 5 Regulations for an Associate Degree have also changed effective Nov 16, 2023. There is also a change in Title 5 Regulations regarding Work Experience expanding its repeatability for credit. AB 1111: Common Course Number requires that all CA Community Colleges adopt a common course number system for general education and transfer pathway courses.

Our department is continuously working hard to help students adapt, be informed, and understand the changes as it relates to their academic, transfer, and career success.

Increase Comprehensive Education Plans for DEI Students

Unit Goal: Increase comprehensive education plans for DEI students by 2%.
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
• Completion - Objective 1: X
• Completion - Objective 2: X
• Completion - Objective 3: X
• Pathways and Partnerships - Objective 1: X
• Pathways and Partnerships - Objective 2: X
• Pathways and Partnerships - Objective 3: X
• Scholarship - Objective 3: X

Action Plans	Action Plan Update
Action Plan Status: Active Action Plan: Receive semester data pull of DEI students who have not completed comprehensive education plan and outreach to schedule appointment or attend a hotspot Action Plan Cycle: 2022 - 2023, 2023 - 2024, 2024 - 2025, 2025 - 2026	

Increase Associate Degree Attainment

Unit Goal: Increase Associate Degree attainment by 5%.
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)
• Completion - Objective 1: X
• Completion - Objective 2: X
• Completion - Objective 3: X
• Completion - Objective 4: X

- Pathways and Partnerships - Objective 1: X
- Pathways and Partnerships - Objective 3: X
- Pathways and Partnerships - Objective 4: X
- Scholarship - Objective 3: X

Action Plans	Action Plan Update
Action Plan Status: Active Action Plan: Continue to work with Faculty and Deans to support enrollment management and conduct enrollment workshops during enrollment cycles Action Plan Cycle: 2022 - 2023, 2023 - 2024, 2024 - 2025, 2025 - 2026	

Increase Community Culture and Racial Campus Climate

Unit Goal: Increase community culture and racial campus climate by 3%.

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
- Community - Objective 5: X
- Completion - Objective 3: X
- Completion - Objective 4: X
- Pathways and Partnerships - Objective 1: X
- Scholarship - Objective 1: X
- Scholarship - Objective 3: X
- Scholarship - Objective 4: X
- Stewardship - Objective 6: X

Action Plans	Action Plan Update
Action Plan Status: Active Action Plan: Support the student engagement events coordinated by counseling faculty for the special programs.	

Action Plans	Action Plan Update
Action Plan Cycle: 2022 - 2023, 2023 - 2024, 2024 - 2025, 2025 - 2026	



Program Review

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

Student Services - DSPS

Executive Summary

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

SUCSESSES

An Increase in Student Access of Services and Departmental Flexibility When Obtaining DSPS Supports and Resources: In the Fall of 2021, our District DSPS offices began implementing an online student record and scheduling system called Clockwork. Clockwork allows Mesa Students to access DSPS services remotely or fully online. We have an online application to apply for services and a web based option for returning DSPS students to request their semester accommodation letters. Another excellent feature of Clockwork is that it is a shared, District-wide, DSPS database. When students are cross enrolled at Miramar or City College, the DSPS Departments can streamline the enrollment and accommodation process for the student. This also includes viewing accommodations that had been previously authorized for the DSPS Student and the case notes of their other DSPS Counselor(s).

DSPS Proctoring Services Updates: The DSPS department has implemented an online form for Professors to complete when they need support administering testing accommodations for a DSPS Student. The Professor Request for DSPS Proctoring is an online request form which eases the process of accessing testing accommodations from a student's perspective when compared to our process prior to the COVID-19 pandemic. This form replaced our pre-pandemic triplicate paper form. Not only does it save budget costs for printing, but it is also sustainable and creates greater access for Professors and Students when requesting the support of the DSPS proctor.

Prior to the pandemic, students were responsible for obtaining a Test Proctoring Request form from our office and bringing the form to their Professor to complete. Once the Professor completed the form, the student would return the form to our office to schedule their proctored exam. With this new online form, the Professor can complete the form online 24/7. Once they complete the request form online, a DSPS staff member contacts the student to schedule the proctored exam and plan for the student's required testing accommodations. This new online method streamlines the coordination of testing accommodations for students. Professors also appreciate the ability to request proctoring support outside of normal business hours. Proctors have also modified their communication methods to better reach the DSPS students. If desired, DSPS Students can schedule their proctored exams with our office via text messaging. If needed, DSPS Proctors are completing exam proctoring remotely. This allows students with various disabilities and equity barriers to complete their exam from their home or preferred location and still receive their academic accommodations.

Clockwork: Clockwork is our District's main method for managing all DSPS daily operations (i.e., management of student files, scheduling of staff and faculty meetings, student appointments, creating student accommodation letters, etc.). Clockwork has made it easier for students to apply for DSPS services online and transfer their accommodations to another DSPS office within our District. Hence, enhancing the access to services for all eligible students. Clockwork has streamlined the case management and data collection of student files. Ultimately, allowing Counselors to spend more time on case management, advocacy and supporting our students on their educational journey.

Increased access and Implementation of Educational Assistive Technology: Our department has been incredibly involved in the Assistive Technology Collective. The Assistive technology Collective is a regional group of DSPS faculty and Staff who have a specialization in assistive devices and software. This regional group meets bi-weekly and shares ideas and strategies for ensuring accessible course content. In the summer of 2022, our department hosted and sponsored a multiple day training on Job Access With Speech (JAWS) which is the world's most popular screen reader for computer users with vision loss. The Collective also

Summary and Reflection

sponsored a highly anticipated Apple Accessibility Training with Apple Inc. In this multiple day training, attendees learned about the accessibility features on an Apple device. Subjects included accessibility features for low vision, hard of hearing, reading and general universal options for individuals with disabilities.

Our DSPS department has also implemented the use of assistive technology to support students inside the classroom. Once a student is approved for accommodations, they have access to Otter A.I. which is an audio to text transcriber. That is, students can use this software on their phone, computer, tablet, etc. To record their course lectures and transcribe their audio recording to text. This software can be used while meeting remotely in zoom, Microsoft Teams or in Google Meet to automatically take notes for you. Students also have access to GLEAN. This is another recording application that allows students to capture recorded audio while also organizing it to meet their personalized study needs.

Our Mesa DSPS High Tech Center (HTC) also provides one-on-one support for students with general technology questions. Students can meet with an HTC staff member to learn how to navigate Canvas or more in-depth training to maximize their use of the assistive technology they use for course access.

Intentional Changes to Departmental Language: The DSPS office intentionally changed our standard language to sound more welcoming to students. We changed Intake to Welcome Appointment and now use the term “student connections” rather than referrals. We’re happy to report the other District DSPS offices also agreed to use the term Welcome Appointment, by following our lead. This type of language is more welcoming to students and creates a more personal and supportive experience.

Academic Facilitators (Project Assistants): The DSPS Department has implemented a new resource for DSPS students who are looking for regular check-ins to support their learning. The DSPS Academic Facilitators are currently Graduate Students who are enrolled in San Diego State University’s Rehabilitation Counseling Program, which is the preferred degree for DSPS Counselors. DSPS students who choose to connect with an Academic Facilitator can receive support with basic computer skills, Canvas, organization, time management, executive functioning, mobility assistance, stress management, adjusting to college, encouragement, and coping strategies.

On April 5, 2023 the Academic Facilitators hosted a Soft Skills Workshop which focused on learning how to set up their voicemail, creating and responding to emails professionally and in a scholarly manner, creating an email signature, etc.

On May 2, 2023 the Academic Facilitators will be hosting a Priority Enrollment Party in the DSPS High Tech Center (HTC). Students who attend will receive support with enrolling in their courses and a slice of pizza! We’re hoping this event will encourage students to use their priority enrollment and increase student retention.

August 7th – 9th 2023 the Academic Facilitators will be hosting a DSPS Summer Camp for Success and Fall Readiness. This camp will assist students with their transition to college, implementing their accommodations, purchasing their textbooks, and connecting them with an Academic Facilitator to support their academic success throughout their time here at Mesa. Students who attend will receive lunch and paid transportation.

Department Liaisons and Hot Spot DSPS Counseling Support: Our department has experienced a great increase in our need to advocate for DSPS students across Mesa’s campus. This includes our typical advocacy for implementing academic accommodations and verifying extenuating circumstances to encourage Professor flexibility. In the Summer of 2022, our Department implemented liaisons for each Academic School so instructional faculty could have a main point of contact for any DSPS related questions. Liaisons also update their departments on changes with the DSPS office and opportunities available for students with disabilities i.e., scholarships, the DSPS Club and Honor’s Society, etc. Below is a list of the DSPS Counselor and their assigned academic departments:

- School of Math (Melissa) and Science (Isaac)
- Social & Behavioral Science (Joe)
- Humanities (Liz)

Summary and Reflection

- Exercise Science/Dance (Sandy)
- Health Services (Erika)
- Business Technology (Bree)
- Arts & Languages (Rebekah)

In addition, two of our counselors provide hot spot counseling services to their area of specialization: The Veteran's Center and the Athletics Department. Each Counselor spends approximately, four hours a month to complete Welcome Appointments and answer general questions on eligibility for students, faculty, and staff.

Disability Club and Honor's Society: Prior to the COVID-19 pandemic, the DSPS Department held monthly support group meetings for Autistic students. As a team we had ongoing discussions about the value of this group and how all DSPS students would benefit. In the fall of 2022, our department began the implementation of the Disability Club and Honor Society; The faculty liaison is Elizabeth Wilke. Here is the club's mission:

- Increase disability visibility, acceptance, inclusion and pride across campus and within our community
- Celebrate & uplift the voices, achievements, milestones & success of students within the disability community
- Advance equity, accessibility and advocacy efforts for disabled students

Transfer support for students: The DSPS Department has continued its partnership with the disability service offices at both SDSU and UCSD. In the spring semesters we invite both campuses to our office so they can connect with Mesa DSPS students who have been accepted to their university. In addition, our department has also coordinated with Mesa's Transfer Center to conduct two workshops to assist Mesa DSPS students with their transfer application questions.

Social Media: DSPS has created and manages multiple social media accounts. The accounts are used to share important information regarding DSPS services, resources, scholarships and important District and Mesa College updates. The social media accounts also provide a space for students to get to know the DSPS department faculty and staff. This personalization is important to ensure we are creating a welcoming environment. Here are the social media accounts for the Mesa DSPS Office:

- * Instagram: Username - mesadsps
- * Tik Tok: Username: sdmesadsps

Outreach Efforts: The DSPS office had made intentional plans to increase outreach efforts to incoming students. Especially those students who are transitioning from High School to College. This year our District is offering an early opportunity for students to register for summer and fall courses. Since students with disabilities often require enrollment priority, our department has created A Digital Transition Guide for High School Students (accessible version). In addition, we have a six-minute video outlining the transition guide and welcoming our new High School Students. Our faculty have also been attending outreach events, parent information nights and completing our DSPS Welcome Appointments on the High School campuses. In addition, our department frequently communicates with our campus' CCAP Coordinator to ensure any high school student with a disability (Students with an IEP, 504 Plan, etc.) can obtain accommodation(s) for their course here at Mesa.

Challenges:

Need for an Academic Counselor/Advisor: Data collected from our Disability Support Programs and Services (DSPS) scheduling system indicate that our current adjunct Counselor, who provides occasional academic advising, is spending 79% of their time completing educational plans, clearing pre-requisites, supporting students with their transfer applications, supporting students with petitions (financial aid appeals, course substitutions, Priority Enrollment appeals, etc.). During the busier times of the semester, DSPS students have experienced a waiting period of up to 3 weeks until their scheduled appointment.

DSPS Counselors have also found it helpful to have a knowledgeable academic advisor on our team. Academic planning can be complex and everchanging due to California laws, such as AB 1705, and other state

Summary and Reflection

initiatives. Having a dedicated person within the DSPS department that is fully committed to academic advising will ensure the DSPS faculty, staff and students have access to the most relevant information on degree completion and transfer.

COVID-19 and Adapting to a new online system: In March of 2020 the DSPS Department transitioned our internal work processes to Canvas and SharePoint for storing student records, District forms and the petitions necessary for our everyday office operations. In November of 2021, the DSPS offices within our District transitioned to an electronic data management system called Clockwork.

Clockwork is now our District's main method for managing our daily operations (i.e., management of student files, scheduling of staff and faculty meetings, student appointments, generating accommodation letters, etc.). As with any major changes, there was a period of adjustment for our department. We amended our proctoring process and worked through some technical difficulties. However, Clockwork has made it easier for students to apply online to our campus' DSPS office and transfer their accommodations to another DSPS office within our District. Hence, increasing access to services for all eligible students. It has also allowed our reoccurring students to request their accommodations online, without requiring an appointment with their DSPS Counselor.

Adapting to Students Mental Health Needs Post- COVID: DSPS Counselors have seen an overall increase in the need for mental health counseling for students. More often, students are reporting they are in crisis and/or requesting therapeutic counseling to address stressors in their personal lives. As DSPS Counselors work with students to determining their academic accommodations and course adjustments, we often discover they have a need for therapy with a licensed professional- Which is very different than the counseling services provided within the DSPS office. When a student's mental health is unstable, it can become challenging for them to complete their academic goals, regardless of accommodation(s).

The DSPS office does not have the resources to provide students with mental health counseling. Furthermore, the DSPS Office has struggled to find an appropriate campus resource to address the immediate mental health needs of students on campus. Likewise, when classroom faculty contact us to obtain mental health counseling/crisis support for a student on our caseload, we are unable to support them. Our department would like to have a standardized process for supporting students in crisis that involves a licensed professional, rather than contacting campus police.

Financial Aid Appeal Process: Financial Aid is very important to the students who rely on it for their enrollment. Many DSPS students are experiencing challenges with obtaining financial aid due to unsatisfactory academic standing (academically and/or lack of completion). Typically, their unsatisfactory academic standing is related to their disability in some way. If their disability was not the primary cause of their academic struggles, it was likely exacerbated by the primary reason leading to further academic difficulties.

The financial aid appeal process requires a student to provide documentation and a detailed statement on the reason they performed poorly in each class with a less than satisfactory grade. This process can be even more challenging for students who have a long history of enrollment, especially at multiple schools. The detailed statements required by the financial aid appeal process requests a student to disclose and re-live personal, and often, traumatic major events. Obtaining documentation of these major life events can be difficult especially if it was medically related. Most students do not have steady health insurance so obtaining past documentation can be time consuming and an equity barrier.

Another challenging component of the financial aid appeal process is a need for an academic plan. However, you must have evaluated transcripts in order to obtain this. Currently, our District is averaging a 90-business day turnaround for students to have their transcripts formally evaluated.

Technology Needs of Students (laptops, Preference of textbooks vs. E-text): Many of our students do not own a personal computer. If they are unable to rent a computer for the semester, they must plan around the LRC's business hours to complete their coursework. Furthermore, if their instructor only has an e-text option, it

Summary and Reflection

becomes challenging to study and read their course materials on a personal cell phone. To address this need, DSPS has ordered 40 laptops to loan to DSPS students in future semesters.

College Readiness: The transition to college from High School can become overwhelming for students. For a student with a disability, there is an added task to transfer their academic accommodations. Students who do not have an effective High School support system will not come to our office prior to their first semester at Mesa. As a result, they do not obtain important accommodations such as priority enrollment or their academic accommodations. When a student with a disability is not aware of our office, they do not receive the support they require to be successful. Instead, they may struggle with their course content, completing their assignments and completing their exams.

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.

During the COVID-19 Pandemic, the DSPS department was required to amend the courses offered to students.

DSPS 40: Learning Disability Assessment: The COVID-19 pandemic required our department, and all other DSPS offices in the state of California, to cease assessments of Learning Disabilities in students. This was due to the in-person requirement of the cognitive and achievement assessments. We resumed Learning Disability Assessments on a limited basis in the Spring 2022 semester. Learning Disability assessment is provided for eligibility for DSPS services when a student has no other qualifying disability.

DSPS 21: Assistive Technology: Effective Fall of 2022, the DSPS office no longer offers the DSPS 21 course. This is due to low enrollment and the needs of the students transitioning to a more online/hybrid format. DSPS is now offering High Tech Center support in an open lab setting. That is, students can access the technology support without being enrolled in a course.

DSPS 42: Applied Basic Study Skills: Effective Fall of 2022, the DSPS office is no longer offering the DSPS 42 course. This course addressed the tutoring needs for remedial Math and English courses. With the legislative changes of AB1705, this course is obsolete as the learning outcomes are for remedial course content.

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

New Resources for the DSPS Department:

Academic Facilitators: Due to an additional funding source for "High Touch Services" DSPS was able to hire five Project Assistants which we refer to as Academic Facilitators. The five Academic Facilitators are currently pursuing a master's degree in Rehabilitation Counseling at San Diego State University. This is the preferred degree for DSPS Counselors, as well. DSPS students who choose to connect with an Academic Facilitator can receive support with basic computer skills, Canvas, organization, time management, executive functioning, mobility assistance, stress management, adjusting to college, encouragement, and coping strategies.

On April 5, 2023 the Academic Facilitators hosted a Soft Skills Workshop which focused on learning how to set up their voicemail, creating and responding to emails professionally and in a scholarly manner, creating an email signature, etc.

On May 2, 2023 the Academic Facilitators will be hosting a Priority Enrollment Party in the DSPS High Tech Center (HTC). Students who attend will receive support with enrolling in their courses and a slice of pizza! We're hoping this event will encourage students to use their priority enrollment and increase student retention.

In Progress Action Plan

Campus-wide Proctoring Center: The proctoring of exams and quizzes has always been a challenging, labor intensive, task for the DSPS Department. Especially during peak times of the semester such as mid-terms and

Summary and Reflection

finals week. Although the responsibility of implementing accommodation(s) during exams/quizzes resides with the Professor of the course, the DSPS Department has made available proctoring services to support Mesa's instructional faculty. This has been a valuable resource for instructional faculty because testing accommodations require additional planning and resources (i.e. the scheduling of extended time, providing access to private or distracted reduced setting, access to assistive technology, oral administration, enlarged font, scribe, etc.). As the leading college of equity and excellence, we have discovered that the need for testing accommodations may be required for students who are not eligible for DSPS services. This includes student athletes who may need to miss an exam for a game or team event, students who experience an extenuating circumstance (i.e., unexpected illness, family or personal emergency, childcare issues, work related conflicts, etc.). Having a campus wide proctoring center will create access for all Mesa students. Makeup exams/quizzes, "second chances" to improve testing scores, the opportunity to take an exam outside of normal business hours (evenings and weekends) and DSPS accommodations can become accessible to the entire Mesa Community. Whereas, our current proctoring process currently singles out DSPS students by removing them from their classroom to have their equity needs met. Campus wide proctoring may also provide our campus with an opportunity to further support our Allied Health programs which prepare students to take state examinations to complete their educational and career goals. Currently, Allied Health students complete their state board examinations off-campus at proctoring centers within the community which charge a testing fee ranging from \$10- \$50+.

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

[Professor Request for DSPS Proctoring.pdf](#)
[New Student Guide.pdf](#)

Executive Summary Complete

Yes

Data Reflection

Trends observed in program/service area's data.

Student Outcomes

A review of DSPS Student Outcomes from 2018 to 2022 indicate students who are enrolled in DSPS have success rates that are equivalent, if not higher, than the students who are not enrolled in DSPS. The data indicates that the following ethnicities have higher percentages in their success rates when enrolled in DSPS: Black/African American (0.05%), Native American (0.11%), Asian (0.01%), Filipino (0.04%), and LatinX (0.02%). This data makes clear that when students with disabilities are appropriately accommodated, they can reach the potential of their peers, or higher.

Delivery of Services; Student Appointments

During the COVID-19 Pandemic, our department continued Counseling appointments remotely via phone or zoom. As we returned to campus, we found the student's need and preference for remote appointments continued as students with disabilities often face challenges with coordinating their travels to and from campus. This is often due to frequent medical appointments, difficulties managing their disability related symptoms, transportation difficulties due to mobility related reasons, etc. When students can complete their Counseling appointments via phone or zoom, it increases their access to the resources offered by our department and the likelihood of them attending their appointments and obtaining the accommodations they need to be successful in their Mesa courses. Students can choose to come in person to our office, but we see most students prefer a remote format. Below is the data collected from our DSPS database, Clockwork, on the administration of student appointments since August 2022:

Summary and Reflection

In-person: 30%
Zoom: 40.3%
Phone: 24.7%
General Meeting/Unknown Modality: 5%

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

Enrollment Gaps Based on Ethnicity

A review of our department's equity gap analysis from 2018- 2022 indicates our Department's enrollment gaps are with our Black/African (-7.5%), LatinX (-7.6%) and Mixed-Ethnicity (-0.6%) students. Enrollment is important to our program and the success of students who have a disability. It is also important to note the eligibility requirements for our program differs from the other categorical programs within our District. If a student with a disability enrolls in a Mesa course, they are eligible for Mesa DSPS services. When students with disabilities are not appropriately accommodated, they do not have equal access to their course content. Without accommodation a student with a disability may become overwhelmed and not continue their academic journey. Or, from a data analysis perspective, this could directly impact the overall success rate of Mesa students.

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

The DSPS Department met on two separate occasions to discuss the outcomes of the department. We unanimously agreed that the outcomes have not changed.

Related Documents for Charts and Graphs

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.

DSPS has reflected on the challenges students face when accessing our department resources. We also recognize how important it is to have DSPS Accommodations if you are a qualifying student, and how those accommodations can greatly impact a student's success. Below are the intentional departmental changes we have implemented:

DSPS Academic Facilitators (Project Assistants): DSPS has recently received additional funding for "high touch" services for DSPS Students. These funds have been delegated to working directly with students and supporting their integration within our Mesa community and connecting them with campus resources. In the Spring of 2023, DSPS hired five Project Assistants to manage a case load of DSPS students requesting 1:1 support their academic success. Our Academic Facilitators can support students with basic computer skills, Canvas, organization, time management, executive functioning, mobility assistance, stress management, adjusting to college, encouragement, and coping strategies. Academic facilitators have also developed workshops for supporting priority enrollment, developing soft skills for student professionalism and a DSPS Summer Camp to prepare incoming high school students for their first college semester.

DSPS Club and Honor's Society: Our department began the implementation of the Disability Club and Honor Society; The faculty liaison is Elizabeth Wilke. Here is the club's mission:

Increase disability visibility, acceptance, inclusion and pride across campus and within our community
Celebrate & uplift the voices, achievements, milestones & success of students within the disability

Summary and Reflection

community

Advance equity, accessibility, and advocacy efforts for disabled students

Since its inception in the fall of 2022, the Club has been a safe, welcoming space for students with disabilities. The students have learned the power in uniting and advocating for their disability related needs and have also supported other DSPS Students who are not yet a part of the club. Here are the events the club has planned in relation to their mission:

Fall 2022: During finals week the club created 100+ goodie bags which were given to the students who visited the DSPS office. Within the bag were multiple snacks and encouraging notes of support.

Spring 2023: During Cultural Unity Week, the DSPS Club and Honor's Society will be presenting a student panel to amplify the lived experiences of Mesa College students with disabilities. This event is titled "Disability Visibility: The student Experience" and will focus on reducing the stigma and barriers of disability, increase accessibility, visibility, and the include of this diverse community.

Graduation; Spring 2023: The Club will be holding a DSPS graduation celebration to honor the Mesa DSPS graduates. Club members with honors, who are enrolled in the DSPS Club and Honor's Society, will be presented with cords to wear with their cap and gown at the graduation ceremony.

Outreach Efforts: The DSPS office had made intentional efforts to increase outreach efforts to incoming students. Especially those students who are transitioning from High School to College. The Summer and Fall semesters will have a very early enrollment opportunity for students. Since students with disabilities often require enrollment priority, our department has created A Digital Transition Guide for High School Students (accessible version). In addition, we have a six-minute video outlining the transition guide and welcoming our new High School Students. Our faculty have also been attending outreach events, parent information nights and completing our DSPS Welcome Appointments on the High School campuses.

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

AB 1705 has impacted the Math sequencing and the course offerings available to students. These changes have directly impacted the offerings of our District's remedial and refresher Math courses. Students who were hoping to refresh or hone in on their Math skills are no longer able to do so under the legislative changes of AB 1705. Immediate enrollment into a College level Math is also not ideal for a student with a disability who is already struggling to adjust to college curriculum while also learning how to become an advocate for themselves.

Related Documents for Charts and Graphs

Practice Reflection Complete

Yes

Mid-Cycle Updates

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

No.

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

No.

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

No.

Timely Accommodations

Unit Goal: 80% of enrolled DSPS Students will request appropriate academic accommodations by the add/drop deadline each semester.

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)

- Completion - Objective 2: X
- Completion - Objective 3: X

Action Plans	Action Plan Update
Action Plan Status: Active	<p>Submission Date: 01/26/2024</p> <p>Action Plan Update: DSPS has recently implemented an online system for students to electronically obtain their accommodation letters. In the Fall of 2023, 70% of our active students requested their accommodations before the add/drop deadline of September 1, 2023. Our department will continue to monitor our processes to raise this number to 80% each semester. We plan to discuss this in further detail during department meetings.</p> <p>Update Year: 2023 - 2024</p> <p>Action Plan Progress: On Track</p>

Action Plans	Action Plan Update
<p>Action Plan: 1. DSPS has increased our outreach efforts by creating a transition guide and video for incoming High School Students. These transition tools explain important deadlines for registration and how to enroll in the DSPS Department. They were shared with our local high schools and during Mesa outreach presentations. In addition, we have been completing Welcome Appointments on site of the high school campuses, upon request.</p> <p>2. Our new DSPS database, Clockwork, has an option for returning students to request their academic accommodations online. This is helpful for students who find it challenging to meet with their DSPS each semester. Here is the link to request an accommodation letter for each semester (with no changes): Request Accommodation Letter. The login and password are the same as a student's mySDCCD portal. Once logged in, a student can personalize their course accommodation letter by selecting which of their approved accommodations they would like to implement. Once submitted, it is routed to their assigned DSPS Counselor for review and approval.</p> <p>3. Outreach and Retention funds: Another important asset for the DSPS Department is our ability to access Outreach and Retention funds to support students with disabilities throughout their educational journey here at Mesa. This includes outreach to incoming students and returning students.</p> <p>Action Plan Cycle: 2022 - 2023, 2023 - 2024, 2024 - 2025, 2025 - 2026</p>	

Appropriate Accommodation & Counselor Support

Unit Goal: DSPS Students will meet with a DSPS Counselor once a semester to discuss the effectiveness of their academic accommodations, or they will request their semester accommodation letters electronically. Electronic requests indicate a student's academic accommodations are working effectively to meet their disability related needs.

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)

- Completion - Objective 2: X
- Completion - Objective 3: X

Action Plans	Action Plan Update
<p>Action Plan Status: Active</p> <p>Action Plan: 1. DSPS has implemented “high touch” services by hiring 5 Project Assistants that we are referring to as DSPS Academic Facilitators. Theses facilitators will be operating a DSPS Summer Camp to orient incoming High School Students to campus, ensure they are enrolled in DSPS and have academic accommodations prior to the first day of class.</p> <p>2. With the implementation of our new DSPS database, Clockwork, continuing students are now able to identify and request which of their approved accommodations are applicable to their enrolled course and request their semester accommodation letter(s).</p> <p>Action Plan Cycle: 2022 - 2023, 2023 - 2024, 2024 - 2025, 2025 - 2026</p>	<p>Submission Date: 01/26/2024</p> <p>Action Plan Update: During the fall 2023 semester, the DSPS office interacted with 907 students to discuss their accommodations. 637 of those students met with a DSPS Counselor prior to the add/drop deadline of September 1, 2023.</p> <p>Update Year: 2023 - 2024</p> <p>Action Plan Progress: On Track</p>

Apply and Adapt Technology and Access Options.

Unit Goal: 80% of the DSPS Students who qualify for the accommodation of alternate media and/or assistive technology will complete an assessment with a Technology Specialist.

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)

- Completion - Objective 3: X
- Completion - Objective 4: X

Action Plans	Action Plan Update
<p>Action Plan Status: Active</p> <p>Action Plan: 1. DSPS will be hosting workshops to assist students will adjusting to the college environment. Our Soft Skills Workshop focuses on supporting students with composing professional, student emails to Professors and also setting up an email signature. This workshop will also focus on utilizing the new District email for students. Our first Soft Skills workshop was held in the Spring 2023 semester. We plan to host another in the fall semester.</p> <p>2. DSPS will be hosting a Priority Registration Pizza Parties in the DSPS High Tech Center. Students will receive support with operating their mySDCCD Portal and identifying the required textbooks for their course. If desired, they can also receive support finding their textbooks online at the Campus Store. If a student has an accommodation of Alternate Text Media, they can also submit their requests to the High Tech Center electronically with the support of a DSPS staff member.</p> <p>Action Plan Cycle: 2022 - 2023, 2023 - 2024, 2024 - 2025, 2025 - 2026</p>	<p>Submission Date: 01/16/2024</p> <p>Action Plan Update: DSPS Academic Facilitators completed a "Soft Skills Workshop" in April of 2023 and during the DSPS Summer Camp for Success/Fall Readiness Program in August of 2023. During these workshops, students were also connected to the High Tech Center to complete their orientations for assistive technology and/or alternate text media.</p> <p>During the Fall 2023 semester, our department implemented a new process for meeting this department goal. Once a student is authorized for a technology based accommodation, (Note taking Software such as Glean and Otter A.I., Voice to Text, etc.) the Counselor will immediately schedule the student for an orientation in our High Tech Center. The total number of complete appointments was 44 during the fall semester. These appointments took place between October 14, 2023 through December 15, 2023.</p> <p>Update Year: 2023 - 2024</p> <p>Action Plan Progress: On Track</p>

Proctoring for Non-DSPS Student Exams

Unit Goal: Faculty can request proctoring services for any Mesa student experiencing extenuating circumstances.

Goal Status: Active

Beginning Year: 2023 - 2024

Projected Completion Year: 2025 - 2026

Mapping

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

- Completion - Objective 2: X
- Completion - Objective 3: X

Action Plans	Action Plan Update
<p>Action Plan Status: Active</p> <p>Action Plan: The Office of Student Success and Equity has implemented a pilot program for faculty to request proctoring services for non-DSPS students. To qualify for this service, faculty must confirm the student in their course is non-DSPS and currently experiencing extenuating circumstances preventing them from completing their exam at the scheduled day/time of their class. Once confirmed, the DSPS Proctor will work with the faculty member to proctor the exam for the non-DSPS student.</p> <p>Action Plan Cycle: 2023 - 2024</p>	<p>Submission Date: 11/14/2023</p> <p>Action Plan Update: The DSPS Department has received funding from the Student Success and Equity to hire two NANC employees to assist with the proctoring services for students who are not enrolled in DSPS. During the Fall 2023 semester, the Mesa Test Proctors received 110 requests for non-DSPS Students.</p> <p>Update Year: 2023 - 2024</p> <p>Action Plan Progress: On Track</p>



Program Review

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

Student Services - EOPS

Executive Summary

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

EOPS –

- a. Overall changes in leadership and personnel caused our numbers to go down. We are currently working to fill those vacancies and be fully staffed by fall 2023.
- b. The EOPS Summer Readiness Program (SRP) / Personal Growth 120 was a great success serving 60 students. . The course bolstered our enrollment and students were able to meet members of our campus community, complete an abbreviated education plan, and learn about career services, transfer services, financial aid, and the Stand. The two PERG 120 courses were taught by NextUp and FAST Counselors.

Dreamer Resource Center (DRC) & Borderless Scholars -

- a. We increased legal services appointments for undocumented students.
- b. We are a part of the Region X UndocuLiaison
- c. We have seen some changes due to personnel changes, and this has affected coverage in the DRC. Our Counselors extended coverage to the DRC, so it would always be staffed.
- d. A major change this year is that SDCCD did not host the Undocumented Student Conference for Spring 2023
- e. We successfully partnered with JFS to obtain a student fellow who is responsible for outreach to increase student appointments.
- f. To better advocate for undocumented students, the DRC created a task force with Admissions, Financial Aid, and Outreach.
- g. The DRC is the lead and representative for the Region X group that has 9 community colleges.
- h. Revision of UndocuAlly Trainings and offered every fall and spring semester
- i. Implementation of various educational workshops. Link to Spring workshop series- https://www.instagram.com/p/ConXG3qyfN_/?next=%2F
- j. Incentive Grant was offered to students
- k. Partnered with Work based learning to offer the first Mesa Impactship Program (MIP) to an undocumented student at Mesa College
- l. Provided Borderless Scholars stoles for graduating students
- m. DRC collaborates with Admissions and Financial Aid who are essential departments to train faculty and staff to better support undocumented students.
- n. DRC develops multiple workshops for the entire semester. Students can now plan ahead of time to attend workshops.
- o. DRC developed new events such as, Embracing the Undocumented Identity (18 students attended), UndocuFamily night (49 students attended), Breaking Barriers: the UndocuHustle (13 students attended), and UndocuSuccess Panel: Educational and Career Journey (34 students attended). Due to funding, DRC provided Visa, Amazon, Uber, and Doordash cards to address student needs.
- p. DRC utilized the Incentive Grant to obtain a non-DACA recipient to work at the center.
- q. In collaboration with JFS, DRC obtained a Legal Services fellow to work at the center.
- r. In collaboration with Work-Based Learning, a non-DACA recipient was able to intern at the center.
- s. DRC provided stoles to recognize undocumented students' big achievement of graduating and/ or transferring.

Rising Scholars –

- a. We hired two Project Assistants to support program efforts. This allowed us to offer more engagement opportunities and helped with retention efforts.

CARE–

- a. We partnered with programs across the campus such as the STAND, Cal-Works and Student Health services

Summary and Reflection

to create more workshops for parents.

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.

EOPS –

a. The department received funding from HEERF, and this allowed the department to be able to fund Counselors and Project Assistants. This support enabled us to better support all of our students in the EOPS program, by offering more Counseling appointments, and wrap around support. This is extremely helpful since our program requires students to attend an orientation, and have three contacts with a Counselor, as well as an exit session.

b. We recently hired an Adjunct Counselor. Their support will allow us to expand our direct support to students. We are in the process of hiring a new Student Services Technician (SST). The support of the new SST will support tracking and reporting efforts.

NextUP & FAST –

a. This past year, we saw a number of personnel changes, which had a significant impact in delivery of services. We are currently in the process of filling our SST vacancy. Once the SST is hired, our NextUp program will be fully staffed and we will have the support that is needed to bolster services to students.

b. We recently hired a NextUp Counselor/Coordinator, which has been a great support to our growing program. The support of the new Counselor/Coordinator has enabled us to begin meeting more frequently and to outreach to more prospective students. In unison, our new hires will bolster our growing program and allow us to serve more student

c. We've seen significant changes in legislation that are in full support of our NextUp program. Effective January 1, 2022, Senate Bill 512 made changes to the Cooperating Agencies Foster Youth Educational Support (CAFYES) program, also known as NextUp, to address barriers posed by current program rules. SB 512 modified eligibility so that students who were in foster care at any point after age 13 may participate in NextUp. The bill made the following two additional changes:

- Specified that funds can be used to provide support to enrolled students as they are matriculating.
- Requires programs to create streamlined systems for application and entry
- The bill also modified the criteria for priority registration for foster youth across all three public post-secondary systems to align with that of NextUp. Students in foster care at any point after the age of 13 are now eligible for priority registration at community colleges and CSUs, and UCs are requested to provide this as well.

DRC -

a. New opportunities in funding and legislation to support undocumented students such as the Incentive Grant, Legal Services Fellow, and Mesa Impactship Program (MIP).

b. All of the internships provided a stipend or grant for undocumented students. DRC focused on providing these opportunities to non-DACA recipients. Currently, working on adding another non-DACA recipient student to the team through the Incentive Grant.

Rising Scholars-

a. Statewide Rising Scholars Network grant received for three years; project assistant hired to support, covers a portion of counselor coordinator payroll and provides direct aid to students.

b. Host monthly luncheons with Rising Scholars students at Mesa Culinary Arts restaurant 7250.

c. Provide several workshops tailored to Rising Scholars student needs that revolve around wellness, legislation that can affect their status, and community organizations to support their journey post

Summary and Reflection

incarceration/transition into society, and while pursuing higher education.

CARE-

a. New adjunct counselor to assist with recruitment and meeting with students. Created Instagram page to connect with students.

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

Executive Summary Complete

Yes

Data Reflection

Trends observed in program/service area's data.

EOPS –

a. In regards to enrollment we have made great strides in supporting our disproportionately impacted students (headcount in the program):

? African American - 15% of our current cohort

? Latino - 53% of our current cohort

? Asian - 20% of our current cohort

? White - 31% of our current cohort

? Native Hawaiian/Other Pac Island - 1% of our current cohort

? American Indian/Alaska Native - 3% of our current cohort

a. EOPS continues to support students via different modalities, such as google voice, and online orientations. Our online orientations have enabled students to complete this vital program step from the comfort of their home, it's accessible and equitable.

NextUP & FAST –

a. This past year, we saw a number of trends in our program area. The following are some of the trends:

? We saw an increase in basic needs for students.

? We also saw a rise in on campus department conflicts with students.

? We also saw a decrease in foster youth enrollment in our programs. Our goal is that our new hires will help to bolster our outreach efforts.

DRC –

a. The following are some of the types of services offered and used by our program:

? Legal services, educational workshops, loan laptops, book and food vouchers, bookstore credit, door dash and, Starbucks, and amazon cards, stoles, assistance with CADAA and AB540, and academic and personal counseling.

? Besides the UndocuLiaison funding, the SDCCD DRC's will also receive \$1.2 million from the \$3.4 million from federal funding and will be provided to each college in September 2023.

Rising Scholars-

a. The following are some of the types of services offered and used by our program:

? transportation assistance (gas and Uber cards, book purchase assistance, laptop loans, meal cards, assistance with ordering transcripts, Amazon cards, expungement clinic, specialized workshops, advocacy

CARE –

Summary and Reflection

a. The program received additional CARE funds from the state. Support services include:
? education grants, meal cards, gas cards, Amazon cards, laptop and calculator loans in addition to all services provided to EOPS students. Workshops in partnership with CalWORKs, Parent Café, parenting resources, scholarship assistance

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

EOPS -

- a. Our Call to Action informed us about equity gaps in enrollment specifically with our African American/Black Latino, and Asian/Pacific Islander students. To better support our students, we did intentional outreach via phone banking efforts, to reach out to our African American/Black Latino, and Asian/Pacific Islander students, connecting them to student services, such as Counseling, DSPS, Student Health Services, The Stand, CRUISE, MT2C, Financial Aid, and the Promise program.
- b. We need to bolster our recruitment efforts to our high schools, college of continuing education, and community organizations.
- c. The EOPS program also needs to increase its in-reach efforts.
- d. Due to the changes in leadership and classified professionals, EOPS did not offer as many specialized workshops as previous semesters. EOPS looks forward to offering a thorough workshops series in fall 2023.

NextUP & FAST -

- a. The NextUp and FAST programs need to seek out more funding resources to better support our students who have experienced foster care.
- b. We need to improve our support for students who do not qualify for our programs.
- c. We need to find ways to bolster faculty engagement with FLEX trainings for foster youth.

DRC -

- a. The DRC needs to better improve the student pipeline from high schools to SD Mesa College. Most undocumented students in high schools do not pursue higher education due to the lack of information, guidance, and support.

Rising Scholars -

- a. Our Rising Scholars program needs to improve its outreach to detention centers and community agencies.

CARE -

- a. Our CARE program needs to strengthen our partnership with community agencies. We also need to continue partnering with our on-campus programs such as The Stand, Cal-Works, and Student Health Services.

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

We met with the leads of the programs and had a number of robust discussions. We reviewed our successes, challenges and our goals for the year. Overall, it allowed everyone to contribute to this year's program review submission.

Related Documents for Charts and Graphs

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.

EOPS - During the 2022-2023 academic year San Diego Mesa College served 678 students. This was an increase of 33 students compared to the 2021-2022 academic year. A main factor to the increase of students

Summary and Reflection

served was due to our in person and remote services. We have continued to provide services remotely while in person such as hosting counseling appointments and workshops via zoom.

Since our return to offering services from the campus, we have had a surge of students apply to EOPS and current students seeking assistance to meet basic needs. Our department and services are visible to students that seek services in person and departments have also referred students to our office. The EOPS Application was available online via Google form and we updated our website regularly. EOPS counselor and staff conducted wellness check-ins where they either called or text students using Google Voice in an effort of ensuring that students have access to the necessary resources and to let them know that the EOPS Team was available remotely via phone, email, and zoom. We also increased our social media presence on Instagram @SDMesaEOPS to provide another platform to share information about EOPS, the EOPS page has over 1,000 followers.

We offered priority registration, open labs and study breaks. We continued to partner with various college programs and departments to outreach to prospective students, we partnered with programs such as the Outreach and CRUISE.

Services to EOPS students included, but are not limited to educational grants, book service, health fee, student government fee, parking permit, school supplies, and academic, personal and career counseling. Our program also offered grants every semester, grants were processed promptly in order for students to access funds that would support them throughout the semester. In an effort to cultivate student success our program continued to offer one-hour appointments for the first contact with new students. This additional appointment time provides counselors the opportunity to connect with students and discuss their academic, professional and personal goals. Continuing student appointments continued to be 30 minutes, continuing students have the opportunity to schedule follow-up appointments as needed or can also request to extend appointment from 30 minutes to 1 hour.

The implementation of the EOPS timeline continue to be strengthened. We consistently reached out to students via email, phone, student portal, and during appointments to remind them of their EOPS appointments and services. This framework has supported our goal of retaining more students. The EOPS Exit Survey captures that the book services, grants and supplies are among the most needed financial benefits that EOPS offers. Moreover, the EOPS Advisory Committee met to review and discuss program progress and goals. There was an ongoing discussion about implementing best practices and collaborating with on-campus and off-campus organizations to offer additional support to students.

Our EOPS Chair is now a part of the enrollment management committee and Pathways. She supported the planning for the first College of Continuing Education conference at Mesa College. During this conference she presented on EOPS eligibility and services. She has also been instrumental in promoting our services to our campus community. Her role as Chair has enabled her to meet with Faculty and lend her expertise to campus efforts, such as the Mesa College Success Coaches.

We partnered with Region X EOPS to host workshops for employees in which attendees had the opportunity to learn about best practices, share resources, and network. We also partnered with various student services departments to inform students of the plethora of resources available on-campus that may address needs having to do with food and/or housing insecurity. Our counselors continue to be involved in the financial aid appeals process as committee members. This has helped our office better assist students with financial aid appeal applications and provide input when our students are being reviewed by the committee. The Director is an active member of various college committees and meetings, some of which include but are not limited to, the Campus Administrator's Meeting, President's Cabinet Meetings, Student Services Council, Student Equity Plan, Guided Pathways, and the Mesa 2030: Education and Facility Master Plan. Participation in these meetings allows for the Director to be abreast of campus happenings and share EOPS information with the campus community.

In order to better understand our students, the EOPS Office has been administering surveys using Google Form to assess student needs, and program strengthens and areas of opportunities. Survey responses from students included, "Eops helped me succeed as not only does it have a ton of informative workshops but also has counselors that are easy to reach when I have any troubles which is extremely helpful", "It helped me pay

Summary and Reflection

for my books and if it wasn't for them I would've not been able to pay for it.", "Counseling appointments were essential to my mental health", "I was able to submit my appeal to financial aid thanks to the guidance of the EOPS counselors", and "It helped me stay on track with my educational goals and not stress about fees I may need to pay for".

The Spring 2023 semester culminated with an in-person Achievement Ceremony. There was a total of 100 students that received a certificate, associate degree, and/or transferred to a university; this was a decrease from the previous year. This number of graduates may have decreased since our list of graduates was from April 2023 and would need an updated complete list to reconcile lists and retrieve information. This can be completed during Summer 2023, once Evaluations complete graduate/degree audits. Students were invited to participate in the ceremony and received a sash, certificate, school supplies, and food. The EOPS Program at Mesa College continues to go over, above and beyond for students.

NextUP & FAST- Our team has Increased foster care awareness training for professionals. During the 2022-2023 academic year we served 26 NextUp students and 18 FAST students.

DRC - During the 2022-2023 academic year we served 138 students. We have taken strategic steps to support our equity efforts:

- a. UndocuAlly training provides best practices to faculty and staff.
- b. The usage of grants and fellowships since non-DACAmented students are unauthorized to work.

Rising Scholars- During the 2022-2023 academic year we served 65 students. Continue outreach and community partnerships, campus education and awareness via workshops and social media.

CARE- During the 2022-2023 academic year we served 16 students. Continuing strong partnership with CalWORKs program to focus on recruitment, outreach is more widespread on campus (post pandemic) and the program is more visible to assist in recruitment, engage in statewide support meetings for best practices (CARE Circle). Increase social media engagement.

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

EOPS – We saw a decrease in our numbers due to changes in personnel and EOPS classified staff. We also received our list of graduates in April, which might not reflect an accurate count of graduates in EOPS.

NextUp & FAST - Change of staff/team members have impacted our programs in a big way. We have not been able to increase enrollment. We are working strategically to develop programming that bolsters enrollment, such as our Summer Readiness Program (SRP). The goal is SRP will help to connect incoming students at the onset of their academic journey to our EOPS programs and services.

DRC - federal and state funding will maintain and provide additional resources to address undocumented student needs.

Rising Scholars - This is the first year that Rising Scholars receives funding from the state which allowed to build the foundation and develop a more comprehensive program. We are working strategically to develop programming that bolsters enrollment, we look forward to serving more students in the 23-24 year.

CARE- We will continue to partner with other campus partners such as Cal-Works, The. Stand, and Student Health Services. Thus far, these partnerships have been very beneficial for our program.

Related Documents for Charts and Graphs

Practice Reflection Complete

Yes

Summary and Reflection

Mid-Cycle Updates

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

Yes, please review Unit goals and action plans updates.

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

Yes, please review Unit goals and action plans updates.

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

Yes, please review Unit goals and action plans updates.

Completion

Unit Goal: Increase the number of students receiving an associate degree, certificate or transferring to a university.

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 1: X
- Completion - Objective 1: X

Action Plans	Action Plan Update
<p>Action Plan Status: Active</p> <p>Action Plan: 1. Review program requirements during new student orientation.</p> <p>2. Send emails to students listing program requirements and update website to reflect updated program requirements.</p> <p>Action Plan Cycle: 2022 - 2023, 2023 - 2024, 2024 - 2025, 2025 - 2026</p>	<p>Submission Date: 01/12/2024</p>

	<p>Action Plan Update: EOPS - We successfully filled all of our vacancies: (1) SR.SSA, (2) SSTs, and recently we filled our Director of EOPS position. In filling these positions, we expect our numbers to increase.</p> <p>Updates:</p> <p>" We had a successful Outreach event in summer, entitled "Registration Rally." All Summer CRUISE students were invited to participate in four sessions that focused on direct matriculation support. Students were able to meet with the EOPS Counselors and receive timely support with Abbreviated Education Plans, pre-requisites, and navigating the MySDCCD portal, registration/enrollment. Our EOPS Counselors were able to connect with over 200 prospective students.</p> <p>" During Welcome Week, EOPS partnered STAR TRIO, Rising Scholars, Borderless Scholars, CARE, NextUp, and FAST to provide students an open house called, EOPS Survival Kit. During this event, all students were invited to stop by the different centers, and pick up items to support them academically. We saw over 400 students via this effort.</p> <p>" EOPS partnered with the Transfer Center to provide our students with one-on-one support with the transfer process. Ensuring students submitted transfer applications before the UC and CSU deadline.</p> <p>" EOPS held registration workshops for spring enrollment. During these workshops, we reminded students about their priority registration appointments. Counselors were able to support students with updating their education plans as well as course selection.</p> <p>" We are partnering with Brian Lesson, faculty member, to develop tailored workshop series that will focus on financial literacy. Brian presented to our team and the next phase is for him to meet individually with our special program Coordinators.</p> <p>Rising Scholars -</p> <p>" We have one Adjunct Counselor, one Project Assistant (formerly incarcerated) and one Work-study (formerly incarcerated) to support program efforts</p> <p>" Program grew to 76 students at the end of Fall 23 semester</p> <p>" Rising Scholars is serving 40 of the 76 students at Westcare- CCTRP,, a local CDCR facility</p> <p>" Partner with The Access Project for yearly expungement clinics</p> <p>" Partner with Health Services/ mental health services for group support</p> <p>" Monthly Empowerment Hour lunches</p> <p>" Laptop loans</p> <p>" Partnerships with SDSU Project Rebound and UCSD Underground Scholars</p> <p>" Partnership with Equity Librarian on campus</p> <p>" Partnership with Garden 31, a non-profit, founded by a formerly incarcerated individual, that aims to support regenerative agriculture</p> <p>" Various workshops during the semester to boost community among Rising Scholars to include: journaling workshops, meditation workshops,, movie nights, self-care and affirmation workshop</p> <p>" Partnership with Next Up program for sound healing workshop and STAR TRIO for movie</p>
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Action Plans	Action Plan Update
	<p>night</p> <ul style="list-style-type: none"> " Students receive monthly meal vouchers and twice per semester transportation assistance " Students receive book grant each semester if meeting program requirements " Provide graduation sashes for graduating students <p>CARE -</p> <ul style="list-style-type: none"> " We partnered with programs across the campus such as the STAND, CalWorks and Student Health services to create more workshops such as Thriving through Thanksgiving, Healing Circle, Parent Cafe and Family Game Night for student parents. " Forming a new partnership with a vendor to present the Parent Workshop series. " Growing the CARE program to 21 students. " Building and strengthening the student parent community on campus by continuously hosting three Parent Cafe's a month. " Scholarship Opportunities - Soroptimist Live your Dream " Forming the Parent Taskforce Committee to support non eligible student parents " Two CARE students will be graduating and one is transferring to National University <p>Borderless Scholars -</p> <ul style="list-style-type: none"> " As of October 2023, the DRC has started to provide in-person legal services. " We serve as the Region X representative for CCCCCO " Currently, the JFS fellowship position is vacant because the student transferred. " We added the Avanza center to the UndocuTask Force. " We extended the group by inviting SDSU, CSUSM, UCSD, and SDU to build a pipeline for undocumented transfer students to have a better transition. " We offered the UndocuAlly Training for Spring 2023, but we didn't for Fall 2023 due to emerging issues that needed to be addressed. " The DSIG program was only offered in Spring 2023. DSIG student had to appeal to be readmitted to the program for Spring 2024. " The DRC hosted at least one student each semester (spring and fall) " We are currently missing a FA Liaison. " This Fall semester we collaborated with the UndocuRegion X for the Undocumented Student Action Week. Due to funding, this time we were able to provide visa cards, Uber cards, bookstore cards, Starbucks cards, meal cards, and bookstore credit. <p>Update Year: 2023 - 2024 Action Plan Progress: On Track</p>

Enrollment

Unit Goal: Increase the number of units enrolled per semester.

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)

- Completion - Objective 1: X
- Completion - Objective 4: X

Action Plans	Action Plan Update
<p>Action Plan Status: Active</p> <p>Action Plan: 1. All new and continuing students will either create, update, and/or review their education plan every semester during their 1st required counseling appointment and their education plan is accessible via their student portal.</p> <p>2. Provide open labs during Priority Registration period to support students in enrolling in classes for the following term.</p> <p>Action Plan Cycle: 2022 - 2023, 2023 - 2024, 2024 - 2025, 2025 - 2026</p>	<p>Submission Date: 01/12/2024</p>

Action Plan Update: EOPS -

" In regards to enrollment we have made great strides in supporting our disproportionately impacted students (headcount in the program):

Ethnicity Percentage in the program

White 25%

African Amer 13%

Hispanic 43%

Asian 16%

Native Amer 4%

Pacific Islander 1%

Total 760*

Active Students 591

Many students reports multiple mixed ethnicities*

NextUP & FAST - This past year, we saw a number of trends in our program area. The following are some of the trends:

" We saw an increase in basic needs for students.

" We also saw a rise in on campus department conflicts with students.

" This past year we grew our roster of students from 27-32. We anticipate growing this number for the Spring semester

Rising Scholars -

" Seven students applying for transfer Fall 2023

" Three graduates in May 2023

" 76 students served Fall 2023

" 40 of the 76 students served are housed at the local CDCR program for incarcerated women (Westcare)

" Data received from District Dean of Outreach and Student Affairs for outreach purposes and emails were sent to potential eligible students

" Currently exploring partnerships with Juvenile Justice programs in the community

" Hire Up grant initiated and will be working with Rising Scholars to identify eligible students

CARE -

" The trends observed in our program area include:

" The student parent community within the campus has grown exponentially.

" Student parents need immediate support and resources such as basic needs in order to continue their education. Our goal with building community partnerships will increase the opportunity to provide resources.

" The following are services offered by the program area:

" Student parent workshops, transportation assistance such as gas and meal cards, amazon cards

	<p>Borderless Scholars -</p> <p>" The following are some of the types of services offered and used by our program: Legal services, educational workshops, loan laptops, book and food vouchers, bookstore credit, door dash and, Starbucks, and amazon cards, stoles, assistance with CADAA and AB540, and academic and personal counseling.</p> <p>" We no longer provide DoorDash cards but we added Visa cards and Uber cards—Students can use this card for UberEats or UberRides.</p> <p>" Also, DRC laptops are currently unavailable for the Fall 2023 semester</p> <p>" Update:</p> <p>" The DRC is working with Outreach to implement a pipeline for Spring 2024.</p> <p>" The DRC staff and student population is growing, and we have officially submitted an affinity space to request a bigger center. If approved the center will afford our students a center that adequately can support their various needs.</p> <p>EOPS – Currently for the 2023-2024 academic year San Diego Mesa College is serving 591 students. We are seeing a steady increase to reach our semester goal of 600 enrolled students. We have continued to provide services remotely and in person such as hosting counseling appointments and workshops via zoom.</p> <p>Our webpage has been updated, which is helping to bolster recruitment. Our department and services are visible to students that seek services in person and departments have also referred students to our office. The EOPS Application was available online via Google form. EOPS counselor and staff continue to provide wellness check-ins where they either called or text students using Google Voice in an effort of ensuring that students have access to the necessary resources and to let them know that the EOPS Team was available remotely via phone, email, and zoom. We also continue to increase our social media presence on Instagram @SDMesaEOPS to provide another platform to share information about EOPS, the EOPS page has over 1,000 followers.</p> <p>We offered priority registration, open labs and study breaks. We continued to partner with various college programs and departments to outreach to prospective students, we partnered with programs such as the Outreach, Assessment, and the Transfer Center.</p> <p>Services to EOPS students included, but are not limited to educational grants, book service, health fee, student government fee, parking permit, school supplies, and academic, personal and career counseling. Our program also offered grants every semester, grants were processed promptly in order for students to access funds that would support them throughout the semester. In an effort to cultivate student success our program continued to offer one-hour appointments for the first contact with new students. This additional appointment time provides counselors the opportunity to connect with students and discuss their academic, professional and personal goals. Continuing student appointments continued to be 30 minutes, continuing students have the opportunity to schedule follow-up appointments as needed or can also request to extend appointment from 30 minutes to 1 hour.</p>
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The implementation of the EOPS timeline continue to be strengthened. We consistently reached out to students via email, phone, student portal, and during appointments to remind them of their EOPS appointments and services. This framework has supported our goal of retaining more students. The EOPS Exit Survey captures that the book services, grants and supplies are among the most needed financial benefits that EOPS offers. Moreover, the EOPS Advisory Committee met to review and discuss program progress and goals. There was an ongoing discussion about implementing best practices and collaborating with on-campus and off-campus organizations to offer additional support to students.

Our EOPS Chair is now a part of the enrollment management committee and Pathways. She supported the planning for the first College of Continuing Education conference at Mesa College. During this conference she presented on EOPS eligibility and services. She has also been instrumental in promoting our services to our campus community. Her role as Chair has enabled her to meet with Faculty and lend her expertise to campus efforts, such as the Mesa College Success Coaches.

We partnered with Region X EOPS to host workshops for students in which attendees had the opportunity to learn about the transfer process to a CSU, and a live demo of the newest FAFSA application. We also partnered with various student services departments to inform students of the plethora of resources available on-campus that may address needs having to do with food and/or housing insecurity. Our counselors continue to be involved in the financial aid appeals process as committee members. This has helped our office better assist students with financial aid appeal applications and provide input when our students are being reviewed by the committee. The Director is an active member of various college committees and meetings, some of which include but are not limited to, the Campus Administrator's Meeting, President's Cabinet Meetings, Student Services Council, Student Equity Plan, Guided Pathways, and the Mesa 2030: Education and Facility Master Plan. Participation in these meetings allows for the Director to be abreast of campus happenings and share EOPS information with the campus community.

In order to better understand our students, the EOPS Office has been administering surveys using Google Form to assess student needs, and program strengthens and areas of opportunities.

The EOPS Program at Mesa College continues to go over, above and beyond for students.

NextUP & FAST- Our team has Increased foster care awareness training for professionals. Our team will be attending foster care trauma informed training to improve our support services to students. During the Fall 2023 semester, we served 32 NextUp students and 28 FAST students.

DRC - During the 2023-2024 academic year we have served 74 students. We have taken strategic steps to support our equity efforts and bolster our numbers:

	<p>" UndocuALLY training provides best practices to faculty and staff.</p> <p>" The usage of grants and fellowships since non-DACAmented students are unauthorized to work.</p> <p>Rising Scholars- During the 2023-2024 academic year we went from serving 16 to 81 students. We continue to outreach and develop community partnerships, campus education and awareness via workshops and social media.</p> <p>CARE- During the 2023-2024 academic year we served 18 students. Continuing strong partnership with CalWORKs program to focus on recruitment, outreach is more widespread on campus (post pandemic) and the program is more visible to assist in recruitment, engage in statewide support meetings for best practices (CARE Circle). Increase social media engagement.</p> <p><<What other factors (internal or external) might also impact the above data trends and equity gaps?>></p> <p>EOPS – We saw a decrease in our numbers due to changes in personnel and EOPS classified staff. We also received our list of graduates in April, which did not reflect an accurate count of graduates in EOPS.</p> <p>NextUp & FAST - Change of staff/team members have impacted our programs in a big way. We are working strategically to develop programming that bolsters enrollment in the following ways:</p> <ul style="list-style-type: none"> " Creating comprehensive training guidelines through the lens of trauma-informed and student-centered practices to support the new team in improving our services to students. " Improving avenues of communication internally within the program. " Continue the Summer Readiness Program (SRP). The continuation of SRP will help to connect incoming students at the onset of their academic journey to our EOPS programs and services. <p>DRC - federal and state funding will maintain and provide additional resources to address undocumented student needs.</p> <p>Rising Scholars - This is the first year that Rising Scholars receives funding from the state which allowed to build the foundation and develop a more comprehensive program. We are working strategically to develop programming that bolsters enrollment, we look forward to serving more students in the 24-25 year.</p> <p>CARE- We will continue to partner with other campus partners such as Cal-Works, The. Stand, and Student Health Services. Thus far, these partnerships have been very beneficial for our program.</p>
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Action Plans	Action Plan Update
	<p>Update Year: 2023 - 2024</p> <p>Action Plan Progress: On Track</p>



Program Review

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

Student Services - Employment/Career Center

Executive Summary

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

Successes:

Since our last comprehensive review for 2018-2019, the Career Center (CC) has continued to be forward-thinking, innovative, creative and hardworking. This past year, the Transfer, Evaluations and Career (TCE) created this TCE Bubble Map to characterize who we are.

Our success includes adding and hiring new faculty and staff positions to support Career services, focusing on equity, and inclusion, offering both in-person and remote career services and opportunities, collaborating with several departments and programs on campus, planning the first-ever district-wide Career Fair utilizing our districtwide job board, Handshake, creating a Career Services Canvas Shell and purchasing several online career resources that students can access 24/7.

In addition, we continue to collect career-related data, market well to our campus community and infuse career wherever we go in an engaging way.

Below is a list of our specific successes:

Infographics - 2019-2022

Call to Action: Transfer, Career and Evaluation Departments Antiracism, Diversity, Equity, and Inclusion Plan

Career Peer Ambassador Program (CAP)

Two Career Co-Coordinator (.5 each) - added Kristy Carson in summer 2019

2020 Mesa Spring Convocation - Career Fest Video Presentation

Provided various career-related workshops/presentations both remotely and in-person. From fall 2020 to current (March 2023) we presented to 1,414 people within the campus community, this included students, faculty, staff and administrators.

2020 Student Needs Survey and Results

Career Data Dashboard

Career Fair

-2019 & 2020 In-Person Career Fair

-Spring 2021 and 2022 Virtual Career Fairs

-Fall 2022 - In-Person Career Fair (500 students and 84 employers)

Handshake Job/Internship Board - Launched Spring 2022

-Career Fair Marketing

-Career Counseling Appts - Launching Summer 2023

-CAP Appts - Launching Spring 2023

Fall 2022/Spring 2023: More in student appointments/ access to students

Remote Career Services, spring 2020 - current

Back on campus (in-person services) summer or fall 2021.

NEW Career Center Services & Resources

-Career Canvas Shell - Launched Spring 2022

-Updated the Career Center Website

-Career Ready Guide - 2023 Renewal

305 Mesa students/users registered to utilize the Career Ready Guide (CRG) in 2022. We purchased 300 users this past year and we ran out of accounts in mid to late November. This was significant because it shows the increasing popularity and need for this career tool.

We obtained quantitative and qualitative data from Career Spots (the company that owns the CRG) and they collected data from our Mesa students regarding the tool from December 16, 2021, to September 22, 2022.

Overall the student responses were very positive.

See Summary of San Diego Mesa College Student Survey Responses Report

Big Interview - Launched Spring 2022

Summary and Reflection

CAP Resume & Cover Letter Handbook - Fall 2022
CAP Internship Handbook - Spring 2023
CAP 2021 Spring Workshop Series
CAP 2022 Spring Workshop Series
YouTube and Instagram presence
CAP Jumpstart Video - Spring 2023

Career Counseling Chats - spring 2020 to spring 2022

Veteran Career Chats/Career Counseling - Fall 2022/Spring 2023

Career Services continues to thrive in collaborative environments. Below is a list of collaborative efforts when it comes to career workshops, presentations, and tabling with the following departments and programs:

- Work-Based Learning (WBL)
- KAPWA cohort
- UMOJA cohort
- Black Studies Dept
- Chicano Studies Dept
- EOPS: Next Up, Rising Scholars, Borderless Scholars
- Veterans Success Center/Veteran Services
- Peer Navigators
- Outreach Ambassadors
- College Success (Perg 120)
- Promise Students
- Careers in Psychology (Psyc 201)
- Mesa College Career Fest
- Mesa College Welcome Week
- 2023 PRIDE Center Grand Opening
- Spring 2022 Catalyst Conference
- Black Student Success Week

It is important to note that our Career Team is well represented in various committees and takes advantage of professional development opportunities both on and off campus.

Below are some specific career-related committee involvement:

- District Handshake Implementation Committee
- Mesa Strong Workforce Committee
- Strong Workforce Employer Engagement & Internships Subcommittee
- Guided Pathways Onboarding and Exploration Workgroup
- Counselor Institute Planning Committee
- Various Career Planning and Events Committees

Our Career Ambassador Program (CAP) continues to thrive and be central to our career successes. See the below list.

-Accessibility to reach all students. By offering zoom, in-person, and phone call appointments the peers have been able to work with a higher number of students.

-NEW Career Center Services & Resources

Career Canvas Shell - Launched Spring 2022

CAP Resume & Cover Letter Handbook - Fall 2022

CAP Internship Handbook - In- Progress Spring 2023

-Pre & Post Survey

By having students fill out a pre and post-survey we are able to record how the program is helping students. We can see what is going well, what needs improvement, and the benefits overall.

-Presentations/Workshops

The peers are having the opportunity to present in classrooms and for different departments.

Challenges:

Summary and Reflection

While it is important to celebrate and acknowledge our successes it is equally as important to identify the challenges we faced the past 4 years.

More specifically our challenges consisted of the following:

- Adjusting to the Pandemic and Covid-19. The Career Center had to quickly pivot to think outside of the box to serve our students remotely and in an effective way. Even though our adjustment efforts went well, it was still a stressful time to learn, adapt and implement. It was a whirlwind.
- Many of our Mesa students are still remote and how do we make sure they are aware of our Career Services
- BIPOC students still low #s
- Less Career Coordinating hours for Raquel and Kristy. They have 5 hours each per week and sometimes this is very hard to keep up with all the career demands and coordination with limited coordination hours even when slash time is used.
- Enrollment and on-campus student numbers are still low which decreases access to students and outreach opportunities. Many students are also still taking a large number of classes online since the course offerings are still predominantly online.
- Low staffing and hours for Career Counselors/Coordinators so we are not able to do very much outreach activities on campus.
- Many SDCCD Jobs/on-campus jobs are still not on Handshake.
- The district employment website does not show the exact college location of each job on the webpage and this makes it hard to help students find on-campus or SDCCD campus-specific jobs.
- Career needs to come from the whole campus just from the Career Center. It is imperative to change the culture where career and major exploration is a campus priority.

In summary, adjusting to the pandemic, reaching our BIPOC students, and having staff vacancies for years are by far the biggest challenges we faced.

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.

Since our last comprehensive review, the impact of the 2020 Covid-19 pandemic required our campus and department to change and evolve in numerous ways. Starting in Spring 2020, the Career Center Team acted quickly to revise the way we provided career services to our students and our campus community in a virtual environment which produced a variety of remote and virtual services that allowed us to reach students in all ways we were prior. This continued through the Spring/Summer of 2022 when we started our transition back to campus. We then began to gradually offer in-person services to students once again. As a department, we have continued to try our best to remain flexible to change but most importantly student-centered in how we have restructured our services to meet the new normal of our campus and community environment.

Here is a list of some the new services, programs, resources and events we've developed and provided since the last comprehensive program review:

Phone and Virtual (Zoom) Appts
Virtual Career Workshops
Spring 2021 Virtual Career Fair
Spring 2022 Virtual Career Fair
Fall 2022 (In-Person) Career Fair
(500 students and 84 employers)
Handshake Job/Internship Board
Career Peer Appts - Launching Spring 2023
Career Counseling Appts - Launching Summer 2023

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

Within the last 4 years, we had several employees move on to other employment opportunities so we were understaffed for years and are slowly rebuilding our team. The Career Center is very fortunate to have had

Summary and Reflection

these new hires in the last year plus.

New hires:

Olivia Picolla, Supervisor of TCE

Sadie Wager, Senior Student Services Assistant

Ayana Woods, Project Assistant split between TCE

New CAP hires: LaraSin Napasa, Jocelyn Dorantes, Jose Ortega, Kanika Lee, Ashley Welch

2-3 new CAP members - Coming Summer 2023!

In addition to new employees, we have been fortunate to purchase and/or create the following online resources:

-Candid Career Videos (OCE Pathways Funding)

-Handshake

-Career Ready Guide (OCE and Mesa Pathways Funding)

-Career Services Canvas Shell (OCE Pathways Funding)

-Big Interview (Mesa Pathways Funding)

-Resume Handbook

-Internship Handbook

It is important to note that the Career Center's internal budget was not able to financially support many of these valuable resources so we had to seek out other funding support systems. For example, we gratefully obtained funding from OCE Pathways Funding and Mesa Pathways Funding. It is our hope to obtain more consistent funding in the future so we do not have to seek outside funding support. Our campus community has found these career resources to be valuable.

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

Executive Summary Complete

Yes

Data Reflection

Trends observed in program/service area's data.

The following data is a representation of our student career counseling appointment offering types and numbers over the last four years, starting from Fall 2019 to present.

of Total appointments: 1,864

of In-person appointments: 548

of Online/zoom appointments: 1,156

In response to the Outcomes and Assessment report and the pandemic, the Career Counselors/Co- Coordinators created 1) our own in-house Student Needs Survey, 2) a Career Student Services Outcome (SSO) Survey and 3) and a Career Data Dashboard.

The SSO Survey and Dashboard were created in partnership with our campus research team, specifically Kyung Ae and Leah Tsao.

We have tried to be more mindful and intentional with the data pulled.

Student Needs Survey Results

Career SSO Survey Results

32021-2022 Career Data Dashboard Analysis

Summary and Reflection

Based on the data, here are the take-a-ways/trends:

1) Student Needs Survey (Career Center, 2020)

Many of our students want support in career and major exploration, internship assistance, resume review and job assistance

Students want various ways to receive remote support (i.e. video chat, phone, email, online resources and videos).

Students want career resources on disability, transgender, and the STEM field.

Students would like to see more paid internships, remote jobs, career videos, drop-in hours and virtual career events

2) Career SSO Survey Trends:

A total of 36 students completed the survey, and the response rate was much higher for female students (79%). Latinx (41%) and Asian (21%) also had a higher representation in the survey.

The absolute majority of respondents (n=35) reported that the virtual counseling appointment met their needs (4.66).

In addition, students' responses to other career-related questions are favorable

3) Career Data Dashboard Trends:

In 2021-2022, Career Exploration, Career Advising, Transfer and Job Search were the top 4 career counseling topics.

More counseling sessions were provided during the morning hours 8am-10am, 10-12pm and late afternoon hours after 4pm.

Students who received career counseling overall had a higher success course rate, higher average GPA, carried slightly more units and persisted slightly longer than the general campus who did not receive career counseling.

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

In regards to equity gaps, these are the trends that we pulled from the data:

- In all 4 career counseling topics, more female, Latinx, non-first generation, and degree (Associate and Bachelor) seeking students had career counseling sessions.

- The proportion of students participating in career counseling was higher in female, Latinx, white, African American, and degree-seeking students.

- The first-generation status of career-counseled students are similarly aligned with the general Mesa student population

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

Kristy and Raquel (the Career Coordinators) reviewed the results for each assessment and report. The data was shared to the following people: the TCE Supervisor, Olivia Picolla, the Counseling Department Chair, Cynthia Rico and our Dean and Manager, Ailene Crakes.

After reviewing the data from Student Needs Survey, the Career Coordinators focused on efforts to provide more online career resources for our students and the campus community, to continue to offer both remote and in-person services and to reach out to DSPS and Workability III to be better equipped to work with students with disabilities and career needs.

As a result of the Career SSO Survey and Career Dashboard, the Career Coordinators made mindful collaboration efforts with programs and departments on campus that work traditionally with disproportionately impacted students.

As mentioned earlier in this program, below are the programs/departments we collaborated with:

- Work-Based Learning (WBL)

- KAPWA cohort

- UMOJA cohort

- Black Studies Dept

- Chicano Studies Dept

Summary and Reflection

EOPS: Next Up, Rising Scholars, Borderless Scholars
Veterans Success Center/Veteran Services
Peer Navigators
Outreach Ambassadors
College Success (Perg 120)
Promise Students
Careers in Psychology (Psyc 201)
Mesa College Career Fest
Mesa College Welcome Week
2023 PRIDE Center Grand Opening
Spring 2022 Catalyst Conference
Black Student Success Week

Related Documents for Charts and Graphs

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.

The 2020-2021 Student Development divisional Call To Action that was implemented since the last program review cycle has significantly impacted our program department in a positive way. In response to this Call To Action our department developed a TCE Anti-Racism, Diversity, Equity and Inclusion Plan which became a core initiative for our three departments. We then made a very significant effort to outreach to Black and Latinx in very intentional ways through collaboration with many campus departments and programs including Black Studies, Chicana/o Studies, UMOJA, PUENTE, EOPS and more. While our efforts did not dramatically change our numbers of Black and Latinx student engagement yet, it has set a precedent and expectation that we will continue these efforts when creating programs and events in the future.

Moving forward, as a department, the Career Center plans to continue intentional and proactive equity efforts to expand our services to other disproportionately impacted student populations including but not limited to:

BIPOC students, Veteran students, students with disabilities, Promise Program students, EOPS students, undocumented students (Borderless Scholars), justice impacted students (Rising Scholars), Student-Athletes, and LGBTQ+ students.

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

If the Career Center team had more staffing support and the counselors had more coordination time there would be a possibility of providing more programs and services to students and the campus community. In particular having a designated person who could be the Career Web master/marketing person to help with all the marketing and website page needs.

Increasing the amount of campus support with career education, curriculum and programs/services both in student services and instruction would improve student awareness and access to Career Services.

Hiring a full-time internship coordinator would be a great way to increase the amount of student support in career readiness and preparation overall.

Incorporating more career services and career education into the mission, goals and values of the next Mesa College campus Roadmap.

Related Documents for Charts and Graphs

Summary and Reflection

Practice Reflection Complete

Yes

Mid-Cycle Updates

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

Career Services Updates:

The Career Center website was not only redesigned but we joined forces with Work-Based Learning and now have a combined Career Services Webpage.

During the Fall 2023 semester, there has been a consistent trend of students not being able to schedule appointments when needed or waiting 30 days (about 3-4 weeks) before meeting with a Counselor due to limited appointment availability. Currently, we do not have enough Career Counselors or appointment slots available to accommodate this increase in student demand.

As a result of the career counseling need the following actions will be implemented:

General Counseling will be submitting a Faculty Hiring Request to hire another counselor faculty member who can assist with career counseling appointments and services.

The Co-Coordinator will work with their Counseling Department Chair in 2024 to offer counseling faculty career counseling "refresher" training.

Career Counseling Appointment Changes:

Starting in January 2024, career counseling appointments will be scheduled out no more than 2 weeks out. This will align with Transfer Center appointments.

Starting in Spring 2024, Career Counseling appointments will be scheduled using our online job and internship board, Handshake. Students will now have e-access to scheduling their future career appointment.

Both Co-coordinators of Career Services, Kristy Carson and Raquel Sojourner Worlds have accepted career related leadership roles: Kristy is serving as the Counseling Project Lead for the Strong Workforce. Raquel is serving as the Career Center faculty co-lead for the 2023-2024 Regional Strong Workforce Career Navigation Project.

Co-Coordinator implemented a new marketing and informational career tool in the fall of 2023 called the Career Readiness Resources. They sent out 4 email editions to the Mesa Student Services Division introducing career services and highlighting various major/career and job related career resources.

In summer 2023, Career Services hired 3 additional Career Peers. Unfortunately one of the new year peers left mid-fall due to a new job opportunity.

Our Career Peers continue to provide excellent and equitable services to students and our campus.

CAP Appointment Change: In late August 2023, students can now schedule appointments through our online job and internship board, Handshake to meet with a Career Peer.

Continued and new collaboration with the following programs and departments on and off campus: Work-Based Learning (WBL), EOPS: Next Up, Rising Scholars, Borderless Scholars, Veterans Success Center/Veteran Services, Peer Navigators, College Success (Perg 120), Mesa College Welcome, Black Leadership Fellows. These collaborations consist of events, workshops and tabling.

For Career Tools, we renewed the Career Ready Guide and the What Can I Do with This Major career resources.

We did not renew Candid Career because it was outdated and not highly utilized by students and faculty/staff anymore.

Summary and Reflection

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

From January 2023 to Present we have had a total of 720 student Career Counseling appointments. This total number reflects some duplication due to a number of appointments potentially having been coded for one or more of the following career counseling topics: Career, Career Exploration, Career Assessment Interpretation, Career Orientation, Job Search, or Resume.

During this time frame (January 2023 to Present) our Career Peer Ambassadors met with a total of 243 students in appointments covering the topics of Cover Letter Writing, Resume Writing, Job and Internship Searching, and Interview Preparation.

Attendance for Career Counselor led or collaborative events or workshops from January 2023 to present had a total of 669 attendees.

Career Event/Workshop Highlights:

- Fall 2023 TCE Open House - 450 attendees
- Summer 2023 EOPS Summer Readiness Program Workshop - 53 attendees
- Fall 2023 Veteran Career Panel - 33 attendees

Our TCE Open House event was a huge success and allowed us to outreach and share our TCE services with over 400 Mesa college students. Here are some student reflections from our event feedback survey that directly relate to Career Services information students received:

- "I think this event provided a wonderful event to combine the elements of meeting with other people and creating a fun and welcoming environment while also providing a broad and insightful range of information regarding the tools and resources of the transfer and career center department of Mesa College! :)"
- "Thank you for this event! I learned about resources that I did not know about such as Handshake. That will be helpful for my future plans. I like your theme too! Thank you again."
- "This was super helpful for learning which resources are available for students looking for a job."
- "Thank you guys for being so very helpful I appreciate the willingness to help us on our journey"
- "This was really fun and engaging. The theme was cute and the event was informational."

Attendance for Career Peer Ambassador led or collaborative events or workshops from January 2023 to present had a total of 110 attendees. Here are some direct student feedback quotes pulled from CAP's post-appointment student surveys:

- "I really liked my career ambassador, She is a really nice professional person that you can tell she knows what she is talking about."
- "Very good, informative, helpful, friendly, professional and was a pleasure to work with. She helped format and structure my resume in a detailed and professional way, I appreciate her detail and help! Thank you! Continue the good work!"
- "I gained new insight into tailoring a resume that will be valuable for future job searches."
- "Extremely clear and informational"

These comments show the meaningful impact our Career Peer appointments have on Mesa students' career education, development and growth.

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

Over the last year, the Career Center has continued intentional and proactive equity efforts based on our 2020-2021 TCE Anti-Racism, Diversity, Equity and Inclusion Plan initiative to expand our services and programming to disproportionately impacted student populations. We have successfully partnered with the following Mesa College DI student focused programs to offer a variety of career counseling appointments, workshops, presentations and/or events: KAPWA, EOPS, Fast Center, CalWORKS, Veterans Success Center and Pride Center Scholars.

Due to the high demand of Career Counseling appointments and there not being enough appointment slots and career counselors to meet this need, the Career Services and General Counseling team have been

Summary and Reflection

proactive by brainstorming and implementing the following solutions into the 2024 year:

In the current program review cycle, General Counseling will be submitting a Faculty Hiring Request to hire another counselor faculty member who can assist with career counseling appointments and services.

The Co-Coordinator will work with their Counseling Department Chair in 2024 to offer counseling faculty career counseling "refresher" trainings. These professional development trainings seek to increase the confidence of counseling faculty when it comes to career counseling competencies. In practice, all counselors should be providing career counseling to our Mesa students.

Increase the Number of Career Services Utilized.

Unit Goal: To increase the total number of career services utilized by Mesa students following their first full academic year.

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)

- Completion - Objective 1: X
- Pathways and Partnerships - Objective 3: X
- Pathways and Partnerships - Objective 4: X

Action Plans	Action Plan Update
Action Plan Status: Active Action Plan: Handshake as marketing tool Reaching out to specific student groups Market to PERG faculty Collaborate with Institutional Research for data Action Plan Cycle: 2022 - 2023, 2023 - 2024, 2024 - 2025, 2025 - 2026	

Collaborate with Other Mesa College Student Services

Unit Goal: Career Services collaborate with at least 5 Mesa College Student Services programs/services or instructional departments by Spring 2024.

Goal Status: Active

Beginning Year: 2022 - 2023

Projected Completion Year: 2023 - 2024

Mapping

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

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

Action Plans	Action Plan Update
Action Plan Status: Active Action Plan: Career Service professionals will reach out to various programs and services regarding future collaboration.	

Action Plans	Action Plan Update
Action Plan Cycle: 2022 - 2023, 2023 - 2024, 2024 - 2025, 2025 - 2026	

Career Peer Ambassador Program

Unit Goal: To increase Career Peer Ambassador Program communication/networking through personal growth classes, utilizing Handshake, classroom presentations, and face to face general outreach.

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)

- Pathways and Partnerships - Objective 3: X
- Pathways and Partnerships - Objective 4: X

Action Plans	Action Plan Update
Action Plan Status: Active Action Plan: Handshake as marketing tool Marketing on Social Media Action Plan Cycle: 2022 - 2023, 2023 - 2024, 2024 - 2025, 2025 - 2026	



Program Review

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

Student Services - Evaluations Office

Executive Summary

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

In 2019, the San Diego Community College district transitioned from Integrated Student Information Systems to Peoplesoft/ Campus Solutions. This conversion required intensive training for students, staff, and faculty alike. The transition also resulted in updates to previous business processes to align with the new software.

In 2020, the Covid-19 pandemic impacted the Mesa Evaluations office in several ways. For example, student enrollment was down, mental and physical health were fragile, and students, faculty, and staff had to quickly adapt to remote work/services. On the positive side, the evaluations efficiently adjusted to remote work with the help of several online resources such as google suite, Canva, Jira, Log-Me-In, Zoom, Constant Contact, and TEAMS.

In 2021, the student services technician was promoted to office Supervisor. As a result, the tech's responsibilities were distributed amongst the evaluations' Supervisor, Student Services Assistant, Project Assistants. The lack of staffing created additional stress, but the team relied on each other to provide comprehensive student services.

In 2022, the Student Services Technician position was filled. Shortly after, the long-time Student Services Assistant retired, along with years of institutional knowledge.

A big success in 2022 was converting all PDF petitions into electronic forms in Jira, with the help of the District Student Services office. The collaboration between campus Evaluations and District led to updated forms and new routings for approval. The conversion has expedited processing and allowed for students to track their status.

In early 2023, the evaluations Student Services Assistant position was restructured into a front office support role, dividing the responsibilities between transfer, career, and evaluations offices.

Throughout all six years, a constant challenge has been the 90 business day processing time for District transcript evaluation. This delay in processing continues to impact graduation, transfer, financial aid, and education planning.

Despite the hurdles, the evaluations office has persevered. The talented staff have created classroom presentations, zoom workshops, in-person workshops, internal resource e-binders, marketing campaigns, online petitions, and more.

Another success has been hosting the commencement ceremony on campus. This has fueled collaboration across campus.

Challenges:

Covid

Loss of SSA to retirement, loss of institutional knowledge

Need for additional staff in District and Campus Evaluations offices to manage workload

Processing time for transcript evaluation

Lack of education on how to use mySDCCD portal

Lack of education on requirement to submit transcripts

Lack of education on applying for graduation (not automatic)

Limited knowledge on how to confirm personal information

Transitioning to Campus Solutions

Summary and Reflection

Successes:

- Electronic Form System
- Utilization of Jira, tracking, access
- Electronic Check in for Commencement
- Reach: email, constant contact, social media, in person flyers, posters, Aframes
- Eval Binder, toolkit
- Apply for Graduation Workshops
- Hosting Commencement Ceremony on campus
- Make your Major Matter- emphasizing value of degree

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.

Since the last comprehensive evaluation, the Mesa Evaluations and District Student Services offices have converted all paper SDCCD academic petitions to electronic forms through Jira, improving access and expediting processing.

Students, staff, counselors and the general public may now access all Mesa Evaluations petitions and forms via the SDCCD Forms and Documents website. Requirements for each petition are outlined within the respective electronic forms, empowering students to initiate, research, and complete their requests.

This conversion has eliminated the necessity to mail petitions to and from students, and amongst departments. Consequently, processing within evaluations has improved from approximately 1 month to 1-3 business days.

In addition, the transitions to Jira and campus solutions have allowed for better data tracking and reporting. Jira offers the ability to run monthly reports, quantifying completed petitions while Campus Solutions offers queries to run lists of student demographics.

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

No SST August 2021- July 2022

-Duties were distributed between Supervisor, Student Services Assistant, and Project Assistants.

New hires- SST in July 2022, 1 SSA in April

-Learning curve/extensive training

No Evaluations budget for printing/marketing.

-The evaluations budget is allotted for diplomas and diploma covers. However, our outreach efforts to increase completion requires a budget for Eval marketing and events.

Updated Computers

-Windows 10 features are updated

-Web Version of Office 365 allows for access to shared documents in one application

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.

Apply for Graduation Survey

Commencement Survey– understanding graduation vs commencement

Compare Unique Grads Fall to Summer

2018-2019 = 2,283

2019-2020 = 1,649

2020-2021 = 1,714

2021-2022 = 1,572

*2022-2023 = 1,571

*Report pulled 4/12 includes grads and potential grads

Based on the data provided, there has been a steady decline in the number of students earning a degree and/or certificate of achievement over the last few years. The number of unique graduates in 2018-2019 was the highest at 2,283, while the number of unique graduates in 2021-2022 was 1,572. This represents a decrease of 31% in four years.

The pandemic has had a significant impact on higher education, with many students facing new challenges that may have made it more difficult to complete their degree requirements. For example, the shift to online learning may have made it harder for some students to stay engaged in their coursework, while others may have had to take on additional responsibilities such as caring for family members or working to support themselves during the pandemic.

Another possible factor is students' lack of awareness about the graduation process. Some students may not be fully aware of the requirements for graduating or may face obstacles such as a lack of access to academic advising or other support services. This could result in students being unable to complete their degree requirements on time or delaying graduation until they can obtain the necessary support.

Overall, the decline in the number of students earning a degree is a concerning trend that requires further analysis to determine the root causes and develop effective strategies to address it. By examining data on service usage, service access, demand for services, student outcomes, types of services offered and used, headcount of services usage, and trends in reasons for service use, our department and institution as a whole can gain insight into how best to support students and increase the number of students earning an award.

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

Dashboards

Gender gaps: 2018-2022 – Men are less likely to receive awards

Ethnicity gaps: 2018-2022

-African Americans

--Consistent negative gap

--Negative gap increased after the pandemic

-Asian/Pacific Islander

--Positive gap

-Native American

--Negative gap increasing

-Filipino

Summary and Reflection

- Consistent negative gap
- Latinx
- Fluctuating gap
- Significant negative gap after pandemic
- White
- Consistent positive gap

Age Gaps

High school students have a negative gap. This could be explained by students only taking courses in high school and not continuing at SDCCD after HS.

With regard to gender gaps, the data shows that men were less likely to receive awards over the years 2018-2022. This suggests that there may be some systemic barriers or biases that prevent men from achieving the same level of academic success as their female counterparts. Further analysis into the causes of this disparity could help to identify strategies to address this issue and promote greater equity in the awarding of degrees.

Regarding ethnicity gaps, the data reveals differences and patterns. African American students consistently had a negative gap in the number of degrees earned over the years 2018-2022, and this negative gap increased after the pandemic. This suggests that African American students face additional barriers completing their degree requirements and that these barriers may have been exacerbated by the pandemic.

Asian/Pacific Islander students, on the other hand, had a positive gap, indicating that they were more likely to earn a degree than their peers in other ethnic groups. Native American and Filipino students consistently had negative gaps in the number of degrees earned, with the negative gap increasing over time for Native American students. Latinx students had a fluctuating gap, but there was a significant negative gap after the pandemic. White students consistently had a positive gap, indicating that they were more likely to earn a degree than students from other ethnic groups.

These equity gaps suggest that there may be systemic barriers or biases that disproportionately affect students from certain ethnic groups. It should be our continued institutions practice to examine their policies and practices to identify and address these issues, and to ensure that all students have equitable access to the resources and support they need to succeed.

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

Surveys, workshops, graduation vs commencement, how to apply for graduation.

Our unit engaged in discussions around its learning outcomes assessment data by reviewing the graduation survey, holding "apply for graduation" workshops, defining the difference between graduation vs. commencement, and simplifying the process around applying for graduation overall.

The Graduation survey allowed us to gather data on students' perceptions of the graduation process and identify areas for improvement. This included feedback on the clarity of the graduation requirements, the availability and accessibility of support services, and the overall ease of the graduation process.

The "apply for graduation" workshops were a valuable opportunity for students to receive guidance and support in understanding the graduation requirements and completing the necessary steps to apply for graduation. These workshops included information on how to check degree progress, submit applications, and resolve any outstanding issues that could prevent graduation.

Overall, the discussions that took place focused on identifying areas for improvement in the graduation process and developing strategies to support students in completing their degree requirements. By engaging in these discussions and implementing changes based on the feedback and data gathered, our institution and

Summary and Reflection

department can continue to improve its outcomes and ensure that all students have the opportunity to achieve their academic goals.

Related Documents for Charts and Graphs

[2018-2019 Awards.png](#)

[2019-2020 Awards.png](#)

[2020-2021 Awards.png](#)

[2021-2022 Awards.png](#)

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.

Apply for Graduation Workshops - providing a space for students to come with questions
Tabling at campus events such as summer cruise, transfer talks, pride center opening, career fairs, etc
Spotlighting Community Celebrations for Cultural Unity Week
2023 Eval Binder - educating campus community on academic petitions
Increased marketing efforts
Make Your Major Matter interventions, contacting students on track to graduate

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

Lack of staffing/evaluators at district office, current policies of not being able to award degrees, lack of automation on many policies that we have, lack of progress tracking to intervene, student centered funding formula, Lack of knowledge and understanding of processes around applying for graduation.

Related Documents for Charts and Graphs

Practice Reflection Complete

Yes

Mid-Cycle Updates

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

Success: July 2023 update to the academic renewal policy allows students to renew up to 30 units without course repetition. This greatly impacts the ability for students to clean up their GPA, improving their eligibility for graduation, transfer, etc.

Challenges: Student engagement is low, post pandemic. In-person workshops are lightly attended.

The transcript evaluation process increased from 90 to 120 business days causing month long delays in education planning, financial aid, and applying for graduation.

Students are not notified when outside transcripts are received and cannot view status of transcripts in order to submit a request for evaluation.

Discrepancies in student view of unofficial transcripts and SDCCD view of unofficial transcripts cause confusion for students. Students cannot view/interpret transcript codes such as academic renewal.

Etrieve- In Fall 2023 the District implemented a new transcript software system for receiving and viewing

Summary and Reflection

official transcripts. Unfortunately, campus access to the new transcript system has been delayed causing significant impact on student support and form processing that require transcripts.

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

2022-2023 Unique Fall -Summer Grads = 1503

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

Mesa Journeys Newsletter- In Fall 2023 we began sharing graduation deadlines and workshops in the Mesa Journeys newsletter reaching 17,000+ contacts, building community and encouraging completion.

Counselor trainings- In Fall 2023 campus evaluations conducted tailored counselor trainings to welcome newcomers, streamline information, and provide space for questions and feedback from general counseling, DSPS, EOPS & Special Programs. These sessions covered efficiently submitting, reviewing, and approving academic petitions, resulting in reduced processing times on the campus end, streamlining efforts for transfer and completion.

School meetings- Evaluations supervisor shared office updates and best practices to department school meetings building community and improving communication across campus.

New Websites- In Fall 2023, student services launched new websites. The new design is student centered and aims to help students find information easily. The new websites allow us to advertise events from the Mesa Calendar, share links to specific information on a page, and collaborate with other departments that share similar information. This aims to build community and access to information.

Information Accuracy & Accessibility

Unit Goal: Continue reviewing and analyzing our campus systems (Jira and campus solutions) to improve accessibility and information available to the student pertaining to their academic development.

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)

- Stewardship - Objective 3: X

Action Plans	Action Plan Update
<p>Action Plan Status: Active</p> <p>Action Plan: 1.In conjunction with our District Evaluations & Campus Evaluations Teams, support conducting comprehensive review of the Jira and campus solutions systems to identify areas that could be improved for accessibility and usability.</p> <p>2.Provide training to staff and faculty on the updated systems to ensure they are well-equipped to support students.</p> <p>Action Plan Cycle: 2022 - 2023, 2023 - 2024, 2024 - 2025, 2025 - 2026</p>	

Outreach

Unit Goal: Become more intentional about our outreach efforts to collaborate more with student services and instructional around evaluations services and processes.

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)

- Pathways and Partnerships - Objective 1: X

Action Plans	Action Plan Update
<p>Action Plan Status: Active</p>	

Action Plans	Action Plan Update
Action Plan: 1. Develop a plan for outreach efforts that includes targeted messaging to students about evaluations services and processes. 2. Establish partnerships with student services and instructional areas to coordinate efforts and provide consistent messaging to students. 3. Utilize multiple channels to reach students, including social media, email, and in-person events. 4. Create materials that explain the value and importance of evaluations services and how they can support students in achieving their academic goals. Action Plan Cycle: 2022 - 2023, 2023 - 2024, 2024 - 2025, 2025 - 2026	

Rebranding

Unit Goal: Rebranding Mesa Evaluations to emphasize our efforts in completion, graduation, and the value behind earning a degree or certificate.

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)

- Completion - Objective 1: X
- Completion - Objective 3: X

Action Plans	Action Plan Update
Action Plan Status: Active	

Action Plans	Action Plan Update
<p>Action Plan: 1. Conduct research to determine how best to rebrand Mesa Evaluations, including gathering feedback from students and staff.</p> <p>2. Develop a new brand identity that emphasizes completion, graduation, and the value of earning a degree or certificate.</p> <p>3. Create marketing materials, such as brochures, flyers, and social media posts, that highlight the new brand identity and messaging.</p> <p>4. Train staff on the new brand identity and messaging to ensure consistency in all communications.</p> <p>Action Plan Cycle: 2022 - 2023, 2023 - 2024, 2024 - 2025, 2025 - 2026</p>	



Program Review

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

Student Services - Financial Aid

Executive Summary

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

For the last year, the Financial Aid Office has been stressed beyond its capabilities holding on to any possible source of internal positive encouragement and motivation while providing services to students, staff, faculty and the community in accordance with our office and San Diego Mesa College's mission.

The effects of the pandemic continue to affect the office operation. Flexibilities granted by the U.S. Department of Education trickled down throughout the first year followed by a series of updates to the same document which was hard to follow given that the document's date was never updated. The guidelines provided expiration dates by either per required process, or by aid program, or by flexibility to a regulatory mandate. At the same time, aid processing is completed through Campus Solutions, the student's pillar from Oracle's PeopleSoft ERP. We are highly dependent on Oracle's programmer's ability to quickly analyze, understand and apply these changes for system implementation. Because the flexibilities granted under COVID-19 were temporary changes and not statutory or regulatory changes, it was left up to colleges and universities to make up "fixes" or temporary procedures. The lack of technical support on a highly regulated office added even more stress to the office staff as well as District staff assigned to work with us.

High levels of stress is felt and physically manifested in the staff when responding to leadership mandates to address the daily emails which continued to be in the hundreds especially when the same student sends multiple emails in a short period of time if the staff does not immediately replies to the initial request adds an unnecessary trying to be everything to all students, SDCCD and Mesa's leadership in a vain attempt to resolve unrealistic expectations and demands have not faded away upon the full return to campus. The combination of all these stressors has unfortunately, affected the staff by creating a heavy burden to bear with many leaving the college, the district and/or the field. In all my years at Mesa, the Financial Aid Office has never experienced such a high employee turnover with the inability to attract qualified personnel.

Staffing, since June 2020 our office has systematically been losing staff by attrition and is currently severely understaff with only half of the classified contract staff available to serve students pre-COVID. The reasons for leaving are as diverse as we are. Some people left due to retirement, a couple found other jobs that were less stressful and more fulfilling, others left because they completed grad school and found jobs in their field and two left because they felt betrayed, abused, and their rights trampled by SDCCD policies that pushed back employees over students.

Work Environment, for the Financial Aid Office is a hazardous, hostile working environment where the level students and parent's attitudes, sense of self-entitlement, high levels of pervasive demands combined with unnecessary, unwarranted verbal abuse, intimidation and threats makes working in our office a dreadful action. Sadly, in addition to the abuse sustained from students and parents, three office staff members were also victims of the same level of abuse from a co-worker that is no longer with us. The experiences were never reported due to fear of increased antagonism.

It will be difficult for our office to overcome many of the challenges we face. The reality is that we are experiencing a reflection of the lack of knowledge and understanding by the individuals entrusted with the responsibility to assert the truthful equality amongst job classifications. We are part of a higher education organization that fails the most basic concepts of a "learning organization" (Peter Senge, The Fifth Discipline). We cannot accept in confidence, the current "status quo", the belief that the broad volume of knowledge and expertise required by each and every one of our staff, per classification, is the same to the requirements and expectations for any other staff in the same or similar classification with similar pay rate in other departments. This deceptive perception is as illogical as to say that all fruits are apples.

Despite the significance of things worthy of celebration, they are not enough to mitigate the cost associated

Summary and Reflection

with doing more with less in uncertain times and with no benchmark and sense of support to guide us.

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.

Our office continued following federal guidance with regards with flexibilities granted by operating both in-person and remotely for students who could not otherwise complete processes in person per location.

Our office was also extra careful in analyzing course of action for students whom had physically relocated to other states (without notification and/or updating their physical address in the student's portal to keep their CA Resident designation), as well as into states in which the SDCCD cannot enroll students due to regulations under "State Authorization" (34 CFR 600.9). After disclosing their physical location requesting the school to forward federal financial aid checks, the vast majority of students became verbally combative when federal regulations were explained.

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

The high level of turnover positions has been detrimental to the office morale as we train new staff only to lose them within one or two years forcing us to start the process all over again. Historically, it takes one (1) to two (2) years for an entry level staff to be fully capable of working with little or no supervision and up to three (3) years for an SAT-FA to achieve the same level on independent work. The working rules, environment, supervision and hours were violently changed by the Declaration of the National Emergency and World Pandemic. COVID changed society's way of working in ways never expected. Our office staff is mentally and physically exhausted seeing help being hired, hoping for a reprieve, welcoming and training the new staff only to see the same people leaving perpetuating a vicious cycle. Even under these circumstances, the staff's integrity and sense of responsibility makes them hesitant to take a leave of absence. This is exemplified by the care and cautiousness demonstrated when requesting a leave, by the understanding that someone else will be taking up additional duties to avoid student complaints against the office for taking care of ourselves. In recognition of having a limited staff, recognition of human frailty and as an effort to mitigate the hopelessness and burn-down, our office opted to have "windows of operation". We are here open from 8:00 am – 6:00 pm. Because we are not omnipresent, we answer phones from 10:00am - 12:00 pm and from 2:00pm to 4:00pm, staff at the counter rotates every two hours which is a shorter period of time when compared to pre-COVID times. It was also agreed that we must take hold of old truths and take care of ourselves first before we can help anyone else. Until the office is fully staff in accordance to federal regulations found and binding under 34 CFR 668.16, we will continue to exercise sound judgement and not over-extended ourselves just to reduce complaints when we are not working fast enough or the processes are not happening immediately.

Effective November 7, 2022 and upon full return to campus, most of the flexibilities granted under the National Emergency Declaration, began to fade. These flexibilities, for the most part ended once the President of the United States signed on 4/11/2023 that the end of the national emergency with an effective date of 5/11/23. There are a few exceptions to the flexibilities for the Federal Work Study that will remain in place past 05/11/2023.

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

Executive Summary Complete

Yes

Summary and Reflection

Data Reflection

Trends observed in program/service area's data.

Our office is seeing an increase in the time needed to walk through recent high school graduates or continuing college students experiencing financial hardship due to the economy climate. The student demand for one to one assistance completing the Free Application for Federal Student Aid (FAFSA) or the CA Dream Act Application (CADAA), asking for guidance on additional resources available, or for information on professional judgements on adjustments to the EFC formula known as Request for Income Reductions has also increased. Unfortunately, the results or possible assistance with students requesting Income Reductions is not as positive as we would like to see as in many cases the financial hardship is not the result of loss of income but rather a result of high cost of living in San Diego outpacing middle class, wages and salaries and to some degree business owners net gains. According to the 2022-2023 EFC formula, for a student to receive an "automatic 0 EFC" (maximum aid eligibility) the parents of a dependent student or a married independent student, their income threshold is set at \$27,000 or less to qualify. To receive a "Simplified EFC formula" analysis and calculation, a dependent student and their parents or an independent student, married with both, the student and spouse working, cannot have a combined income above \$49,999 and not have filed a Schedule 1 with their Income Tax Return. Both income thresholds cause students earning wages above these numbers financial stress while in school as they attempt to complete programs that may allow them to earning living wages for the area and properly provide for their families causing students to either distrust the information received or perceive the office as one that has no interest in providing students with the so much needed assistance when nothing could be further from the truth. Nevertheless, with no internal funds allocated to the office, or the allocation of State aid funds not associated with eligibility, awarding and disbursement of other state aid programs, our ability to assist is nullified and we refer students to other service areas for plausible financial assistance.

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

Data collected by the Financial Aid Office is not segregated by ethnicity, gender or other demographic traits. The Financial Aid Office data to a certain degree reflects the economic status of aid applicants. San Diego like many other cities in California and a few around the country has a high cost of living. According to The Bureau of Economic Analysis, the average cost of living index for the US is 100. Cities and areas with higher costs have an index above 100. San Diego's Index is 116. According to the U.S. Census Bureau, the median income in 2021 was \$69,021. The middle-class range in San Diego, Chula Vista and Carlsbad is \$61,000 to \$182,000. San Diego's poverty income level is \$28,950 and Pell Grant and other "need based" programs designed by Congress in the 1960's fail to account for the disparities on cost of living, income and the EFC formula. Consequently, many San Diego area students struggle to make meets end are not "eligible" by definition to may of the grant programs.

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

We had none other than to confirm the need to carry forward the same SLOs due to the "open enrollment" policy and transient nature of students.

Related Documents for Charts and Graphs

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.

For the last 3 years, our office has highly depended on the Outreach Ambassadors, Peer Navigators, and EOPS staff for assistance with guiding students through the FAFSA and CADAA application process as well as referring students to the Financial Aid TV pages on our website. Unfortunately, our office's current staffing level, that even at its peak was insufficient, do not give room have any practice in place that can enable our

Summary and Reflection

office to meet the student's demand in services and traffic evidence demonstrates that watching the videos on Financial Aid TV on how to apply for aid is a not well received.

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

This is too early to correlate. The process landscape for financial aid offices across US colleges and universities will drastically change with the road to implementation of the provisions incorporated into the 2022 FAFSA Simplification Act and the 2022 FUTURE Act. These Acts make significant changes to students and families applying for aid while behind the scenes schools will be working with two completely different methodologies, applying principles of estimating and awarding aid to student records.

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?

Increase FAFSA / CADAA Application

Unit Goal: Increase the number of college enrolled students complete the FAFSA / CADAA application.

Goal Status: Active

Beginning Year: 2022 - 2023

Projected Completion Year: 2025 - 2026

Action Plans	Action Plan Update
Action Plan Status: Active Action Plan: 1. Increase the number of aid application workshops in partnership with EOPS. 2. Increase visibility, marketing, exposure of the 24/7 easy access of the Financial Aid TV videos to the student population. Action Plan Cycle: 2022 - 2023, 2023 - 2024, 2024 - 2025, 2025 - 2026	

Completion of FA Files

Unit Goal: Increase the number of students who complete their financial aid files and whose files have Mesa as Campus of Record (COR).

Goal Status: Active

Beginning Year: 2022 - 2023

Projected Completion Year: 2025 - 2026

Action Plans	Action Plan Update
Action Plan Status: Active Action Plan: 1. Develop additional notifications by social media to enrolled students, grant eligible students of their need to complete their files. Action Plan Cycle: 2022 - 2023, 2023 - 2024, 2024 - 2025, 2025 - 2026	

Successful SAP Appeal

Unit Goal: Increase the number of students satisfactorily submitting an SAP appeal whom have Mesa as Campus of Record (COR).

Goal Status: Active

Beginning Year: 2022 - 2023

Projected Completion Year: 2025 - 2026

Action Plans	Action Plan Update
<p>Action Plan Status: Active</p> <p>Action Plan: 1. Submit for approval to the District SS Council updates and modifications simplifying the Satisfactory Academic Progress for Financial Aid Recipients policy (34 CFR 668.16).</p> <p>2. Update the SAP appeal's form and distributed materials to reflect the changes to policy.</p> <p>3. Update the SAP appeal's workshop presentation and materials.</p> <p>Action Plan Cycle: 2022 - 2023, 2023 - 2024, 2024 - 2025, 2025 - 2026</p>	



Program Review

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

Student Services - International Students Program

Executive Summary

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

To maintain the level of support with the rapid changing of immigration regulations relating to F-1 visas, we adapt and serve our students virtually and on-campus to support their academic goals and needs. International students continued to successfully be a part of the Mesa community with the various services received.

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.

For the first time in the program history, we are unable to accept international students into the following programs since they moved to fully online courses: Web Development, Multimedia and Real Estate

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.

DATA

Applied
Spring 2022 - 27
Fall 2022 - 43

Accepted
Spring 2022 – 17 (6 males, 11 females, 11 countries)
Fall 2022 – 20 (11 males, 9 females, 17 countries)

Current Program Population
International Students from the 22 countries listed below are represented in our current population of 68 currently attending Mesa:

Argentina, Brazil, Cambodia, Canada, Chile, China, Ecuador, France, India, Indonesia, Italy, Mexico, Mongolia, Myanmar, Nicaragua, Philippines, Poland, Slovakia, South Korea, United Kingdom, Vietnam, and Zambia

Outgoing University Transfers
Spring 2022 – New School of Architecture, San Diego State University (4), St. Joseph University, UC Berkeley, University of California San Diego (2), University Houston

Summary and Reflection

Fall 2022 – UC Riverside, UCSD

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

The International Student Program is in nature a diverse group of students studying abroad in the US and their academic success is nearly 100%.

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

In looking at previous data regarding the success of our international student orientation, we determined that we needed to increase engagement and interaction within the first week of orientation. Moving forward, the program will offer in person orientation.

The International Student Orientation agenda was revised with intention to be creative, engaging, and comprehensive. We also aim to engage the incoming class of international student with peer navigators, previous international students and the campus community.

Below are the success rates of our International Orientation Immigration quiz:

Spring 2023: Pre-quiz: 15% and Post-quiz: 94%

Fall 2022: Pre-quiz: 13% and Post-quiz: 94%

The program continues to have discussions regarding student learning outcomes and the efficiency of our program intake and the overall orientation success.

Related Documents for Charts and Graphs

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.

We assist existing nonimmigrant Mesa students in jeopardy of losing their current visa status by providing the option to become a Mesa F-1 student and facilitating the immigration Change of Status process.

Students abroad facing political unrest and/or come from underrepresented regions of the world seek assistance to enter San Diego Mesa College, and we provide an equity focus approach to make their individual situation successful.

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

Combine efforts to support orientation with the CRUISE Program and the work from PIER navigators.

Related Documents for Charts and Graphs

Practice Reflection Complete

Yes

Mid-Cycle Updates

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

No additional updates or edits

Summary and Reflection

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

No additional updates or edits

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

No additional updates or edits

Collaboration and Compliance

Unit Goal: Continue the collaborative efforts between Admissions and Counseling in coordination of the International Student Program (ISP) to ensure continued compliance with federal and Homeland Security and Student Success mandates while fostering a successful study abroad experience for incoming international students and facilitating campus global awareness while expanding diversity and inclusion.

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)

- Completion - Objective 1: X
- Completion - Objective 3: X

Action Plans	Action Plan Update
Action Plan Status: Active Action Plan: 1.Continue to meet weekly to discuss student issues. 2.Continue to monitor Federal and Homeland Security Rules, policies and guidelines to adjust current practices. Action Plan Cycle: 2022 - 2023, 2023 - 2024, 2024 - 2025, 2025 - 2026	

Departure Workshops

Unit Goal: Offer the Departure Workshop twice per year. It demonstrates tremendous success by ensuring a smooth transition to students who may be transferring, seeking employment, or returning home from their study abroad experience. Additionally, workshop attendees are more likely to petition to graduate, receive their degree, and participate in commencement ceremony.

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)

- Completion - Objective 1: X

Action Plans	Action Plan Update
Action Plan Status: Active	

Action Plans	Action Plan Update
<p>Action Plan: 1. Engage potential graduates and motivate them to engage them to participate in the Departure Workshop Event.</p> <p>2. Collobarate with student services departments for potential workshops.</p> <p>Action Plan Cycle: 2022 - 2023, 2023 - 2024, 2024 - 2025, 2025 - 2026</p>	



Program Review

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

Student Services - Mesa Academics and Athletics Program

Executive Summary

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

Successes: Student athletes at San Diego Mesa College have two Counselors designated for the purposes of meeting their needs. Providing academic counseling is a critical and vital resource for our student athletes. Especially worth noting, although one Counselor is an adjunct and the other is a full-time contracted Counselor, they both demonstrate accountability, dependability, responsiveness to the needs of the student athletes, and a genuine interest in being timely and consistent when responding to student athletes. Additionally, trust has been restored and continues being built between Athletics and Counseling Departments. This relationship needs to remain healthy by keeping the lines of communication open, making sure Counselor's follow rules and regulations set forth by governing bodies such as the 3C2A, and collaborating closely with team head coaches. These are the things happening now with only two Counselors. The lines of communication have improved between the Dean and Department Chair of the Athletic Department. When academically advising a student athlete, keen consideration is given to each student athlete's obligation to meet the rules set-forth by the 3C2A committee. Additionally, head coaches are utilizing access to the athletic counselor by taking advantage of a new open-door policy. Coaches have been supportive in disseminating academic information to students and head coaches have seemingly developed trust in both athletic counselors. To add, the Athletic Counselors have played an intricate role in assisting in the recruitment process for all the teams. Assisting in the recruitment process has varied from introduction of counseling services, simply saying hello and welcome, and/or creating a first-semester education plan for a student who is undoubtedly committed to attending San Diego Mesa College.

Challenges: We are behind the times when it comes to providing comprehensive services for our student athletes. An ideal situation would be for us to have an Athletic Counseling Center (ACC). Within such a center, we would have at least five counselors dedicated to work with our student athletes, an evaluator would be designated for helping student athletes in submitting petitions and evaluating their transfer college transcripts, and the team of counselors would collaborate in effort of making sure student athletes enroll during the priority period. This includes working closer with an official from Financial Aid. It is imperative to make sure that our student athletes are not dropped for non-payment. When this happens, student athletes who are in-season are impacted, as dropped courses could cause them to fall into ineligible status.

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.

During the Spring of 2023, collaborative discussions occurred with Athletics and representatives from Communications, English, and Geography disciplines. The purpose of the meeting was to determine if it was possible to offer these courses for athletes during the summer of 2023 in order to support course completion and transfer rates. The idea was to decouple the courses offered from these departments as was past practice by making the courses part of a Learning in Community (LCOM). The best call to action effort was to offer the courses as individual course offerings and thereby enabling student athletes to take the summer courses based on need, maximizing their ability to take one or two or more courses, and providing an opportunity for incoming athletes to get a head-start on their academic career (as the plan for many athletes is to complete their associate degree within two years). All in all, during the summer of 2023 we offered three sections of Communications 103, two sections of English 101, one section of Personal Growth 120, and 15 seats were made available for Geography 101. Each department identified instructors to teach the courses and each instructor showed enthusiasm in working with our athletes. All of the sections quickly filled with athletes seeking to get ahead, incoming first-year student athletes, and students who may have fallen deficient in achieving the required academic unit rule.

Summary and Reflection

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

As the San Diego Mesa College Counseling Department recognized the need for more athletic counseling support, when interviewing potential interns, they were intentional regarding finding an intern who was interested in working with student athletes. Needless to say, a person showed interest and started training during the fall 2023 for working with student athletes. Having an intern is a valuable contribution for growing the team of counselors.

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

Executive Summary Complete

Yes

Data Reflection

Trends observed in program/service area's data.

According to the San Diego Mesa College's Student Academic Plan Data by Characteristics, student-athletes are exceeding expectations in some categories and conversely, student athletes clearly need assistance in others. Below, is a summary of my interpretation of the report:

*98.4% of student athletes reported having an academic plan on file in comparison to non-athletes reporting at 89.9% having an academic plan completed. In consideration of the number of reported respondents, 438 student athletes/26,254 non-athletes, this is testimony related to the hard work and effort being made by the athletic counselors.

*The top three associate degrees completed by student athletes are Business, Exercise Science, and Psychology. This informs our work and efforts to support offering sections created for student athletes and/or ensuring student athletes get started on their major course requirements early in their academic career.

According to the Mesa College Student Characteristics Summary by Academic Year, student-athletes are ranking well in some categories and clearly need assistance in others. Below, is a summary of my interpretation of the report:

*Areas of concern are, 96.1% of student athletes are not EOPS participants and 96.6% are not utilizing DSPS student services. Immediately this raises questions as to why the participation rate is so abysmal in these valuable student support services. We need to strive to uncover answers related to these findings, such as: Are student athletes aware of our student services? For those who use the services, do they find the services to be of value? For those who are aware but chose not using the services, what reasons are they not using the services?

*We have a high percentage of first-time college student athletes, 81.4%. Therefore, our efforts and services should be more intentional towards helping them in their transition into college and as it relates to the expectation of being a student athlete. Recommended actions in this area include the Mesa Athletic Counseling team being more creative in orientation services and academic planning and providing a safety net for those who experience adversity. We also need to make coaches and other Athletics support staff aware of the various services available to students outside of the Athletic Counseling arena. An awareness campaign for coaching staff is essential, as coaches are intimately aware of their student athlete's circumstances and have frequent interactions with them on a weekly basis.

Summary and Reflection

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

I believe with the MAAP Hot Spot Counseling service and having another MAAP/General Counselor to assist in MAAP Counseling hot spots, especially during peak times, has helped increase success, retention and persistence rates.

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

No discussion to report at the moment.

Related Documents for Charts and Graphs

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.

In regards to equity focused work at Mesa College, the following is occurring to address equity gaps:

- *Conduct Hot Spots in the Exercise Science building in order to increase access and student success
- *Worked and trained Mesa's Peer Navigators on MAAP and student-athlete resources
- *Collaborated with Tutoring on student-athlete needs
- *Created and presented customized workshops to various intercollegiate teams in their theory course or at their practice environment
- *Referred students to Mesa's STAND and Farmers Market. The STAND is a safe place that provides free food to help alleviate food insecurity on campus and provides access to professional clothing to help our students succeed both in the classroom and in the community.
- *Refer students to Puente and Umoja
- *Refer student-athletes to take the Personal Growth 120, Communications 103, English 101, and Geography 101 courses with a student athlete focus
- *MAAP Progress Report and an Intervention Plan
- *OER and less expensive textbook offerings

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

Every year there continues to be new and revised policies and regulations that affect our Mesa student athletes' eligibility at the community college level and transfer level. These ever changing rules come from the California Community College Athletic Association (3C2A), the National Collegiate Athletic Association (NCAA) and the National Association of Intercollegiate Athletics (NAIA). Most of the reform and changes have come from the NCAA.

Related Documents for Charts and Graphs

Practice Reflection Complete

Yes

Mid-Cycle Updates

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

Yes

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

Maintain 3C4A Membership

Unit Goal: Due to the ever changing CCCAA, NCAA, and NAIA policies and academic requirements, it is crucial that the MAAP Counselor be aware of these new and revised changes and how it affects our student-athletes and their academic and athletic goals. In order for the Counselor to remain competent in the field, it is vital to maintain 3C4A membership.

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)

- Completion - Objective 1: X
- Pathways and Partnerships - Objective 5: X
- Scholarship - Objective 1: X
- Stewardship - Objective 1: X
- Stewardship - Objective 3: X
- Stewardship - Objective 6: X

Action Plans	Action Plan Update
<p>Action Plan Status: Active</p> <p>Action Plan: 1. Provide students with a two-year education plan upon their arrival at Mesa College</p> <p>2. The two-year education plan is indicated on the student planner, a copy is emailed to the student-athlete, is often shared with coaches and ARTS, and updated each semester to maintain accuracy.</p> <p>3. Each year, submit the required fees for renewing membership into the 3C4A.</p> <p>Action Plan Cycle: 2022 - 2023, 2023 - 2024, 2024 - 2025, 2025 - 2026</p>	

Monitor MAAP Completion

Unit Goal: Standardize the progress report system through MAAP and eventually use the same system campus wide. MAAP and the Athletics department monitor the progress of our student-athletes two times per semester to assure they are attending class and working towards completing their educational goals.

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 1: X
- Community - Objective 5: X
- Completion - Objective 3: X
- Pathways and Partnerships - Objective 4: X
- Scholarship - Objective 2: X
- Scholarship - Objective 4: X
- Scholarship - Objective 5: X
- Stewardship - Objective 2: X
- Stewardship - Objective 4: X
- Stewardship - Objective 5: X

Action Plans	Action Plan Update
<p>Action Plan Status: Active</p> <p>Action Plan: 1. Student athletes will continue to be encouraged to attend the numerous activities and events offered campus wide.</p> <p>2. Create and use a progress report that can be completed and submitted online.</p> <p>Action Plan Cycle: 2022 - 2023, 2023 - 2024, 2024 - 2025, 2025 - 2026</p>	

Increase Academic Performance

Unit Goal: In order to increase academic performance, the standardize progress report should be accessible for professors, coaches, and ARTS. An online format would be sufficient. In fact, this process would work great for interaction between EOPS, Puente, Umoja, and other student support programs. In addition, an online format would allow certain administrators, faculty and staff to view how their students are doing in their course work.

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
- Completion - Objective 2: X
- Completion - Objective 4: X
- Pathways and Partnerships - Objective 1: X
- Pathways and Partnerships - Objective 2: X

- Pathways and Partnerships - Objective 3: X
- Scholarship - Objective 2: X
- Scholarship - Objective 3: X
- Stewardship - Objective 2: X
- Stewardship - Objective 4: X
- Stewardship - Objective 5: X

Action Plans	Action Plan Update
<p>Action Plan Status: Active</p> <p>Action Plan: 1. Student athletes should meet with Career Center Counselor and or Work Based Learning to discuss internships and to utilize all the great resources.</p> <p>2. Reach out and work more with the following departments and programs in regards to equity and mental health:</p> <ol style="list-style-type: none"> 1) Exercise Science 2) Student Health Center 3) Disability Support Program and Services (DSPS) 4) Student Success and Equity 5) Extended Opportunities Programs and Services (EOPS) 6) Tutorial Services 7) Umoja/Mesa Academy and Puente 8) Creating Rich Unique Intellectual Student Experiences (CRUISE) and Peer Navigator Program (PNP) 9) Financial Aid 10) Transfer Center <p>Action Plan Cycle: 2022 - 2023, 2023 - 2024, 2024 - 2025, 2025 - 2026</p>	



Program Review

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

Student Services - Mesa Academy/UMOJA

Executive Summary

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

During the start of 2023, the Umoja Program experienced a shift in leadership that resulted in the identification of new goals; the focus became increasing program enrollment, reinstating a functioning Learning Community, and ensuring the availability of courses through Umoja. To address enrollment, recruitment took place to gauge student interest and establish a commitment to the program and available Learning Community courses for the 23/24 academic year. At the time of this program review submission, the Umoja Program has an average of 42 active students between the Learning Community and Umoja Circle (Fall 23/Spring 24), and we anticipate that these numbers will continue to grow this semester. In our Learning Community, some 29 recorded students took PERG 120, ENGL 101X, or both. We had anticipations of an approximate 32 students enrolling in the ENGL 205 course based on data and expressed interest, but have experienced an enrollment trend that varied from what we expected. To ensure course availability, a relationship has been further solidified and established between Umoja and the Black Studies department to identify co-teachers, course sequencing, and reserving spots for Umoja Student referrals. Umoja Students have also been utilizing numerous resources on campus, including Counseling, TCE, the LRC, EOPS, STAR Trio, NextUP, Fast Scholars, BLF, and more. The integration of Umoja Students into these spaces on campus further helps dismantle and alleviate the barriers that have historically hindered our Black and African American students. This involvement, paired with educational opportunities (such as the Umoja Conference) has bolstered students in the program and engaged them in new facets of student life. Our overall increase in campus presence, student involvement, and program development has led to significant progress in the revival of the Umoja Program. Despite these efforts, some challenges still persist amongst the Umoja Program. Securing a full time Counselor/Coordinator is one of the most prominent and pressing challenges, as the work to be done on behalf of Umoja tends to exceed the limits of the time constraints experienced by the current coordinator. Attempts to mediate these constraints - while simultaneously building interdepartmental connections -, take the Umoja Support Team for example, have brought relief in networking students to appropriate help. However, the entire Umoja Student caseload, programming, coordinating, and counseling lies solely in the hands of the current coordinator as it stands. Conversations with Administration have taken place to meet this need, so we anticipate the solution becoming available soon for the longevity, sustainability, and intentionality of the program. Additionally, the Umoja Village Space is part of our MOU agreement that would provide support to our students on campus and further advocate for equity, inclusion, and their overall success. The affinity space requisition form has been completed and deciding factors for the Village Space are in talks currently. The growth and development of the Umoja Program has been considerable, and the lasting impact is visible amongst our students engaging in the program's offerings. Through the continued successes and mediation of our current and upcoming challenges, the Umoja Program is very likely to find itself in a position to continue growing and serving students intentionally in an efficient capacity.

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.

Due to AB-1705 and the axing of courses below college level (ENGL 47A & 48), we were tasked with identifying ways to bolster students who may be greatly impacted by this change. To combat this anticipated barrier, we opted for ENGL 101X as a LCOM section to provide additional support and skill development. Additionally, discussions and planning for embedded tutors have taken place to create more support for future Umoja English sections. Students who have enrolled in recommended BLAS 140A/B courses also have access to embedded tutors for the course. Conversations have also been in the works to craft and host Umoja Study Jams - large tutoring sessions and open tutoring access to Umoja Students at key points of the semester to boost moral, increase success, and work towards course material retention. In terms of enrollment, getting students situated for ENGL 101X, PERG 120, and ENGL 205 all proved to be difficult. Our timeline for when classes were available to enroll in did not overlap well with student interest/recruitment, as a great number of

Summary and Reflection

our student came in over the summer (notably from Summer CRUISE). Once students were aware of Umoja and its benefits, there was a greater interest and commitment.

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

The Umoja Program Community Foundation provides its funding through the Chancellors Office to affiliate programs that comply with their outlined MOU agreements. This funding creates the opportunity for our program to pay for resources and events, such as tutoring, educational supplies, campus visits conferences, expos, and campus events. The Umoja Program at Mesa College intends to use this funding to grow our cohort sizes, increase student retention, provide immersive culturally relevant experiences, and develop self-actualization within our Umoja Students.

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

[Active Umoja Students 23-24.xlsx](#)

Executive Summary Complete

Yes

Data Reflection

Trends observed in program/service area's data.

During this academic year, establishing the program's culture, implementing Umoja Practices and ensuring enrollment has been the large focus. Students in LCOM sections have been exposed to practices, but the relatively new relationships formed between the LCOM instructors and Black Studies faculty has brought more prominent concerns to the forefront. These concerns (namely student engagement, participation, and attendance) led to multiple check-ins throughout the semester amongst the Umoja Coordinator and Black Studies faculty teaching Umoja courses. This helped solidify the culture that prioritizes a holistic approach and supports retention. Diversity, equity, and inclusion also contributed to the culture of the Umoja Program via the racial and ethnic diversity of students, implementation of inclusion safe spaces for varying student populations, involvement in meeting DSPS accommodations, and fostering community amongst other affinity group cohorts and student groups. The goal has been to identify Umoja as a cultural hub that cultivates knowledge, shares lived experiences, and encourages students to strive for excellence in their academic endeavors. Exposing students to conferences and events has created a sense of belonging and began developing the self-actualization we strive for in Umoja Students. To work on ensuring the Practices are understood, students in the PERG 120 course were exposed to 16 Umoja Practices and referred back to them during instruction and activity. Focusing on Practices like The Porch, Live Learning, Umoja as a Power Base, and Mentoring are key fundamentals that speak to the experience of our students. There is a lack of continuity between all Umoja courses due to timing and lack of time to prepare post transition, but we anticipate that the upcoming 24/25 academic year will have greater consistency and concentration in instilling the Umoja Practices. The 12 Umoja Students who attended the Umoja Conference during the fall semester have displayed development of understanding and employing these practices, building community amongst one another employing these Practices on their own. If the opportunity presents itself in the future for all Umoja Students to attend this conference, we anticipate this trend will continue and the impact will reach a much broader student audience. Additionally, on and off campus events will continue to foster the conceptualization of these practices, embedding Umoja's educational philosophy in the students and equipping them for life. Enrollment has proved itself to be a challenge for numerous reasons, but many trends seem to point to a lack of access and information amongst our Black and African American students. Unless they are referred over to Umoja or have learned about it directly from the source, they are generally unaware of the resource available to them. Our greatest challenge in enrollment has been getting qualified students to commit and enroll in the course with the provided add codes in time. The change in enrollment date for Summer and Fall proved to also hinder some students' ability to properly identify available courses and enroll. An addition trend regarding enrollment - particularly our ENGL 205 course - is the lack of understanding/commitment made by students.

Summary and Reflection

When attempting to fill the ENGL 205 course with the identified Umoja Students, many had preemptively chosen another English section or took it ahead of the sequence. The Black Studies department plans to meet with Umoja to discuss changes that can be made the LCOM sequence to provide a more applicable course for students to retain their ability to offer courses without the risk of being cancelled. Of the 60 and counting interest form submissions starting March 1st, 2023, 44 students have identified the need to take at least one LCOM course. We anticipate this trend will continue, and with greater follow through and program commitment, we can continue to fill our classes and provide sections to Umoja Students. Additional trends regarding retention, enrollment, and student satisfaction are developing and can be properly assessed come the end of the Spring 2024 semester.

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

Of the collected data via our UMAP Intake Form responses and overall student interaction, we have a average of 42 students (43 Fall, 41 Spring) with an avg. of 22 females, avg. of 18 males, and 2 non-binary students. Of the 28 Intake Form responses, 20 students identify as Black or African America, 5 students identify as of mixed race (Black and other), and 3 students of other racial groups (White or American Indian). While this is merely recorded data directly from students, it is safe to say that roughly 83% of Umoja Students across both Fall and Spring identify as Black or African American. These numbers are a sizable increase from the 22/23 academic year and reflect a lot of the effort that has been put into revitalizing the program. Our Black student population is disproportionately impacted and makes up for less than 10% of the student population. By grasping our students in the Umoja Program and helping to alleviate the obstacles and barriers they experience, we aid the campus community in supporting a vastly marginalized community. Many Umoja Students have reported that they sought out the program to identify community, familiarity, and culturally relevant/competent educational experiences. There are some gaps in equity that have proved as challenges for Umoja Students this academic year. From homelessness and food insecurities to needing to work full time, outside factors have presented themselves as barriers prohibiting students from reaching success or retained enrollment. The help of programs like Promise, DSPS, NextUP, Fast Scholars, EOPS, and STAR Trio have provided additional support in alleviating the barriers expressed by our students. As this student group is a minority/historically disadvantaged population, challenges they face tend to have much more significant impacts on them. The shortcomings of some Umoja Students can also be contributed to a lack of preparation; their involvement has given them additional support and encouragement to return for the spring semester enroll and persist, but it is worth acknowledging that this general lack of preparation and exposure plagues many of our students. By allocating resources like courses, spaces, materials, and events for Umoja Students, we can provide a culturally relevant experience that is rooted in the Umoja Programs Afrocentric educational philosophy that prioritizes our students' needs and catapults them into success and self-actualization.

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

Collaborative conversations have taken place with our Black Studies department and Counseling Department Chair regarding important courses fundamental to the success of our students. The English and Personal Growth disciplines have been the key highlight, while creating room to support our Black Studies courses as well to satisfy GE and even major requirements. A more structured conversation needs to take place between the coordinator, Black Studies department, and Counseling Department Chair regarding newly expressed sequences and course options. During this conversation, specific learning outcomes are to be identified and paired to the Umoja Practices, as well as reflect the educational philosophy, to instill the most we can into Umoja Students. The PERG 120 course is in alignment with the Personal Growth discipline as it focused on time management, critical thinking skills, interpersonal, professional, and communication skills. Umoja Students in the PERG 120 course are expected to demonstrate a proficient understanding of the presented material and display competency through completed and proficient coursework. Greater collaboration needs to take place to identify and ensure the learning outcomes of the English, Black Studies, and other Umojafied courses that our students in enroll in. District wide success metrics regarding course completion have been discussed, and further implementation is planned.

Related Documents for Charts and Graphs

Summary and Reflection

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.

To engage in practices that impact the above data trends and equity gaps, the Umoja Program has made concentrated and intentional efforts to employ holistic approaches to its cohort of students. The coordinator and LCOM instructors set up recurring meetings to discuss student needs, gauge success, and identify room for improvements. To create more opportunity for students, instructors working with the program have offered to reserve a limited number of spaces in their courses for Umoja Students. Upon completing an interest form, each student is individually contacted and conversed with about their goals, background, and intentions in the program. Learning more about the needs of students in this manner increases the level of quality and connectedness for the students, addressing the desires expressed by students seeking out the program. By engaging in holistic practices - prioritizing growth and correction over punishment, employing restorative justice when applicable and creating second chances - the program creates a welcoming space for students meant to foster their development and encourage development.

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

We continue to anticipate changes to GE patterns regarding CALGETC and the potential threat it poses to the PERG discipline. This transferrable course is fundamental to the development of students' skills to be successful long term. Altering the transferability of this course may cause it to be less lucrative for students, causing them to miss out on the vital skillset expansion brought forth through the curriculum. Umoja Students who have taken the PERG 120 course have been expressing gratitude for the topics explored, and altering these courses can lead to other students missing out on valuable development. Additionally, the prolonged process of having our NOVA application approved from the Umoja Community Program Foundation halts the ability to fund vital resources like tutoring, conference attendance, and more. Learning what an approved plan looks like will be useful in ensuring future approval in a timely manner.

Related Documents for Charts and Graphs

Practice Reflection Complete

Yes

Mid-Cycle Updates

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

Yes

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

Yes

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

Yes

Hire a New Umoja Coordinator

Unit Goal: Hire a full time Umoja Coordinator and part time co-coordinator to help meet the coordination, programming, and counseling needs of the program.

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
- Community - Objective 5: X
- Completion - Objective 2: X
- Stewardship - Objective 6: X

Action Plans	Action Plan Update
Action Plan Status: Archived Action Plan: 1. Creating an "Umoja Bridge" aspect of the program to inform local feeder schools of the resources available for their graduating students. 2. Including Umoja in the campus Outreach efforts as a program and resource available to students for academic and personal development. Action Plan Cycle: 2022 - 2023, 2023 - 2024, 2024 - 2025, 2025 - 2026	Submission Date: 11/20/2023 Action Plan Update: 1. Creating an "Umoja Bridge" aspect of the program to inform local feeder schools of the resources available for their graduating students. Update Year: 2023 - 2024 Action Plan Progress: Barriers Encountered
Action Plan Status: Active Action Plan: Identify a timeline to hire a full time Umoja Coordinator Action Plan Cycle: 2023 - 2024	

Enrollment

Unit Goal: Identify and enroll at least 25 students in the Umoja program and Learning Community by the beginning of the 23/24 academic year.

Goal Status: Completed

Beginning Year: 2022 - 2023

Projected Completion Year: 2023 - 2024

Mapping

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

- Community - Objective 3: X

- Completion - Objective 1: X
- Completion - Objective 2: X
- Completion - Objective 3: X
- Pathways and Partnerships - Objective 3: X
- Pathways and Partnerships - Objective 4: X
- Scholarship - Objective 2: X
- Stewardship - Objective 3: X

Action Plans	Action Plan Update
Action Plan Status: Completed Action Plan: 1. Individually meeting with students upon completion of interest forms to gauge commitment and area of program participation. 2. Providing add codes to students who qualify for Learning Community courses. Action Plan Cycle: 2022 - 2023, 2023 - 2024	Submission Date: 11/20/2023 Action Plan Update: 1. Taking time in each semester/academic year to create space for a discussion with students regarding their needs and experiences for intentional work to take place. Update Year: 2023 - 2024 Action Plan Progress: On Track
	Submission Date: 11/20/2023 Action Plan Update: 2. Incorporating this qualitative data as an additional means of reporting on student success in instances where numbers do not translate as well (student satisfaction, sense of belonging, positive interactions, etc.). Update Year: 2023 - 2024 Action Plan Progress: On Track

Umoja Village Space

Unit Goal: Work to identify and begin opening a dedicated Umoja Village Space on campus for Umoja students and Umoja related activities.

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 5: X
- Completion - Objective 4: X

Action Plans	Action Plan Update
Action Plan Status: Active	Submission Date: 11/20/2023 Action Plan Update: 1. Identifying an available space on campus that is accessible and will accommodate the needs of the program and its students. Update Year: 2023 - 2024

Action Plans	Action Plan Update
<p>Action Plan: 1. Identifying an available space on campus that is accessible and will accommodate the needs of the program and its students. 2. Hosting Umoja activities – Study Jams, tutoring, Porch Talks, etc. – in this space to promote sense of belonging in engage in acceleration.</p> <p>Action Plan Cycle: 2022 - 2023, 2023 - 2024, 2024 - 2025, 2025 - 2026</p>	<p>Action Plan Progress: On Track</p>
	<p>Submission Date: 11/20/2023 Action Plan Update: 2. Hosting Umoja activities – Study Jams, tutoring, Porch Talks, etc. – in this space to promote sense of belonging in engage in acceleration. Update Year: 2023 - 2024 Action Plan Progress: Barriers Encountered</p>
<p>Action Plan Status: Completed Action Plan: Submit Affinity Space Requisition form to request that a space on campus be provided to meet the need of the Umoja Village Space Action Plan Cycle: 2023 - 2024</p>	



Program Review

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

Student Services - Outreach

Executive Summary

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

OUTREACH & COMMUNITY RELATIONS

Successes:

As we ease into a post-COVID world, Outreach has supported students' return to campus, taking advantage of multiple modalities to reach and serve them.

Outreach Ambassadors provide general information, more tailored information, and humanized care to students virtually via Ivy Chat, at our in-person counter, and through tours and events held on-campus and off-site.

Outreach Ambassadors are embedded in high schools, forming personal relationships with counselors and students, representing Mesa and supporting students in their matriculation journey.

Outreach offers pre-enrollment workshops and registration events for our feeder high school students in ways that work for those students, at Mesa or at their schools.

Outreach helps to facilitate students' enrollment in hybrid pre-registration workshops which support students' educational planning.

PROMISE DATA

Successes:

In Spring 2023, Mesa College received 300 Promise applications and secured 95 signed Promise contracts as of 2/1/23, which was before the signed contract deadline of 2/6/23.

In Fall 2022, between 8/4/22 and 9/9/23, we received 500 submissions for the Fall 2022 Promise Emergency Grant and were able to distribute around 154 awards of \$250. In that same timeframe, we received 198 applications for the Fall 2023 Promise laptops and awarded 50 laptops to Promise students.

In Spring 2023, between 4/11/23 and 4/22/23, our office received 391 applications for the Spring 2023 Emergency Grant for Promise students. Currently, the office is reviewing applications for eligibility to distribute 168 awards of \$250 each for a total of \$42,000.

OUTREACH & PROMISE

Challenges:

2022-2023 was a transitional year for Outreach. Not only did it mark a period in which the team was helping to construct and respond to new normals for students, it was a time of promotional opportunity during which all contract staff turned over in the department.

New personnel, ideas, and voices presented opportunities and fresh perspectives for Outreach, but this occurred in an especially challenging year. In Spring 2023, our registration deadline for Fall (which governs our timeline for high school student matriculation) was moved forward six weeks. The team, which was fully supported by Student Services leaders, nonetheless lacked institutional memory which made navigating the terrain challenging.

As a team, we were working to understand the concept of a plane while building and flying one. We learned a lot. The experience has excited us to goal-set and to put new programming and structures in place to provide groundwork for a changing, growing, and adaptive Outreach program.

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.

Outreach Partnerships

CCE

As a part of its Mesa Pathways work, Outreach has collaborated with the College of Continuing Education to provide guidance and encouragement for students choosing to transition to for-credit college. This is a large population of students who can benefit from the economic opportunities resulting from higher ed certificates

Summary and Reflection

and degrees.

In Spring 2023, Outreach led the first CCE Mesa Day for students at our on-campus, non-credit college. Whole CCE classes attended to learn about our services, instructional programs, and special programs, like Promise. The CCE Workgroup will continue to meet in 23-24 joined by additional CCE faculty and with plans to expand our partnership and outreach.

Grant Programs

We partner with emerging grant programs, like that which serves APY students, and our Kapwa, Umoja, and Puente learning communities to help programs reach students before they arrive at Mesa.

In 2023, we requested and received a contact list for feeder high school students that was disaggregated by race/ ethnicity to support this effort.

Guided Pathways, Strong Workforce, Enrollment Management

Outreach plays a key role in Mesa's Pathways efforts through its CCE workgroup; through Strong Workforce by informing students of the college's CTE programs; and through Enrollment Management by facilitating students' movement through the matriculation process. We're a part of the conversations that will influence Mesa's work and outcomes through 2030.

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

The department's personnel turnover came at a critical and transitional time for student enrollment and retention. Enrollment and retention numbers will be influenced by students' post-pandemic needs and by the innovations, systems, structures, and people we put in place to connect with our future students. Understanding this, the team is thinking ahead to 23-24.

2023-2024 will be a year for envisioning and thinking big, mission- and goal-setting, professional learning, and making what we learn practical and actionable.

Our Outreach SST has a strong relationship with our feeder high school lead counselors. In 23-24, we will further develop these relationships so that, together, Mesa and the high schools can collaboratively build a programmatic arc from career planning to registration over the course of an academic year, tailored to each high school.

Mesa has asked that SDUSD and SDCCD outreach planning happen before the next academic year, rather than "on the fly" during the academic year, so we can develop new programming that is well conceived, organized, and funded. SDUSD and SDCCD have agreed to this, and we will meet on June 6th to outline the calendar for 2023-2024.

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.

Outreach

This year's adjustment to an earlier registration date was difficult for our department, high school students, and their counselors.

Summary and Reflection

We find that the HS students we serve tend to be immersed in their senior year experiences and not on the abstract concept of college and registration so early in the year. This is despite the information we provide on the importance of early registration and the support we give them to register. The new timeline, therefore, has the potential to disadvantage incoming high school students, and it's important that we anticipate this trend and respond to it.

The past registration timeline allowed students to finish their senior years and breathe; attend Reg Fest over the summer, receive guidance, and enroll as soon as their registration date opened. This year, we're reaching out in different forms - through counselors, through group activities, and individually - but it's been challenging to interest seniors in early- and mid-spring. As a result, most of our feeder students will unprecedentedly register with or after the general population. This may be an early indicator of decreased success which, as a College, we will then have to work to remedy after the fact.

Spring 2023 has been a time of doing what we can, learning, and reflecting. Next, we will work with our HS partners to reconceive our onboarding arc. Because further down the road we know that students often have difficulty choosing a major - the basis for their ed plans - we want to add a career planning component and begin the year with this.

We'll have to work to better prepare students starting long before the Spring semester given our new normal. As the department has in the past, we want to reinvigorate our connection with parents. We will explore different modalities and formats and continue to innovate.

The greatest asset is our team which is committed and open to experimenting. In Spring 2023, we held our first Reg Fest sessions off-site at two high schools. The first didn't work very well. The second was hugely successful. Going forward, we want to lean into our abilities to adjust and adapt, finding the secret sauce for each of our high schools and populations.

PROMISE

Starting 2023, Promise eligibility has expanded and has created new entry points for special populations: returning SDCCD students, SDCCE students, and students who are undocumented, US veterans, formerly incarcerated, or former/current foster youth. Due to these new entry points, the district has seen a nearly 200% increase in Spring applications. This has resulted in increased full-time enrollment at Mesa. In Spring 2022, we saw 587 full-time Promise Year 1 students. In Spring 2023, this increased to 845, a 44% increase.

Fall 2023 enrollment is projected to increase significantly. At the time of the report (4/12/23), the district saw 1,347 Fall 2023 Promise applications, a nearly 80% increase from the year prior - 750 applications for Fall 2022 (the final application count for Fall 2022 was 4,487, nearly six times the initial 750 count).

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

Now that we've begun receiving HS data disaggregated by race/ethnicity, we will make this a component of our pathway analysis, as we follow the progression of all Mesa-bound students through the matriculation steps.

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

We have not yet had these discussions as a new team. We will begin them in summer 2023.

Related Documents for Charts and Graphs

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.

OUTREACH

Please see the response embedded in the "Trends" question.

PROMISE

The Promise program is structured to increase likelihood of success, from the campus engagement and academic self-reporting requirements to requiring that students meet with counselors at least once every semester. To ensure Promise students understand their responsibilities and to encourage contact with student services and academic services (through self-reported academic progress), we require students to submit mid-term progress reports which require students to identify strategies they can take to strengthen their academics. We also require students to attend at least one campus activity and visit a counselor every semester. We check that these requirements have been met and when they have not been submitted or completed, we regularly email and call students with missing requirements. When the District removed students from the Promise program for falling under the 12-unit minimum enrollment requirement, our office emailed information about how to appeal and with information on additional services. Thanks to the Outreach Ambassadors, we were also able to call over 200 removed students to follow up to ensure they knew about the appeal option and the process. We also offered two drop-in sessions for removed Promise students to ask questions and troubleshoot their appeal process. Students also visit, call, and email the office regularly for additional support.

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

PROMISE

While we advertise Promise requirements to include meeting with a counselor every semester, submitting a progress report (with strategies for academic recovery, if needed), and campus engagement attendance, there are no penalties for not completing these. I have heard there were gift cards or other materials to incentivize participation but I understand there is no funding for Promise for such enterprises. Promise also puts on remote and in-person Promise events to encourage fellowship and engagement, but lack of funding has limited events to no- or low-cost events such as Zoom sessions and study-sessions at the Avanza center. With the projected influx of Promise students and the increased diversity of the incoming Promise cohorts, planning engaging and fun projects will continue to be a challenge without the resources and tools.

Related Documents for Charts and Graphs

Practice Reflection Complete

Yes

Mid-Cycle Updates

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

Since the above was written, Outreach & Community Relations has gone through additional staffing transitions. The Acting Outreach Coordinator role is now filled by the former Promise SST and the Assessment SST is now also Acting Promise SST, which means that the team is now one full-time Classified staff member short from what it was in Spring. Additionally, we are operating with 9 Student Success Specialists (SSS) and 3 Project Assistants in Outreach – this is down from Spring 2023, when we had 10 SSS and 4 Project Assistants. Despite these challenges, Outreach continues to provide all of the services and supports stated above. Having gone through the changed registration timeline from Spring 2023, in communicating with our High Schools and other partners, we are preparing for another condensed outreach and matriculation season. Though we are finding challenges fitting the matriculation events and support within a shorter time period, we are collaborating with our partnered schools to strategize.

Summary and Reflection

The Promise team continues to support our current and applying Promise students. At the time of writing these midyear updates, Mesa is managing and supporting 1093 Year 1 Promise students and 642 Year 2 Promise students (2023-2024 academic year). To support the Year 2 Promise students, the team emailed and called 118 out of the 642 Year 2 students who were missing a financial aid application to remain eligible for Promise support. In their tracking and follow-up efforts, the Promise team has also reached out to 132 Promise students without abbreviated and comprehensive education plans. The Promise team has also managed the Fall 2023 Promise laptop student-aid opportunity, reviewing 209 applications for eligibility and selecting 33 students who receive laptops.

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

With another upcoming condensed matriculation cycle, Outreach, in collaboration with its feeder high schools and partners, continues to struggle to plan the spring matriculation support schedule. However, we are better prepared than we were last cycle.

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

The Promise program continues to track Promise students' counselor visits, progress reports, and other requirements such as abbreviated education plans, comprehensive education plans, milestones, campus engagement, and financial aid application (for Year 1 Promise students transitioning to Year 2). With the help of the Student Success Specialists and Project Assistants, we continuously call Promise students who are missing requirements, who are at risk of falling under the 12-unit requirement, and who have emergency aid awarded.

OUTREACH Goal 1: Strengthen and enhance partnerships with feeder high schools.

Unit Goal: OUTREACH Goal 1: Strengthen and enhance partnerships with feeder high schools to promote effective information dissemination as it relates to our programs, services, and matriculation processes.

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)

- Pathways and Partnerships - Objective 2: X
- Pathways and Partnerships - Objective 3: X
- Pathways and Partnerships - Objective 4: X

Action Plans	Action Plan Update
<p>Action Plan Status: Active</p> <p>Action Plan: OUTREACH</p> <p>Goal 1: Strengthen and enhance partnerships with feeder high schools to promote effective information dissemination as it relates to our programs, services, and matriculation processes.</p> <p>SO: Pathways and Partnerships: In an effort to improve post-pandemic success, the Outreach office will work with feeder high schools to better tailor its offerings to better meet needs of matriculating students' and improve equitable outcomes.</p> <p>Action Plan Cycle: 2022 - 2023, 2023 - 2024, 2024 - 2025, 2025 - 2026</p>	

OUTREACH Goal 2: Promote and cultivate an environment of development

Unit Goal: OUTREACH Goal 2: Promote and cultivate an environment dedicated to the personal, professional, and academic development of students and staff.

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 4: X
- Scholarship - Objective 1: X

Action Plans	Action Plan Update
<p>Action Plan Status: Active</p> <p>Action Plan: OUTREACH</p> <p>Goal 2: Promote and cultivate an environment dedicated to the personal, professional, and academic development of students and staff.</p> <p>SO: Community and Scholarship: Outreach will provide ongoing opportunities for the professional learning of classified professionals within an intentional and collaboratively developed framework.</p> <p>Action Plan Cycle: 2022 - 2023, 2023 - 2024, 2024 - 2025, 2025 - 2026</p>	

OUTREACH Goal 3: Social media

Unit Goal: OUTREACH Goal 3: Create social media outlets to promote Outreach, Mesa College, and its programs and resources.

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)

- Completion - Objective 1: X

Action Plans	Action Plan Update
<p>Action Plan Status: Active</p> <p>Action Plan: OUTREACH</p> <p>Goal 3: Create social media outlets to promote Outreach, Mesa College, and its programs and resources.</p> <p>SO: Completion: Outreach will connect with students through social media to improve their sense of belonging; promote programs and services; and support students' access to resources.</p>	

Action Plans	Action Plan Update
Action Plan Cycle: 2022 - 2023, 2023 - 2024, 2024 - 2025, 2025 - 2026	

PROMISE Goal 1: Marketing and Communication

Unit Goal: PROMISE Goal 1: Mesa Promise staff will consolidate information on Promise eligibility, application process, and Promise timeline. Information will be complete and concise, the language will align with District Promise information, and will be uniform across Mesa Promise webpage, Promise Canvas shell, and presentation and promotional materials.

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 1: X
- Pathways and Partnerships - Objective 4: X
- Pathways and Partnerships - Objective 5: X

Action Plans	Action Plan Update
Action Plan Status: Active Action Plan: PROMISE Goal 1: Mesa Promise staff will consolidate information on Promise eligibility, application process, and Promise timeline. Information will be complete and concise, the language will align with District Promise information, and will be uniform across Mesa Promise webpage, Promise Canvas shell, and presentation and promotional materials. Focusing on the Mesa Promise webpages, and keeping the website redesign in mind, craft concise and complete Promise information. Redesign the Promise Canvas shell based on the webpages, keeping language uniform. Base all future presentations and promotional items off of the Mesa Promise webpages. Action Plan Cycle: 2022 - 2023, 2023 - 2024, 2024 - 2025, 2025 - 2026	

PROMISE Goal 2: Community and Collaboration

Unit Goal: PROMISE Goal 2: Mesa Promise will collaborate with other offices and departments to create social events to foster community amongst students, faculty and Classified professionals.

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

Action Plans	Action Plan Update
<p>Action Plan Status: Active</p> <p>Action Plan: PROMISE</p> <p>Goal 2 :Mesa Promise will collaborate with other offices and departments to create social events to foster community amongst students, faculty and Classified professionals.</p> <p>In light of new eligibility entry points for the Promise program, initiate discussions with offices which outreach to those communities (VRC/Veterans and Records, Rising Scholars, Borderless Scholars, and NextUp and Fast Scholars) on how Promise opportunities can be promoted to these special populations.</p> <p>Discuss opportunities for collaborative social events to support special population Promise students.</p> <p>Action Plan Cycle: 2022 - 2023, 2023 - 2024, 2024 - 2025, 2025 - 2026</p>	

PROMISE Goal 3: Community Outreach

Unit Goal: PROMISE Goal 3: Mesa Promise will collaborate with other offices and external community organizations to bridge students to the local community through learning opportunities.

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 5: X
- Pathways and Partnerships - Objective 3: X

Action Plans	Action Plan Update
<p>Action Plan Status: Active</p> <p>Action Plan: PROMISE Goal 3: Mesa Promise will collaborate with other offices and external community organizations to bridge students to the local community through learning opportunities. Identify on campus, local and community organizations (especially those which serve historically minoritized groups) with opportunities for Promise volunteer or engagement. Connect Promise students to other volunteer and engagement opportunities through Handshake platform.</p> <p>Action Plan Cycle: 2022 - 2023, 2023 - 2024, 2024 - 2025, 2025 - 2026</p>	



Program Review

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

Student Services - Puente

Executive Summary

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

The Puente Project at Mesa has continued to thrive and expand tremendously since the last comprehensive review. We have been successful in continuing high success and retention rates and have increased the amount of activities and events while also adding a math component to the program. The biggest challenge we faced this year was awaiting the funding that our campus was promised which was held up due to state-wide problems in logistics. However, this funding was an increase from a \$7,000 budget, to a \$40,000 budget. We have also continued partnerships and collaborations with departments and programs such as KAPWA, UMOJA, Chicano Studies, Work-Based Learning and Mesa Journeys.

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.

The biggest change has been the addition and implementation of the math component to the traditional Puente model which normally only consists of English and Personal Growth along with a mentor piece. We have now added a Math component as a pilot program that not only included phase 1 (current cohort) students, but also phases 2 and 3. The course offered as an optional addition for students was Math 119X. This had a positive impact on the program because it gave the opportunity for all Puente project phases to connect and re-connect through a math course taught by a Puente trained professor

Other points to consider:

PUENTE MaS is the incorporation of math into the current Puente learning community geared to spark the STEM identity of many of our STEM Puentistas and increase retention and success in math courses

Puentistas had an option to take Math 119X (Elementary Statistics with support) in the Fall and out of the 22 students enrolled in Math 119X, 19 students passed the course with 5 of those students taking the course as honors

We have two courses: Math 116 (College and Matrix Algebra) for our Business and Biology majors and an accelerated Math 104/141 (Trigonometry and Precalculus) for STEM majors

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

As mentioned in earlier, our funding was increased dramatically this year, but since we had limited access to those funds, we were not able to use them to their full potential yet.

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

Executive Summary Complete

Yes

Data Reflection

Trends observed in program/service area's data.

One of the positive trends that we noticed with the current cohort:

24 of 25 passed PERG 120

21 of 25 passed ENGL 101X

23 of 25 persisted to the next semester

Summary and Reflection

The mentoring component also continues to grow in numbers and diversity of career fields.

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

The only trend we continue to see that seems to be a minor equity gap is the lower amount of interest forms we receive from males as compared to females. Every cohort does turn out to be evenly made up of males and females, we continue to see males submitting interest forms later than females.

We will continue to outreach students through Mesa Journeys and continue to recruit students by collaborating with other departments such as Chicano Studies, Outreach, and Promise to further advertise Puente. Attending events such as high school college signing days will also help us to reach out to more male students earlier on in the recruitment process. We will also continue to highlight the benefits such as special admission consideration to SDSU and data trends that such as Puente's high retention and completion rates. Refer to Chart 1

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

The Puente team is made up of English faculty (Christie Allred), Counseling faculty (Raul Rodriguez) and Math faculty (Juan Bernal). Team members meet bi-weekly to discuss outcomes and plans throughout the year.

Related Documents for Charts and Graphs

[Chart 1.png](#)

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.

Along with our continued collaborations and partnerships, we also plan to continue current practices that we believe have made a difference in positive data trends and closing equity gaps.

There are a number of new practices that my co-coordinator, Christie Allred and I have implemented recently to work on improving student success and equity. One of the things that we began doing is sending messages through Canvas to students who we noticed were missing assignments. It helped identify students who were beginning to struggle early on in the semester so that they would not fall any further behind. This helped with a number of students, but there were still some who continued to struggle even after reaching out to them through Canvas. For those students we went a step further to encourage a recommitment to the program. Students who we noticed continued to struggle were invited to attend a re-commitment meeting with both Christie and I. In this meeting we talked about where the students current grade stood and any other issues we noticed in class such as excessive times showing up late, missed assignments and/or absences. After having a conversation with the student and developing an action plan to get back on track we invited the student to fill out a recommitment contract. This has also been effective in helping improve student success and equity as we are able to identify issues and help students overcome them before it is too late. Another improvement we have added this year is a more robust orientation session. In previous years, our attempts to provide an orientation before the semester began were not very successful. We would have low turn out and all though students expressed interest, it was difficult to coordinate a date that would work well for the majority of students in the class. This year we decided to inform students of an orientation a week prior to the beginning of the semester that would be held during their normal class time when following up with students who submitted interest forms. This made it more likely that students would be available to attend since they would have to have this time available to take the classes during the semester. We also were able to invite administrators and mentors to give students an early introduction to their supporters. Our mentor list has also improved since last year. This years group of volunteer mentors is the biggest we have had since beginning our program. We have grown from a list of 12 to 27. We continue to look for and recruit new mentors from the surrounding community as well as on campus.

Summary and Reflection

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

Something that will make an impact on our positive trends and closing equity gaps will be the dramatic increase in funding we will now have access to for the next year. This big increase in our budget along with a new allotment of funds for our math component will mean that we can now implement plans for resources such as a Puente center or space. Collaborations and partnerships on campus with KAPWA, UMOJA, WBL, Health Services and Chicano Studies

Related Documents for Charts and Graphs

Practice Reflection Complete

Yes

Mid-Cycle Updates

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

As mentioned in the last update, the Puente Project at Mesa has continued to thrive and expand tremendously since the last comprehensive review. We have been successful in continuing high success and retention rates and have increased the number of activities and events while also adding a math component to the program. Our success rates continue to be in the high 90 percent rate as well as our persistence rates. Examples of Puente events and activities in the fall semester include the Puente Orientation celebration event, the Puente Alliance Day at the Bay, the annual Noche de Familia event, Mentor Mixer events, Puente Alliance University of California San Diego Day, the Chicano Park tour in collaboration with Chicano Studies, the Puente Transfer Motivational Conference at California State University San Bernadino, and the end of semester celebration. Our plan for the spring includes the annual Puente Motivational Hike Challenge, Raza Grad Alumni Panel event, volunteering as workers for the Annual Raza Grad Celebration, San Diego State University Puente Day with the San Diego Puente Alliance, University of California Riverside Day, visiting the Cheech Marin Cultural museum in Downtown Riverside, UCLA STOMP Conference in collaboration with "KUP", and the End of the Year Celebration at Crown Cove Aquatic Center.

- Request for Puente space

After submitting our request for a Puente Center, we are happy to report that we have been approved to move on to the next stage of securing our Puente Center. We are currently in the process of developing a shared affinity center with KAPWA and UMOJA. The plan is to use a large portion of our funds to purchase furniture, artwork, and signage for our center.

- Continued involvement with KUP and solidarity

Coordinated the San Diego Mesa College KUP event "Mesa Cross-Cultural Solidarity Mixer" in collaboration with KAPWA and UMOJA. We continue to plan future events with the KUP alliance for the spring 2024 semester.

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

Our success rates continue to be in the high 80-90% for all courses that make up the Puente Project. The fall 2023 semester all 29 out of 29 students passed Personal Growth 120; 28 of 29 passed ENGL 101, and 23 out of 27 students received a 'C' or better in the Math 119X course.

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

Puente Orientation

This year the Puente team turned the traditional orientation session into a lively celebration in the new Mesa quad extending the invitation to the entire campus. The event included outdoor yard games, multiple guest speakers, live music via DJ, free food for all guests, and free swag including hoodies and t-shirts.

- Success data

Puente continues to have impressive retention and success rates. The Personal Growth courses which are made up of PERG 120 and 140 continue to have an over 90 percent success rate.

- Mentor Mixer Events

Our Puente mentor pool has continued to expand. Puente students continue to be matched with mentors from both the on-campus and off-campus communities from various career fields. We were able to coordinate

Summary and Reflection

multiple mentor mixer events which allowed students to continue to strengthen the bond between mentors and mentees.

- Puente Statewide Conference

The Puente team consisting of Counseling, English and Math faculty continue to receive yearly training at the Puente Statewide Conferences, including the 2024 conference in Oakland California.

- Puente Playa Pacifica Alliance Event

San Diego Mesa College Puente has taken the leading role of organizing the San Diego Puente Alliance to include all San Diego area Puente Program campuses. Along with Mesa and City College, our alliance includes MiraCosta, Palomar, SouthWestern, and Grossmont Colleges. This year's first event took place at Playa Pacifica where nearly 200 students heard from Puente Alumni speakers while participating in team-building activities and being treated to live music and food.

- Bienvenida Event

Puente continues to be involved in the campus community with participation in events like the Bienvenida event. Being part of events such as this increase visibility and further promote the program amongst the student population.

- Puente UCSD Puente Alliance Day Event

San Diego Mesa College Puente has taken the leading role of organizing the San Diego Puente Alliance to include all San Diego area Puente Program campuses. Along with Mesa and City College our alliance includes MiraCosta, Palomar, SouthWestern and Grossmont Colleges. This year's first event took place at Playa Pacifica where nearly 200 students heard from Puente Alumni speakers while participating in team building activities and being treated to live music and food.

- Chicano Park and Museum tour

In a continued collaboration with Chicano Studies, students were provided a detailed tour of Chicano Park's historical sites, artwork, and monuments by a steering committee member. After touring the park students were also given access to explore the new Chicano Park museum filled with artwork from various muralists and artists.

- Meeting with Puente Statewide

- Transfer Motivational Conference at California State University San Bernardino

This day-long event included a keynote speaker, student workshops, and the opportunities to win prizes. Breakfast and lunch was also provided. The keynote speaker, Dr Christopher Emdin We anticipate Dr. Emdin gave a powerful message to our Puente students, particularly for our Puente MAS sites and Puente STEM students across all campuses. His message was directed at those working in STEM and with students of color. In consideration of this, the suggested curriculum considers how students can be active participants in the development of their classroom environment.

Goal 1: Continue current data trends in completion and retention

Unit Goal: Goal 1: Continue current data trends in completion and retention

Continue to follow the Puente model and pedagogy that has lead to the current data trends.

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)

- Completion - Objective 1: X
- Completion - Objective 2: X

Action Plans	Action Plan Update
Action Plan Status: Active Action Plan: Continue Puente structure to include English 101X & 205 and Math 119X Action Plan Cycle: 2022 - 2023, 2023 - 2024, 2024 - 2025, 2025 - 2026	

Goal 2: Continue the new pilot math component

Unit Goal: Goal 2: Continue the new pilot math component

Math 119X will once again be offered as an optional addition to the Personal Growth and English components.

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)

- Completion - Objective 1: X
- Completion - Objective 2: X

Action Plans	Action Plan Update
Action Plan Status: Active Action Plan: Continue working with phase 1, 2, & 3 students on education and career plans. Action Plan Cycle: 2022 - 2023, 2023 - 2024, 2024 - 2025, 2025 - 2026	

Goal 3: Continue process of securing space for new Puente Center

Unit Goal: Goal 3: Continue process of securing space for new Puente Center
Currently in process of working with campus leadership to secure a classroom space and an additional shared center that could potentially house all three learning communities (Puente, KAPWA & UMOJA). The vision for the classroom space includes adding culturally relevant décor/art work, collaborative round tables rather than desks, and storage

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
 - Completion - Objective 1: X
 - Completion - Objective 2: X

Action Plans	Action Plan Update
Action Plan Status: Active Action Plan: Continue working with phase 1, 2, & 3 students on education and career plans Action Plan Cycle: 2022 - 2023, 2023 - 2024, 2024 - 2025, 2025 - 2026	

Goal 4: Continue to expand outreach to male students

Unit Goal: Goal 4: Continue to expand outreach to male students
Expand current partnerships and collaborations with Chicano Studies, Work-Based Learning, Peer Navigator Program, and Outreach to recruit more male Puente students. Sharing flyers and promotional material that can be shared with students in instructional faculty classes and events such as college signing days providing Puente with more word of mouth advertising and referrals.

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)
- Completion - Objective 1: X
 - Completion - Objective 2: X
 - Completion - Objective 3: X

Action Plans	Action Plan Update
<p>Action Plan Status: Active</p> <p>Action Plan: Expand current partnerships and collaborations with Chicano Studies, Work-Based Learning, Peer Navigator Program, and Outreach to recruit more male Puente students. Sharing flyers and promotional material that can be shared with students in instructional faculty classes and events such as college signing days providing Puente with more word of mouth advertising and referrals.</p> <p>Action Plan Cycle: 2023 - 2024</p>	



Program Review

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

Student Services - STAR/TRIO

Executive Summary

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

Mesa 2030 goals call for explicitly and intentionally focused equity and excellence efforts around race and ethnicity. STAR TRIO is federally funded to specifically serve first generation, low income, and or students with disabilities. While race/ethnicity is not specifically mentioned in our eligibility criteria, STAR TRIO has taken an equity-inside-of-equity approach in its outreach and recruitment. We established partnerships with the Black Faculty Counseling Collaborative (BFCC) to specifically outreach to Black students who would qualify for STAR TRIO. We also established connections with the KAPWA Learning Community, the Puente Program, and the Borderless Scholars Program. STAR TRIO utilized grant opportunities such as HEERF and Outreach/Retention funds to incentivize our outreach efforts, including specifically outreach efforts that would reach students disproportionately impacted across race/ethnicity. It is an inherent challenge that our eligibility criterium does not specifically mention race/ethnicity; however, we are able to remain open for access to all students eligible while also intentionally connecting with students across race/ethnicity domains.

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.

STAR TRIO Counselors, anticipating a stronger student presence on campus as we transitioned out of the pandemic, programmed multiple in-person student workshops that supported Mesa 2030 goals like Scholarship, Community, and Pathways/Partnerships. Student surveyed reported the workshops were a highlight of their experience with STAR TRIO. The availability of HEERF and Retention/Enrollment funds to incentivize attendance at the workshops with café cards was also helpful for promotion and gratefully received by the students in attendance.

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

STAR TRIO significantly benefited from HEERF funded employee positions, such as Tutors, Counselors, and Outreach Ambassadors. STAR TRIO operates with only 2 full time staff, and increases in salary and benefit costs have diminished the space in our grant funds to hire the necessary support for a robust program and student center. With the help of the campus, STAR TRIO has been able to provide open hours, program coverage, increased tutoring, and increased counseling availability. We believe this availability provides our students with the best chances for support, success, and completion. We could not support for this robust success without the campus personnel support.

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

Executive Summary Complete

Yes

Data Reflection

Trends observed in program/service area's data.

STAR TRIO has specific grant objective, that we report on annually to the US Department of Education in the Annual Performance Report (APR). STAR TRIO (and all federally funded Student Support Service programs) report on: Persistence, Good Academic Standing, Associate's Degree or Certificate attainment, and Transfer. Our TRIO program historically meets or exceeds these objectives, and thus has achieved refunding for over 40

Summary and Reflection

years. A recent dip in academic standing for our students was recorded in the prior APR, and was accounted for by the decrease in class completion rates during the extenuating circumstances presented by the pandemic. This past reporting cycle, STAR TRIO has returned to meeting the attained Good Academic Standing rate of 88%. Additionally, STAR TRIO exceeded the minimum approved rate for Persistence by 20%, exceeded the minimum Associate's Degree rate by 24%, and exceeded the Transfer goal by 26%.

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

STAR TRIO is an original equity program, services aimed at narrowing the disproportional gaps for students who are first generation, low income, and/or have a disability. The STAR TRIO grant was achieved by demonstrating the disproportionate impacts these students face. First generation, low income, and/or students with disabilities had outcomes as compared to other general college students not facing these impacts. Cumulative GPA 2.64 as compared to General College 2.92, Successful Course Completion 68% as compared to 75%, Good Academic Standing 84% as compared to 88%, Transfer rates of 6% as compared to 15%. The STAR TRIO grant is written as ambitious but attainable to narrow those gaps.

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

The STAR TRIO department hosts regular meetings to identify areas requiring attention, upcoming events, and best practices for implementing program services. Results this year have evolved from last year's student self-reported education plan experience to our goal of ensuring 100% of students have a comprehensive education plan, consistent with exceeding general student success scoreboard data, and supporting Mesa 2030 Completion objectives. The department held specific meetings/discussions on 5/3/23 for outcomes, 5/4/23 for completion, and 5/17/23 for service/workshop recommendations, all in review and consideration of the SSPO results. Students were additionally asked to provide suggestions for program improvement as well as provide information on how the program has served them. These open -ended questions allow an opportunity for students to voice their opinions and share their concerns. The STAR TRIO team developed worksheets to analyze and provide feedback on the open-ended responses from the students. The department brainstormed ways to implement student suggestions. Some suggested services and workshops are currently under way for the upcoming 2023-2024 academic year. These include, but are not limited to: Workshops, Financial Incentives, and Retention programming.

Related Documents for Charts and Graphs

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.

As discussed, STAR TRIO has taken an equity-inside-of-equity approach in its outreach and recruitment. We established partnerships with the BFCC to specifically outreach to Black students who would qualify for STAR TRIO. We also established connections with the KAPWA Learning Community, the Puente Program, and the Borderless Scholars Program. STAR TRIO utilized grant opportunities such as HEERF and Outreach/Retention funds to incentivize our outreach efforts, including specifically outreach efforts that would reach students disproportionately impacted across race/ethnicity, while also serving our broader first generation, low income, and/or disabled student communities. Funding sources that can supplement the limitations of our grant expenditures are helpful to incentivize service engagement. Robust staffing is also achievable per these supplementary financial supports from the college.

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

As we end the pandemic era, STAR TRIO aims to provide empowering experiences and spaces for our students. Many of our return students had never taken a class on campus until this year, so we hoped to supplement their in-person academic experiences with supportive in-person services. It has also been observed that higher graduation rates, transfer rates, and scholarship achievement rates correlate with

Summary and Reflection

participation in multiple student support services. We aim to continue partnerships with our student support service program colleagues. A formal partnership with Borderless Scholars was achieved this year, made possible by the Performance Partnership Pilot, a federal and state approved pilot to extend TRIO SSS services to undocumented students.

Related Documents for Charts and Graphs

Practice Reflection Complete

Yes

Mid-Cycle Updates

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

No

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

No

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

No

Academic Standing

Unit Goal: Goal 1: STAR TRIO participants will maintain Good Academic Standing at a minimum of 88% of participants served annually.

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)

- Completion - Objective 1: X
- Completion - Objective 3: X
- Stewardship - Objective 6: X

Action Plans	Action Plan Update
<p>Action Plan Status: Active</p> <p>Action Plan: 1. Develop Fall and Spring Academic and Student Support Workshops 2. Hire and train tutors and provide expanded tutoring hours. 3. Conduct and follow up on Mid Semester Evaluations.</p> <p>Action Plan Cycle: 2022 - 2023, 2023 - 2024, 2024 - 2025, 2025 - 2026</p>	<p>Submission Date: 12/01/2023</p> <p>Action Plan Update: 1. STAR TRIO developed and implemented our Fall 2023 Workshop series, including a Meet & Greet, First-Gen Success, Transfer Hotspots for UC/CSU, Midterm Wellness, and Beating the Holiday Blues. Workshops are curated by the team for academic, mental health, and building community, which are best practice positive indicators for academic standing. We have served 37 students to date, with one workshop remaining for the semester. We expect our Fall total students served will be 45-50, hovering around a 20% (of 225) service objective. The Spring Workshop series is scheduled for planning on 12/6/23, with an ad hoc workshop committee comprised of two counselors and one project assistant.</p> <p>2. STAR TRIO began the year with two tutors. The action plan to hire and train tutors with expanded tutoring hours was achieved. We hired/trained two new tutors and doubled our tutoring hours offered. Our current tutors help with mathematics, sciences, reading/writing, and study skills.</p> <p>3. Mid Semester evaluations were conducted in congruence with our All Star programming, which had students report their mid semester progress with counseling review for interventions and strategies for support.</p> <p>Update Year: 2023 - 2024</p> <p>Action Plan Progress: On Track</p>

Persistence

Unit Goal: Goal 2: STAR TRIO participants will maintain Persistence at a minimum of 63% of participants served annually.

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
- Completion - Objective 2: X

Action Plans	Action Plan Update
<p>Action Plan Status: Active</p> <p>Action Plan: 1. Create a community that supports persistence through the STAR Club, All Star Program, and the STAR Workshop Series. 2. Request campus support for robust staffing of the STAR Student Center, towards ongoing provision of a home base for our students.</p> <p>Action Plan Cycle: 2022 - 2023, 2023 - 2024, 2024 - 2025, 2025 - 2026</p>	<p>Submission Date: 12/01/2023</p> <p>Action Plan Update: 1. STAR TRIO has created workshops and initiatives to build community and support student persistence. To date our workshops have engaged 37 students. The All Star program engaged 55 students. The STAR Club launched during Club Rush and has elected its officers, with events planned for Spring to support the STAR scholarship fund. Staffing are trained to welcomed students and provide a supporting atmosphere for when students visit the STAR space. Thus far this Fall, we have welcomed 366 student lab visits. 2. The campus has supported staffing for a robustly supportive environment, including campus support with our ability to hire counselors, project assistants, and tutors.</p> <p>Update Year: 2023 - 2024</p> <p>Action Plan Progress: On Track</p>

Associate's Degree or Certificate Attainment

Unit Goal: Goal 3: STAR TRIO participants will maintain Associate's Degree or Certificate attainment at a minimum of 12% of participants served annually.

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
- Completion - Objective 1: X

Action Plans	Action Plan Update
<p>Action Plan Status: Active</p> <p>Action Plan: 1. Support and provide the learning outcomes for 100% of STAR students having a comprehensive education plan 2. Provide ed planning and graduation workshops prior to key deadlines.</p> <p>Action Plan Cycle: 2022 - 2023, 2023 - 2024, 2024 - 2025, 2025 - 2026</p>	<p>Submission Date: 12/01/2023</p> <p>Action Plan Update: 1. The STAR TRIO Orientation and Onboarding process engages students in a career search process, followed by a counseling appointment to build an education plan. This process is required from 100% of our students and has been completed by 100% of our students. STAR encourages at least one counseling appointment per semester to follow up on career development, major, or transfer institution changes and student evolution in their process. 2. Planning for the Spring Workshop Series is set for 12/7/23 and will included graduation application workshops to support students earning AA/AS degrees aligned with their transfer and/or career objectives.</p> <p>Update Year: 2023 - 2024</p>

Action Plans	Action Plan Update
	Action Plan Progress: On Track



Program Review

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

Student Services - Student Affairs

Executive Summary

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

Since the last comprehensive review there has been a significant increase in student conduct violations and complaints. This wave of violations is not strongly correlated to any single data point (ie student demographics, instructional departments), except as mentioned below in the trends section, and the root causes are likely both complex and nuanced. For lack of a better way to describe it, students and people in general are less able to negotiate solutions among themselves through interpersonal communication and de-escalation, which among other factors has resulted in the increased frequency of violations.

Overall, Student Affairs has been able to adapt to many of the challenges encountered as a result of COVID, primarily through heavy utilization of hourly project assistants.

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.

Student Affairs at this time has not undergone major changes to our services beyond those imposed as a result of COVID-19 mitigation methods.

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

The ability to hire a group of between 4-6 hourly Project Assistants has, overall, provided a significant benefit to Student Affairs. These workers help manage the front counter, assist contract staff with their responsibilities, provide event support, and maintain office coverage.

However, the presence of these hourly workers has also highlighted the specific need for full-time professional support in our service area. There are many tasks and responsibilities with which hourly Project Assistants are not able to adequately engage, and in many cases the need to closely supervise project assistants while they perform their work creates a burden, rather than a benefit, for contract staff.

This need is especially apparent with regards to discipline and compliance, which are confidential processes that have become increasingly more common since the return to campus after the end of COVID pandemic mitigation. Coupled with the rise of violations noted above, these two factors indicate a strong need for additional full-time professional support for discipline and compliance, which is currently being managed by just one employee.

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

Executive Summary Complete

Yes

Summary and Reflection

Data Reflection

Trends observed in program/service area's data.

We continue to see falling levels of participation in areas such as campus life and student government; taken collectively with other available data both campus-wide and nation-wide this may not be surprising. Enrollment has been declining fairly consistently for many years and students have been reporting through surveys that they overwhelmingly attend community college (or any college, for that matter) to achieve better employment and wages. Within this emerging dynamic, students may not feel the need or desire to form relationships on-campus in the same ways as previous years. Meeting students in the spaces that they occupy, and tempering expectations of their participation compared to the past, will be essential to rebuilding campus communities.

Regarding conduct violations, many of the students involved in violations and complaints exist on the spectrum of mental health support services. While this correlation has not been explored enough to draw any meaningful conclusions on its relationship with conduct violations in general, it once again highlights the need for additional support for students through DSPS, Student Health Services, and Student Affairs (where the conduct coordinator is based at Mesa College).

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

Fortunately, Student Affairs has had considerable success with both identifying equity gaps and closing them. Our area of greatest importance in regards to equity is the yearly scholarship cycle, and also our greatest achievement; within two years of identifying those equity gaps, Student Affairs and the Mesa College Foundation were able to close and, in some cases, reverse equity gaps across the entire portfolio of awards. We have continued to monitor our student demographics in regards to scholarship cycles and likewise continue to make changes to the overall program and process with the goal of increasing accessibility and equity.

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

We decided that the old outcomes should be made less specific to better reflect and connect to our Student Affairs mission; furthermore, we took steps to make restorative justice practices more apparent in our student affairs outcomes.

Related Documents for Charts and Graphs

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.

In terms of equity trends in the scholarship program, our approach to addressing the gaps were two-pronged: greatly expand our scholarship application support resources (workshops, office hours, targeted outreach to under-represented student populations), and separately provide training to our reviewers with a focus on making equitable judgments when reviewing applications. These dual efforts have been highly effective at addressing scholarship equity gaps, most of which have been closed since the expanded support and training programs were instituted. Generally speaking, due to the clear success of these efforts, we have incorporated the expanded services into our standard planning and they are now a regular part of the scholarship cycle.

The trends regarding conduct violations are, unfortunately, less clear than those regarding scholarships, and there may not be a realistic way for Student Affairs to meaningfully affect student behavior on a campus-wide scale. Having said that, the integration of restorative practices into our conduct processes has greatly improved the frequency of positive outcomes over the last several years. We would like to take this opportunity once more to emphasize that the increase in conduct violations is significant and unprecedented

Summary and Reflection

at Mesa College; the increased caseload is becoming unsustainable for a single conduct officer to manage without dedicated support.

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

We need more human resources, not just in our unit but across the campus and district, without which we are far less able to accommodate special projects or provide the kind of individualized attention that has been proven to benefit student success.

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?

Welcome Week

Unit Goal: Goal 1: Welcome Week, the goal is 500 points of contact with new and returning students through the WW Info Booths

Goal Status: Completed

Beginning Year: 2022 - 2023

Projected Completion Year: 2023 - 2024

Mapping

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

- Community - Objective 2: X

Action Plans	Action Plan Update
Action Plan Status: Active Action Plan: 1. Volunteers / Staffing 2. Seek supplementary funding Action Plan Cycle: 2022 - 2023, 2023 - 2024, 2024 - 2025, 2025 - 2026	Submission Date: 12/04/2023 Action Plan Update: The stated goal for Welcome Week during the fall 2023 semester was to reach 500 points of contact (essentially a head count of students) at the two Welcome Week Info Booths active on campus between August 21 and August 25. In short, we achieved that goal. In order to track student points of contact at the booths we printed a specific number of campus maps and then counted how many maps remained at the end of each day. 750 maps were printed, and 237 maps remained after the conclusion of the event, providing an estimated total of 513 points of contact. Our priority moving forward, with regards to Welcome Week, is to create a more accurate and more effective means of tracking how many students engage with the Welcome Week Info Booths. As should be obvious, counting the remaining handouts works, but cannot provide accurate data on how many students are being served by an event like Welcome Week. Administering surveys and instructing booth volunteers to log their contact have not proven effective in the past, for a variety of reasons, but there may be ways to leverage technology – or better organization of the volunteers – such that more detailed and accurate counts are possible. Update Year: 2023 - 2024 Action Plan Progress: Completed
	Submission Date: 09/14/2023 Action Plan Update: Welcome Week has concluded for Fall 2023 Update Year: 2023 - 2024 Action Plan Progress: On Track

Restorative Practices

Unit Goal: Goal 3: Restorative Practices, the goal is to reach a total headcount of 100 participants through various restorative justice educational outreach programs

Goal Status: Completed

Beginning Year: 2022 - 2023

Projected Completion Year: 2023 - 2024

Mapping

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

- Community - Objective 3: X
- Pathways and Partnerships - Objective 3: X

Action Plans	Action Plan Update
Action Plan Status: Active Action Plan: Seek supplementary funding Action Plan Cycle: 2022 - 2023, 2023 - 2024, 2024 - 2025, 2025 - 2026	Submission Date: 12/04/2023 Action Plan Update: Our goal, as stated, was to serve 100 students at the various events organized for Reflect, Restore, Unite Week. We managed to achieve this goal, although just barely; we counted 40 students at the Card painting event, 35 students at Hot Cocoa and CoCo, 10 students at the Candy Exchange, and 15 students at the Movement event. Much like our Welcome Week goal, our top priority now is two develop more effective tools or procedures for measuring how much engagement our events experience with the campus community. Update Year: 2023 - 2024 Action Plan Progress: Completed

Scholarship Cycle

Unit Goal: Goal 2: Scholarship Cycle, the goal is to increase the total amount of black and latine/x scholarship applicants by 5%

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)

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

Action Plans	Action Plan Update
Action Plan Status: Active Action Plan: 1. Expand outreach to targeted groups 2. Provide equity training for reviewers Action Plan Cycle: 2022 - 2023, 2023 - 2024, 2024 - 2025, 2025 - 2026	



Program Review

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

Student Services - Student Health Services

Executive Summary

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

Student Health Services (SHS) has successfully navigated through the tremendous challenges faced during the COVID Pandemic. There have been success as well as challenges. SHS emerged as the leader for Public Health Nursing care and guidance on our campus. We worked many hours, including weekends to provide students with the gold standard of medical and nursing care while they were ill, kept our campus up-to-date on all of the State and County Health Orders and cleared students to return to campus. We acted rapidly to identify and isolate potential COVID outbreaks in classrooms and athletics. Excluding athletics, we were able to prevent all but 2 classroom outbreaks.

The new mandates to move to electronic health records presented a particular challenge to our office. Amid COVID the HEERF funding paid for the software (financial limitations prevented us from doing so).

Moving to work in our homes crated a tremendous challenge. We had to suddenly develop a telehealth program without any expertise. It was a very sudden conversion. We successfully created a protocol with policies and procedures. We created new avenues of communication between all of our staff/faculty. We investigated HIPPA and FERPA compliant telehealth systems and figured out methods that met the student at their comfort level. We all had to train each other on new computer systems and we did quite well. Mental Health groups and frequent on-line events kept students/staff/faculty engaged in learning and growing.

We were tasked to speak to every student who had COVID at least twice, plus comfort their parents. We kept accurate records for reporting to the County of San Diego Epidemiology. We consulted with Professors to prevent outbreaks and to inform them of every step to take to keep their students/staff/faculty safe. We fielded many questions from students/parents/staff/faculty on COVID and the ever-changing public Health Orders. Contact tracing involved surveying/testing groups of students to ensure that COVID was not spreading in the classroom/athletics. We were able to gain the trust of faculty and students to ensure that we found any and all associated COVID positive students. This is laborious work that challenged our low staffing levels.

In addition to managing all students with COVID, we managed the Athletes and many questions related to false positives, additional clearance criteria for cardiac abnormalities and special guidelines for COVID and athletic games.

COVID vaccination was a large portion of the COVID circle of protection. We were able to provide 8 Zoom presentation on COVID related issues including mental health and vaccinations.

We provided COVID testing via at home testing with all of the particulars involved. We still are responsible for delivery of COVID tests. We continue to clear all COVID positive students via Zoom and update our methods to match the CDC, OSHA, California Department of Health Services and the County of San Diego. This can be quite complex.

The College no longer requires students to pay the Student Health fee, which is our main source of income. At a time of a worldwide pandemic there were only 2 Nurse Practitioners serving all of the students with COVID. This was an enormous task. The Student Health fee should be mandatory so that adequate staffing can be provided.

We did receive a Mental Health Grant however; we were faced with difficulty finding a Therapist who wanted

Summary and Reflection

to work for SDCCD and low pay. We were able to coordinate many events to address equity in mental health: Urban Restoration Counseling Center is a Black Women's Counseling Center we contracted with to provide on-campus and off-campus services with all students, especially Black students, Black Student Forum is a weekly support group for Black students hosted by 2 Black Therapists, Come As You Are is a weekly group for LGBTQI supported by one of our Therapists who is in the LGBTQI group, Getting Real Inside and Out is produced by Professor Veronica Gerace's Cultural Communications class providing static poster presentations on mental health issues, Resilience and Strength Through Music and Storytelling was focused on the Black experience among our students, Sexual Violence presentation by our Black Therapist and co-owner of the URCC, Student Support Through Tough Times was presented by our Therapists on Zoom twice for all students/Staff and Faculty, We Are Listening George Floyd and the Chauvin Conviction presented by our Therapists, Cultivating Healthy Relationships with EOPS, Feelin' Groovy Health Fair presented preventive practices geared toward mental health for all campus constituents, Domestic Violence and Substance Abuse presentation, Managing Early Psychosis, Women's Basketball and both Track Teams received a Mental Health and Stress Reduction workshop from a Black Therapist from URCC-she covered grief, school pressure on athletes, uncertainty of the future and relationships and much more. We collaborate often with EOPS and Equity and Student Success programs and services to support mental health events including stress reduction, massage and crafting.

We endeavored to increase the Black population in our Mental Health 1:1 services. Unfortunately, COVID came and disrupted our plans. We are just getting back on track now and our semester totals do not reflect any increase in Black student treatment because our data tracking systems are flawed. By observation, we are seeing a huge increase in Black students receiving care. However, hand counting has revealed the following statistics:

	Fall 2019	Fall 2022
Male	35%	36%
Female	65%	63%
Black	8%	14%
Asian PI	17%	25%
Hispanic	30%	27%
Caucasian	30%	22%
Middle East	4%	3%
Other/Decline	12%	21%

Students may choose more than 1 ethnicity

As you can see, we have increase the enrollment of Black students into our 1:1 Therapy program by 6%. This was a prior goal that we have worked very hard to achieve.

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 discontinued SARS. We moved all of our medical/nursing/mental health paper based charting to MEDICAT electronic health records. Scheduling was also moved to MEDICAT. We soon realized that managing MEDICAT is almost a full time job thus impacting our whole department. We are stretched to the limit of what we can accomplish everyday. We now use Zoom for telehealth services and MEDICAT for appointment scheduling.

The Urban Restoration Counseling Center contract is designed to attract and promote mental health among the Black student community at Mesa. Student Health pays for presentations on campus and the therapy students receive at URCC through the Mental health Grant.

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

The HEERF fund support permitted us to hire 2 front office project assistants, Medicat, COVID

Summary and Reflection

tests/tissues/filters/air purifiers/Nurse III/COVID presentation funding.

The California Community College Chancellors Office provided Mental Health Funding. Unfortunately, there was a shortage of therapists/therapists who were vaccinated/therapists who would work for less than they could make at large telehealth conglomerates. The money remains largely unspent. A horrible feeling.

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

Executive Summary Complete

Yes

Data Reflection

Trends observed in program/service area's data.

Trends in our data are by observation for these reasons:

1. Providers are reluctant to lock their electronic files, which causes the patient data to be hidden from statistics.
2. People Soft feeds one way data (demographics including ethnicity) into Mediat daily however the issue is that files from People Soft have to be manually dropped into Mediat which doesn't always happen.
3. When students register to become a SDCCD student they often opt out of their ethnicity reporting in People Soft. Therefore, we see a lot of "decline to state" and "unknown/other". This is a prevalent problem that doesn't allow for accurate data from Mediat. We do ask for ethnicity data as students enter our office however, faced with a very limited budget/staff, we struggle to gather and analyze that data at the end of the year.
4. The Student Health Fee has not been required of students for 3+ years now so our budget is impacted. We don't receive any General College funds.
5. Over the past 3 years, while we were working from home and students were off campus, we almost exclusively saw COVID patients. Students were not interested in Zoom appointments for counseling or physical health. We were absolutely inundated with COVID patients. Since Fall of 2022 we have seen students return to in-person medical/nursing appointments. Most students are reluctant to engage in Zoom Therapy despite our reassurances that it is safe. Unfortunately, our full time contract Therapist resigned due to her refusal to return in-person to work. When we tried to find her replacement we were unable to find any suitable Therapists (contract or adjunct). Most of the adjunct applications were from non-COVID vaccinated Therapists who had excellent resume's but the District would not hire them. We finally have a full time contract Therapist who is in the onboarding process.

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

We do see resistance to hiring disabled adults to work in our office. There seems to be a negative tone when talking about hiring this specific group. We are engaged in creating an office training on Disabled persons in the workplace with the California State Disability office.

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

The discussions that we had about our learning outcomes is that they remain appropriate and very helpful. We gauge learning at events and in personal meetings with students. As part of professional

Summary and Reflection

medical/nursing/therapy practice assessing learning and agreement to the plan of care is part of each meeting.

Related Documents for Charts and Graphs

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 current practice focuses on addressing inequities with the Black student and their physical and mental health needs. We have been fortunate to hire 2 Black Adjunct therapists and a third Black contract Faculty is in the onboarding process. We have seen an increase in the number of Black students utilizing our services, we believe, because the providers are Black and they feel safe with them. When Shanelle and Janel, Black Therapists from URCC, provide presentations on campus, the Black students from those presentations come to our office asking to see them.

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?

Goal 1: Gender Affirming Care

Unit Goal: Goal 1: Create education and referral pathways for gender affirming mental and physical health care by 9.1.23

Goal Status: Completed

Beginning Year: 2022 - 2023

Projected Completion Year: 2023 - 2024

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: Develop 2 presentations and 2 activities that support a sense of belonging with a focus on inclusion of the spectrum of genders by 9.1.23</p> <p>1. Develop 2 presentations that support a sense of belonging for LGBTQIA students</p> <p>2. Develop 2 activities that support the creation of an LGBTQI community.</p> <p>Action Plan Cycle: 2022 - 2023, 2023 - 2024</p>	

Goal 2: Black Student Success

Unit Goal: Provide mental health services in collaboration with the School of Student Success and Equity to plan and implement group events for Black students to improve their rates of persistence (semester to semester) by increase of 25%.

Goal Status: Active

Beginning Year: 2023 - 2024

Projected Completion Year: 2024 - 2025

Mapping

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

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

Action Plans	Action Plan Update
<p>Action Plan Status: Active</p> <p>Action Plan: The Counseling Coordinator, in conjunction with the School of Equity and Success will track the students who participate in the Black Student Success programs to determine if persistence (semester to semester) improves by 25%.</p> <p>Action Plan Cycle: 2024 - 2025</p>	<p>Submission Date: 11/20/2023</p> <p>Action Plan Update: Derrick White LMFT will work with the School of Student Equity and Success to gather statistical data on student persistence.</p> <p>Update Year: 2024 - 2025</p> <p>Action Plan Progress: On Track</p>



Program Review

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

Student Services - Transfer Center

Executive Summary

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

Since the last comprehensive review we have endured the COVID 19 pandemic and lockdown. This caused a sea change in the Transfer Center's interactions with students, faculty and staff at Mesa college. The pandemic forced the Transfer Center to switch to remote and online services and all that encompassed adjusting to the pandemic was the biggest challenge for the Transfer Center. Mastering the technology such as Zoom, Screencastomatic,, YouTube, all the features of Campus Solutions (mySDCCD) as well as best practice for counseling online, phone and on Zoom were dynamics the TC faculty and staff needed to adjust to quickly. Successes included serving more students; with the TC essentially being open 24/7 with our YouTube channel, we were able to serve more students and meet the unique needs of their schedules as well as focus more on Zoom sessions. The pandemic also forced the TC faculty and staff to innovate thus implementing some ideas that prior to the pandemic were "wishlist" items the most impactful practice was recording all the workshops and posting them as videos. Using the technology to reach students that we could not access prior to the pandemic and ramping up the impact we had with students that used our services. We also connected our YouTube channel with the admissions offices at all the CSUs, UCs and private schools. We made a playlist of campus tours as well. We also ramped up 4 year admissions rep visits utilizing zoom appointments. We hosted live Zoom application workshops/open labs and included some saturday hours as well. As we return to campus I feel like we are able to maintain the hybrid services such as the YouTube channel and daily Transfer Talks. In reflection I felt like while the pandemic provided a lot of challenge it allowed a lot of growth and creativity through trial and error but we eventually found our groove and success. We also reached out with niche workshops through the Student Services Call to Action. The TC Coordinator was able to collaborate with categorical programs and offer specialized transfer services. We also worked with the Office of Communication to offer HTML GE sheets. The final success to include was receiving the SD Mesa Innovation Grant for application and transcript fees. This is a hidden expense for transfer students and can halt progress for students. We were able to support students in this area which was extremely helpful to the students who needed the support. The TC disbursed a total of \$1000 to support application fees and transcript fees.

We faced many challenges since the last program review however as mentioned above we were able to use these as learning experiences and adapt. A trend overall in California is the changing and more complex landscape of transfer due to legislative issues such as the ADT program, Area F submissions being denied leaving fewer options for students, and the implementation of CalGETC. It seems that there are statewide initiatives that will undermine the SCFF and make the transfer landscape more challenging. Some challenges included staffing and mastering logistics. There was time over during the pandemic as well as offering more remote services that seemed to require more people to host Zooms and be available to resolve technical issues.. Also trying to get the right balance of human and digital connections can be tricky however we did find a good system eventually. Through the challenges we grew and strengthened relationships with general counseling, categorical programs and departments outside of Student Services. Other challenges are restrictions with funding. We have mandates like offering a luncheon and transfer fairs which require the purchase of food to feed reps and students (more acute with data from the Hope lab regarding food and housing insecurity) but it is not built into our budget thus forced to seek new sources of funding each year. This can take valuable time away from Transfer appointments or other duties. High School Dual Admission programs could and to some degree can be considered an external challenge and possibly exacerbate equity gaps. Most acutely for SDSU transfers. This program allows a group of students to preselect a campus they wish to transfer to in a maximum of 3 years. SDSU is an impacted campus and receives the most applications along with Cal Poly SLO. It is also one of 2 CSUs in Region X. There will be restrictions however it will also

Summary and Reflection

take spots away from local transfer students who already face issues with impactation at SDSU and are unable to transfer out of the area or commute to CSUSM or are not eligible for UCSD. Students can be placebound in San Diego for a variety of reasons such as food and housing insecurity if they leave the area, family obligations either financial or cultural etc.

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 are on the student services side. The only curricular change related to the Transfer Center is the CalGETC which has removed AREA E and the Language other than English requirements (LOTE). The removal of Area E impacts the PERG courses taught by counseling faculty. Additionally the AB 1705 eliminates the prerequisites which could impact some of the articulation for CSU and UC Major prep such as the major prep for SDSU business which requires MATH 116 and 121 taken together. Whereas AB 1705 would eliminate MATH 116 and greatly impact articulation and transfer of one of the most popular majors. The ADT will be tied to the CalGETC.

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

Since the last program review cycle we did not get new resources human or fiscal. Recently the TCE has hired two new staff members to bring us back to full staffing.

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

Executive Summary Complete

Yes

Data Reflection

Trends observed in program/service area's data.

It is widely known that enrollment in higher education and community colleges is down due to the pandemic. Having said that demand for a combination of Face2Face and remote appointments/ workshops remains consistent as we transition back to campus. However the amount of students who apply to Mesa and indicate they plan to transfer is consistent as 53.6% indicate transfer or bachelors degree. In the Spring of 2020, 2262 students transferred from Mesa college in the spring of 2022, 2036 transferred. This decrease is consistent with statewide numbers since the Pandemic.

Snap shot of appointments since last Program Review:

Fall 2019 in person Application Workshop # of Participants: 772

Spring 2020 in person Supplemental Application Workshop # of Participants: 400

Fall 2020 online Application Workshop # of Participants: 423

Spring 2021 online Supplemental Application Workshops # of Participants: approx 425

Summary and Reflection

Fall 2021 online Application Workshop # of Participants: 974

Zoom workshop participants in 2022 total 1070

Spring 2022 online Supplemental Application Workshop # of Participants: 197

Qualitatively we know that students are requesting a combination of Zoom and Face2Face appointments with Transfer Center faculty and 4 year representatives as well as demand for videos. Since the pandemic we have had a combination of live Zoom application workshops, during transfer season and live daily Zoom Transfer Talks. As well as Face2Face and live transfer appointments.

The Transfer Center Web Page continues to be a popular resource for students. While we cannot track equity data we can track usage, from July 1 2021 to July 1, 2022 there were 2139 views.

Appointments with 4 year admissions representatives have also increased with Zoom appointments. UC Berkeley hosts regular Zoom appointments with Mesa students. SD Mesa was selected as one of the Region X schools to begin direct recruiting and programming in Southern California beginning in the Spring of 2020; the UCLA and UCSD reps are available for Zoom appointments. Representative appointments reported to SD Mesa for 2022 were 138. With the pandemic and the rise of Zoom appointments came more direct contact between four year reps and our students. Due to logistics and administrative reasons the Transfer Center inadvertently was out of the loop during COVID lockdowns. We hope to improve the data sharing as we transition back to campus.

During the pandemic the Transfer Center data indicates we are meeting equity gaps in terms of who is using our services however it is recognized that we need to find ways to serve more students. . The table below shows the last comparison of students engaging the application open labs by demographics compared to the percentage of students reflected at Mesa College.

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

See Table 1

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

After the department discussion regarding the SSO survey results in spring of 2022, the consensus was that we do a good job at reaching transfer students but need to do better. We did not reach the 90% benchmark for as many programs and services when looking at the Fall 2022 transfer students when combining two choices, the program or service was, "Used it (HELPFUL resource)" as well as the option, "Did not use it but wish I had". We included the additional option because these are students who have completed the transfer process and we can infer they are able to evaluate the value of a program or service for transfer based on their experience as a successful transfer student. Remote services and the pandemic were challenges in reaching students for a variety of reasons. We started the discussion of how to more effectively market to transfer students for the fall of 2023 admission cycle. We are working on new more extensive outreach through faculty, categorical programs, classroom visits and more innovative social media campaigns such as Reel or TikTok. Finally the department discussion included finding ways to educate faculty on current transfer issues and possibly survey faculty on ways the Transfer Center can support them when working with potential transfer students.

Related Documents for Charts and Graphs

[Table 1.png](#)

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.

We continue to focus on collecting and analyzing data such as through the SSO survey. As well as comparing the headcounts of TC event participants to the headcounts of the general population at Mesa College.

As has been discussed through this document the Transfer Center has come out of the Pandemic incorporating innovations developed via the adaptation to the remote services. Standard practices implemented since the last comprehensive review include offering application workshops during October and November. During the pandemic we offered these synchronously through Zoom. As we returned to campus we offered a combination of zoom and face to face application workshops. Other practices include continuing to use recorded videos and posting them on youtube with access through the Transfer Center Workshop and Events page. The TC will continue to carryover the best practices before and during the pandemic and hope to close equity gaps by reaching more students using technology as well as seeking ways to meet students where they are vs. expecting them to come to "us" in the TCE. For example, in the spring of 2023 the TC began Veteran dropins in the VSC.

A focus on targeted collaborations with categorical programs such as the Veterans drop in counseling in the VSC, application workshops and Next Steps workshops with categorical programs, events such as the Transfer Transitions events and "Financial Aid" workshops for transfer students. The niche collaborations include working closely with 4 year schools in planning events such as the Transfer Options Fair, Transfer Transitions, collaborating with SDSU Microsite, University of Redlands and PLNU on their BA/BS degree programs at Mesa College.

Research reports such as The RP Group student Voices report and the Through the Gate report and the First Generation College Report have recommendations for transfer programs to close equity gaps. Finally when considering these documents we must also include goals in the Vision for Success when analyzing data and creating meaningful events and services for Transfer students.

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

The transfer landscape in CA is becoming increasingly more complicated and has continued to do so since the last comprehensive review; local admissions status policies being practiced differently among the CSUs, ADT admissions practices not being consistent statewide and legislative initiatives that impact admission, the SCFF and General Education. Some seem to chip away at the CA Higher Education Master plan as they, in theory seem helpful but in practice create more challenges for transfer students. These issues are addressed below.

Region X is a challenging transfer landscape as we have only one UC and 2 CSUs. Due to the socio economic factors many of our students are not able to transfer to CSUSM and may not be eligible for SDSU or get their local status usurped by ADT majors. The CSU Transfer Success Program will eliminate spaces for local transfer students applying to SDSU as SDSU is our feeder school and one the most popular CSUs with total campus impactation. This program does not require ADTs but it is encouraged. As we are paid for ADTs this may effect funding and transfer options for local students.

AB 928: There are external factors related to legislation that impact transfer students such as the implementation of the CalGETC. It is theoretically intended to offer on GE pathway and will be used for ADTs exclusively however the course offerings are limited and more geared to UC requirements and course articulation. Additionally the CSUs will maintain their CSU GE pattern which will not eliminate the confusion about GE. Also there are questions about catalog rights for the original IGETC when it pertains to ADT degrees and the CalGETC have yet to be determined.

Summary and Reflection

AB 705 and 1705 also impact articulation issues mentioned in the challenges section. The elimination of prerequisites can impact articulation for popular majors like business at SDSU. Such as eliminating MATH 116 would nullify MATH 116/121 which is a major pre for SDSU Business majors.

<https://www.sdmesa.edu/about-mesa/institutional-effectiveness/institutional-research/data-warehouse/TransferVolume.shtml>

This legislation also allows students to take a course up to 5 times. Academic renewal will need to be changed at the district level. Statewide, high level lobbying needs to happen with the CSUs as they average grades taken among schools. They should adopt the same system the UCs use as a system which is to take the highest grade regardless of where the courses are taken.

The legislation mandating a single course numbering system will also impact articulation and transfer. The results are unknown. Additionally the people power that will be required to recreate this system will take important human resources away from immediate student needs, direct student services, impact student success and potentially increase equity gaps versus closing them.

High School Dual Admission programs will also pose an external challenge and possibly exacerbate equity gaps. Most acutely for SDSU transfers from the San Diego service area. Current SDSU policies negatively impact HS admission for region X students. . The dual admissions, in its current form, will continue to chip away at local student access to SDSU. This program allows a group of students to preselect a campus they wish to transfer to in a maximum of 3 years. SDSU is an impacted campus and receives the most applications along with Cal Poly SLO. There will be restrictions however it will also take spots away from local transfer students who already face issues with impaction at SDSU and are unable to transfer out of the area or commute to CSUSM or are not eligible for UCSD. Students can be placebound in San Diego for a variety of reasons such as food and housing insecurity if they leave the area, family obligations either financial or cultural etc.

Transcript evaluation requests taking up to 90 days. This severely impacts transfer students and most especially ADT students. When a degree is canceled the transfer process is abated and negates the students years of work all due to an administrative failure on the district's part. We have 40 canceled ADTS this year for Mesa alone. All would certainly result in the cancellation of an admissions offer to SDSU.

A note on legislation and initiatives. While these are part of our duties some legislation requires an immense amount of unfunded and unplanned staffing which takes away from direct student services. For example the District Evaluations office requires 90 days to evaluate transcripts. Due to this extended time period transfer students are impacted. Some ADTs are canceled thus admission is then canceled. Additionally in an effort to respond to demand evaluators make other decisions such as to limit notes in the graduation cancellation. This then shifts more work on counselors as we are required to second guess evaluators. Thus delaying interventions to support students. Evaluators are slowly being redirected to deal with legislative issues which will take away from direct student services and will have wide ranging consequences for transfer students.

Articulation agreements with SDSU have been several years behind which impacts Transfer students. Students have been held to requirements that were not posted thus adversely impacting admission. Essentially students are planning "in the dark" and expected to shift on a time to take courses via cross enrollment for TAG admission consideration. Cross enrollment is inherently inequitable because there is a closed waitlist system at SDSU. A student needs a high level of social and educational capital and privilege to navigate the system to enroll in a course and get the benefits of TAG.

Since the last comprehensive review Assist.org has undergone a major update. Many schools are still behind only posting the 2016-17 articulation or have gaps in articulation. This makes an already complicated transfer landscape more challenging for transfer students, their families/guardians and counselors.

Online degree completion programs: This sector has had the highest growth within the last comprehensive review cycle. There is an increase in these programs as well as an increase in campus degree completion programs such as the SDSU@Mesa Microsite program, The University of Redlands in residence at Mesa and a recent MOU for a similar partnership with PLNU. These types of programs offer students more options

Summary and Reflection

however it can be a barrier for some. Technology is an issue as the effectiveness of these types of programs for students depends on stable access to wifi and technology. The SDSU Global Campus and partnership with the Microsite program is meant to equalize opportunity however the technology portion can be a barrier for some students.

Degree cancellations by evaluations without timely, meaningful and effective outreach to students so students are informed of the reasons for the cancellation and the steps taken to resolve the issue. Notes in mySDCCD are often cryptic, vague and do not communicate the specific reasons for degree cancellations. Some ADT students are not aware their ADTs are canceled and thus find their admission rescinded because the evaluator has not reached out to them effectively. The minimal verbiage in mySDCCD is often cryptic for students. Notes need to be specific. If students can find the graduation notes in mySDCCD impacted students are advised to see counselors to determine what is missing. Counselors must then duplicate efforts to review a student's entire record to determine what is missing. Evaluators (whose explicit job is evaluated and determines graduation eligibility).

Related Documents for Charts and Graphs

Practice Reflection Complete

Yes

Mid-Cycle Updates

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

Fall 2023 Updates:

-In September of 2023 the Student Services Webpages were updated. The new format, editing capabilities, design limitations, philosophy regarding content for the webpage and timing (1 week prior to the Transfer Application season) required the Transfer Center Faculty and Staff to adjust quickly to the new webpage design. Transfer is information heavy. This is included content edits, revisions and creating new ways to provide information where as previously the webpage was the primary resource however this rapid change at a critical time. To adjust we created a SD Mesa Linktree account to post 4 year college/university transfer events, provide internal and external resources, and provide on the spot info for Transfer Day. Additionally the Transfer Center Coordinator created a Google doc with all resources needed during transfer season to pivot away from using the webpage as previous content was no longer accessible. Considerable time and energy has been devoted to editing, revising and finding work arounds to the new webpage design.

-Implementation of Area 7 for IGETC. This was implemented in Fall of 2023. There was lag time from when the information was provided to the campus and when degree plans were uploaded in Campus Solutions.

-Articulation and ERP changes at SDSU have significantly impacted Mesa and SDCCD transfers. The SDSU Articulation Office has had a breakdown in articulation on many levels. The first being neglecting to provide 2 year advance notice in curricular or articulation changes. This has critically impacted Engineering, Computer Science, Foods and Nutrition Majors, English majors among the most notable. Additionally assist.org is significantly behind. Major prep is not updated for the majority of majors at SDSU for the 2022-23 or the 2023-24 academic years which makes transfer planning a significant challenge. Previous resources such as SDSU TAP are also out of date compounding the problem. SDSU's solution has been to use the SDSU catalog and reverse engineer with the assist.org page. This is a like going back to the days before assist.org. being that it is a cumbersome, time consuming process and not student friendly. SDSU TAP has a repository of all articulated courses which will also be removed. The solution from SDSU is not forthcoming. The transition to People Soft for SDSU is part of why this resources will go away. SDSU does not pre-evaluate transcripts this can result in denials or admission decisions being rescinded due to lack of information which can cause a student to stop out at the Transfer Gate or wait a year wasting time and money on application fees etc.

-District Evaluation backlogs-the 120 day evaluation time period significantly impacts transfer students

Summary and Reflection

earning ADTs and can result in denials for SDCCD students or rescinded admission offers.

-The Transfer Center has not been fully staffed as a team member moved to the district office. We hope to hire a second staff member in Spring of 2024. We look forward to increasing our level of service to students with a full staff.

-Legislative changes such as AB 1705 and AB 928 are going to significantly impact transfer students and major preparation within the CSUs and UCs. Implementation of these changes is not totally known. Like many transfer changes there will be a lag between gaining information and accurately informing students.

-Dual Admission programs by the UCs and CSUs were implemented in the Fall of 2023. SDSU (our transfer partner) opened a significant amount of majors. 85 total which included impacted majors while a similar campus in terms of demand and impactation, Cal Poly SLO, only opened up 5 majors. It is projected by SDSU that this will impact local transfer students access to the main campus and result in less local admits. The UCs started slow with a pilot program opening Dual Admission by invitation only and designating TAG campuses. The CSUs offered a flexible open ended process to enroll. The CSUs are requesting CC provide specific services for dual admission students however it is uncertain that CCs can accommodate the level of support requested for their program.

-Changes in residency requirements for associate degrees could impact Mesa degree completion. For student who do not qualify for ADTs but want an AA/AS, current LAS degrees need to be revised to offer more flexibility and sync with changing major prep curriculum at BA/BS degree granting institutions and adapting to AB1705 requirements. Mesa LAS degrees are not as flexible as degrees from City College. From the prospective of the Transfer Center coordinator this may impact our SCFF. This impacts transfer students transferring to UCs and private schools in different ways than ADTs. As they can be used for scholarship eligibility, and other aspects of the application and transfer process in comprehensive review and less academic ways such as hourly pay increases to meet basic needs.

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

Collaboration with the Office of Institutional effectiveness to identify potential transfer students. 354 students were identified and invited to join our weekly emails and attend transfer events. Over 2000 students who indicated desire to transfer but need to complete academic renewal were identified and contacted via email to complete academic renewal.

Fall 2022 and initial data for Fall of 2023 and Spring of 2024

Application Open Lab Data Included Applications open labs in October and November and Supplemental App/TAU updates in January

January 2022 Supplemental Application Workshops-170

Fall 2022 Application open labs- 631

January 2023-104

Fall 2023-24 data

Application Workshop for Fall 2023-672 students. We saw 133 students in the last week of official week of applications. The TCE closes at 6PM. We had successfully assisted all students by 5:45 PM.

2022-23 Appointments and Other Transfer Events

Fall 2022

appointments 597

counselor drop ins-101

Staff drop ins-555

Four Year Admission Rep Visits 117

Chat bots hits 115

Transfer Tuesday Student Emails-1024 emails sent open rate 63%

Summary and Reflection

SDSU Next Steps-42 students

Transfer Transitions event (new this year) 80

Transfer Recognition Luncheon 74

UCLA Workshops-25

UCSB Transfer Making it Happen 10 (new collaboration this year)

Total UC Rep contacts not including UCLA or UCSB 36

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

-Transitioning to full return has involved recalibrating the balance of in person and Zoom, and asynchronous resources. We had our second in person transfer day in the Fall of 2023. More 4 year campuses than in the Fall of 2022 but due to budget and staff we did not have all CSU campuses present. We offered new workshops in the Spring of 2024 during Black Student Success week. Transfer Transitions (finding your new home away from home) encouraged students to engage early with students services and clubs/organizations at their 4 year transfer school. We also offered a "How to Review the Financial Aid Offer Workshop" for Transfer Students. Both events were well attended and planned for spring of 2024.

-HTML GE sheets were created with the support of the Office of Communication. These are linked to course descriptions, the live registration schedule and provides information on when the class is offered. This has been a great resource for students and faculty.

-Following the Fall of 2024 Transfer Application cycle the Transfer Center will evaluate workshop content, scheduling, marketing delivery, partnerships and collaborations to ensure we are meeting the changing needs of students as we adapt to a post pandemic environment.

-Transfer Center worked with the office of institutional effectiveness to survey potential transfer students and invite them to join our email lists and utilize services. Additionally we partnered with the IE to develop a list of students who are eligible for academic renewal and potentially transfer ready. Will continue to work with IE to use data more effectively in our outreach and planning.

-Transfer student success is rooted partnerships and events that occur year round. Faculty and Staff in the TC and TCE proudly collaborate across campus to better serve students, treat them with dignity and promote and celebrate their successes at Mesa College. Collaborations with General Counseling and Categorical Counseling programs for application workshops and transfer special events have been invaluable. These partnerships provided a high level of service for transfer students and are well received by students. Other successful collaboration included working with Summer Cruise to promote the Dual Admission programs and other transfer events; new and improved digital Transfer Library created by new Transfer SSA; partnership with the Black Leadership Fellows and Umoja to provide a bus for the HBCU Caravan; in person TCE open house and events mentioned above during Black Student Success week. The TC also partnered with the Financial Aid office to present the first ever workshop on reviewing financial aid awards for transfers. This was very well received by students. The Transfer Center also partnered with outside groups such as UCSB to host Transfer Making it Happen at Mesa College; Transfer STEM Workshops with UC Berkeley; Sac State Regional Admissions session for Freshman and Transfer. These collaborations help build strong transfer partnerships which we hope will continue to promote transfer to a ever growing number of students and increase transfer volume and rate.

Goal 1: Stronger Transfer Culture

Unit Goal: Goal 1: Empower students, faculty, staff and administrators with transfer knowledge to create a stronger transfer culture at Mesa, and therefore increase the number of transfer students.

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 1: X
- Community - Objective 5: X
- Completion - Objective 2: X
- Pathways and Partnerships - Objective 5: X

Action Plans	Action Plan Update
<p>Action Plan Status: Active</p> <p>Action Plan: 1. Faculty outreach: Reach out to faculty for classroom visits and attend school meetings in Fall and Spring and Flex events for faculty. Work with counseling faculty to keep them updated on all transfer related information. Campus wide emails to faculty staff, and niche marketing to related deans transfer opportunities and updates</p> <p>2. Student Outreach through transfer emails, Journeys, Canvas shell, social media campus, campus events, tabling and collaborations with categorical programs. Spring of 2023 we began veterans drop in counseling in the VSC. Would like to offer tabling in Mesa Breezeway and Food services areas to connect with students.</p> <p>Action Plan Cycle: 2022 - 2023, 2023 - 2024, 2024 - 2025, 2025 - 2026</p>	

Goal 2: Service

Unit Goal: Goal 2: Increase the level of service to meet the demand of transfer students.

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)

- Completion - Objective 1: X
- Pathways and Partnerships - Objective 1: X
- Scholarship - Objective 4: X

Action Plans	Action Plan Update
Action Plan Status: Active Action Plan: 1. Increase social media campaigns. Niche outreach for application workshops, next steps and transfer preparedness 2. Increase education of transfer pathways such as ADTs, CSU and UC Dual Admissions Action Plan Cycle: 2022 - 2023, 2023 - 2024, 2024 - 2025, 2025 - 2026	

Goal 3: Partnerships and Collaborations

Unit Goal: Goal 3: Strengthen partnerships and collaborations with the greater transfer community.

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 5: X
- Completion - Objective 2: X
- Pathways and Partnerships - Objective 5: X

Action Plans	Action Plan Update
Action Plan Status: Active	

Action Plans	Action Plan Update
<p>Action Plan: 1.Continue to host transfer events on campus such as Transfer Day and Transfer Options fair, and next steps workshops or admissions workshops such as the Sacramento State admissions visit for newly admitted students. Partner with 4 year university representatives such as with the Transfer Transitions event.</p> <p>2. Continue to work on Regional and statewide committees with CC, UC and CSU representatives to create collaborations regionally and statewide to support our Mesa transfer students.</p> <p>Action Plan Cycle: 2022 - 2023, 2023 - 2024, 2024 - 2025, 2025 - 2026</p>	



Program Review

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

Student Services - Veterans Center

Executive Summary

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

Veterans Services and Veterans Counseling have had a full turn over in personnel since the last comprehensive review. During that time, the Covid-19 pandemic changed the way the school could operate. Since coming out of the pandemic and returning to campus, our main goal has been to increase the visibility of the new Veterans Success Center and to drive foot traffic to it, as our greatest challenge has been getting our military-affiliated students to view Mesa College as a full academic experience as opposed to a transient location that they must attend in order to gain access to a university. The other main challenge we have faced, is trying to find new and different ways to spread awareness of our ever-increasing services and partnerships. To do so, we have greatly increased the internal and ongoing services offered in the center, as well as the external services that we coordinate throughout the year. We have been working to solidify partnerships with the Transfer Center, DSPS, and Career Counseling. Successes include our participation representing Veterans Counseling during the Transfer Center workshops during transfer season, securing a mental health provider for the Veterans Success Center, securing laptops that can be checked out to better support veterans' access to technology, driving traffic to the center through events held by our Student Veterans Organization, and our partnerships with San Diego area universities and organizations.

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.

At the beginning of the academic year 2022-2023 we began brainstorming actions that we could implement to drive greater traffic into the Veterans Success Center and higher rate of participation in services. Services we have implemented so far that increased foot traffic include:

Veterans Week: 5 days of events/services with lunch served each day

Meet and greet the new veterans counselor event

TAG/TAP workshops with the Transfer Center

Transfer Day with the Transfer Center

UC/CSU Workshop with the Transfer Center

Hotspot veterans counseling in the VSC

Registration Workshop participation

VSO events in the VSC

Ongoing outreach visits by local area state and private, non-profit universities

Holiday festivities in the VSC

We have also bought a lockable charging tower with 25 laptops to be checked out in the VSC to support our effort to have equitable services for our military-affiliated student population.

While we have had a change in personnel, we have begun to hire permanent employees, since the last comprehensive review, that will be able to support the return to campus effort. We have also hired two NANCE positions and ten VA Work Studies within our department in order to provide coverage for the VSC and Veterans & Records Desk in order to service our military-affiliated student population and answer any questions they may have about utilizing VA Educational Benefits.

Summary and Reflection

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.

Since the last review, the Veterans & Records Office has engaged with students a total of 15,411 times:
655 times for processing AP Scores.
1316 times to clear COVID holds on student accounts.
Recommended 367 students to update their Education Plan.
Helped/processed transcripts for 390 students.
Processed 335 Grade Change or Assignment of Incomplete Forms.
Addressed 1,932 JIRA Help Tickets related to Student Password Issues for their student portal.
Had 4,340 unique interactions with students, of which 2,704 were for processing VA paperwork.
Our VA Work Studies had an additional 2,769 interactions with students.

During the same period, our Academic Counselors had a total of 27,841 interactions with our military-affiliated students.

From data collected, we are able to see a recent significant drop in military-affiliated enrollments between the 2020-2021 Academic Year (1,201) and the 2021-2022 Academic Year (780). Unfortunately, we do not have enough data at this time to provide numbers for the 2022-2023 Academic Year to determine our overall numbers. Mesa's military-affiliated students have a slightly higher success rate (74.4%) compared to our Campus Success Rate (73%), as well as a higher retention rate of 88.8% when compared to the campus overall rate of 86.7%.

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

Even though our military-affiliated students have a higher success rate compared to our campus average, when we compare the disaggregated data, we can see equity gaps in the success rate amongst our Black/African American and Latinae military-affiliated students compared to our Campus Success Rate.

We can also see that there is currently an equity gap when it comes to the retention rate at Mesa between the Fall to Spring semesters between our Female (57%) and Male (60%) military-affiliated students compared to our campus average for Female (62%) and Male (63%) students. This could possibly be due to the fact that military-affiliated students can sometimes transfer for spring semester when general population students cannot; however, it still warrants further consideration.

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

As previously mentioned, there has been significant turnover within the Veterans Services Team over the last year, and because of this, we have begun to consider re-evaluating how we implement various processes, as well as what services we offer to our students. The Veterans Services Team is made up of staff for the Veterans & Records Office and Veterans Success Center, as well as several Academic Counselors (including

Summary and Reflection

our Veterans Counselor) meet on a regular basis to discuss how we can improve current processes in order to meet our outcome goals. We have also implemented monthly meetings where we discuss such topics as current trends with our population, individual students we may need to check on, services that may need to be incorporated or revised, programming and certifying concerns.

Related Documents for Charts and Graphs

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.

Along with our standard operating practices, Veterans Services and veterans counseling provided six days of back-to-back hour-long counseling appointments designed to get student veterans VA-compliant education plans so that they would not see a disruption in their benefits. Veterans Services identified students who needed plans and emailed them with directions on how to book an appointment. They also enlisted the help of a second counselor to double the amount of appointments offered. During those days, we provided 38 military-affiliated students who were utilizing their VA Educational Benefits.

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

Items that will enable us to continue developing new services, while maintaining the services we provided this year, we will be a full-time Veterans Services Coordinator, as we have had acting coordinators during the 2022-2023 academic year and assisting the newly hired veterans mental health provider to develop a reputation with the student veteran population.

Related Documents for Charts and Graphs

Practice Reflection Complete

Yes

Mid-Cycle Updates

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

We have no edits to the Executive Summary

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

We have no edits to the Data Reflection

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

We have no edits to the Practice Reflection

Goal 1: Enhance the military-affiliated student college experience.

Unit Goal: Goal 1: Utilize the Veterans Success Center to enhance the military-affiliated student college experience.

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)

- Completion - Objective 2: X
- Completion - Objective 4: X
- Scholarship - Objective 5: X

Action Plans	Action Plan Update
Action Plan Status: Active	

Action Plans	Action Plan Update
<p>Action Plan:</p> <p>SO: Develop cross-functional teams that support student success and include integrated career and transfer counseling.</p> <p>Veterans Services and Veterans Counseling will add services that support the academic, career, and personal needs of the population. Services will help with academic coursework (such as tutoring), career planning/preparation (career counseling), and transfer planning (with transfer center counselors and with visits from local universities).</p> <p>SO: Support students' access to resources to mitigate the impact caused by technological and basic needs insecurity.</p> <p>Use funding resources to cultivate an environment in the Veterans Success Center which mitigates the impact caused by some technological and basic needs insecurity. We will supply the Veterans Success Center with water, coffee, and snacks, and hot meals when special events, such as the Christmas party, are held.</p> <p>Implement requests/suggestions submitted through our military-affiliated student survey in order to make the Veterans Success Center a more personalized and comfortable space. As mentioned above. We have begun offering water, coffee, and snacks within the VSC for our students. We also plan on following suggestions from our students and plan on putting up paintings on the walls to fill in the blank spaces. We also hand out our Veterans Services t-shirts in order to help create a sense of community/belonging.</p> <p>Action Plan Cycle: 2022 - 2023, 2023 - 2024, 2024 - 2025, 2025 - 2026</p>	
<p>Action Plan Status: Active</p>	

Action Plan: SO: Develop cross-functional teams that support student success and include integrated career and transfer counseling. Veterans Services and Veterans Counseling will add services that support the academic, career, and personal needs of the population. Services will help with academic coursework (such as tutoring), career planning/preparation (career counseling), and transfer planning (with transfer center counselors and with visits from local universities). Our Veterans Academic Counselor will hold drop-in appointments within the VSC two times a week and increase the amount of counseling appointments offered by the Veterans Academic Counselor by 5% by the 2024-2025 academic year. This will also be accomplished by having tutoring services offered within the VSC to serve 40 military-affiliated students for the 2023-2024 academic year with the intent to increase services to at least 60 military-affiliated students for the 2024-2025 academic year.

Update: Based on our changing student population, we determined that Disproportionately Impacted (DI) groups that fall within the broader military-affiliated student population increased in number for the Fall 2023 semester. We found through veterans counseling and Veterans Services that further personal needs support was necessary. To address the needs of these DI populations, we are developing peer-to-peer support groups. These support groups will be focused on our Black, Latinae, and AAPI military-affiliated students. Representatives from Veterans Counseling, Veterans Services, Umoja, Punte, and Kapwa programs will participate. To accomplish this, we will hold 2 events to support DI military-affiliated student groups within the VSC for the 2023-2024 academic year with the intent of increasing to 4 events for the 2024-2025 academic year.

Action Plan Cycle: 2023 - 2024

Goal 2: Major and Career

Unit Goal: Goal 2: Justify major and career choices based on self-exploration and support services on campus.

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 1: X
- Completion - Objective 1: X

Action Plans	Action Plan Update
Action Plan Status: Active	

Action Plan:

SO: Develop cross-functional teams that support student success and include integrated career and transfer counseling.

Create opportunities for students to learn about career selection, matching majors to careers, selecting schools with appropriate degrees, certificates, career services and supplementary career development opportunities while weaving academic counseling, transfer requirements, and career preparation information into the process. We will accomplish this through career counselor hot spots to the VSC, outreach by the internship coordinator, and visits to the VSC by external training resources. This will be accomplished by hosting 4 career/internship workshops within the VSC for the 2023-2024 academic year with the intent to increase to 6 workshops for the 2024-2025 academic year.

SO: Use technology to improve communication and accessibility across campus.

Creating lines of communication with specialty departments within Mesa College and with external services will help us disseminate information to student veterans. We will accomplish this through participation in online workshops with the Transfer Center, training programs through veteran-focused nonprofits, and with offering online mental health services specific to veterans.

We will use the large screen Smart boards in the VSC to offer training. This will be accomplished by our Veterans Academic Counselor participating in 4 Transfer Workshops for the 2023-2024 academic year with the intent of increasing participation by 50% for the 2024-2025 academic year. This will also be accomplished by hosting 4 tabling/workshops by specialty departments within Mesa College and with external services for the 2023-2024 academic year with the intent of increasing to 8 sessions for the 2024-2025

Action Plans	Action Plan Update
academic year. Action Plan Cycle: 2022 - 2023, 2023 - 2024, 2024 - 2025, 2025 - 2026	

Goal 3: Enhance Outreach and Partnerships

Unit Goal: Increase community engagement through developing targeted educational resources and support services.

Goal Status: Active

Beginning Year: 2023 - 2024

Projected Completion Year: 2025 - 2026

Action Plans	Action Plan Update
<p>Action Plan Status: Active</p> <p>Action Plan: Increase community engagement through developing targeted educational resources and support services.</p> <p>SO: Veterans Services and Veterans Counseling will develop virtual and face-to-face presentations for the broader military-affiliated community. These presentations will target higher education, veterans educational benefits, and supportive services that San Diego Mesa College offers. Our first goal is to have two on-campus and one virtual military-affiliated student orientations for the 2023-2024 Academic year and each academic year moving forward with the intent of serving 20 new military-affiliated students in the 2023-2024 academic year with the intent to increase the amount of students we serve by 50% for the 2024-2025 academic year. Our second goal is to participate in 2 presentations for the broader military-affiliated community in the 2023-2024 academic year with the intent to increase the amount of presentations we participate in by 50% for the 2024-2025 academic year.</p> <p>Action Plan Cycle: 2023 - 2024, 2024 - 2025, 2025 - 2026</p>	



Program Review

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

Student Services - Admissions/Records

Executive Summary

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

The most significant challenges to the Admissions and Records program continues to be under staffing especially during peak registration periods. The hiring of the Admissions Supervisor has allowed the department to heal while transitioning. As a result, the office works more cohesively and collaboratively. The infusion of Project Assistants at the counter also brought a new face to the department and students and faculty benefited from the new style of service.

Historically, San Diego Mesa College provides multiple sessions throughout the year on average of 30 sessions per semester, but the number of sessions has increased to 112 during Spring, 77 during Summer and 84 during Fall. The Admissions and Records program provides all support services necessary to students, faculty and administrators.

We communicate via email with students and faculty and from these results we adjusted our information on the web and JIRA. Electronic communication has been integrated as one of the standard forms of communication and delivery of service; however, it does not meet everyone's needs, and therefore, we continue to be available in person and over the phone Monday through Thursday 8 a.m. to 6 p.m. and Friday, 8 a.m. to 12 noon. The pandemic has affected the public's mental health and well-being necessitating the program to continue working with the students and faculty on phone, email, JIRA and zoom as necessary. We aim to meet students and faculty needs as the program finds them coping with isolation and loneliness, job loss and financial instability, and illness and grief.

The department continues to work successfully with District Student Services on any changes necessary or system malfunctions that may impact students' registration negatively. Whenever necessary, students are accommodated in order to not lose priority registration. Special accommodations are also made for fall registration in order to accommodate students who completed prerequisites outside the district and to minimize the number of those students who would get dropped due to lack of meeting class prerequisites.

The implementation of Campus Solutions forced the use of Faculty Services improving our grade collection; however, the department continues to struggle census submissions and with some late grades; therefore, this goal is ongoing.

During the year the department provides support to multiple instructional programs classes in order to make successful progress towards their academic goals Retail Management, Work Based Learning, Mesa College Teacher Ed Program.

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.

This year the Residency program has had a variety of California legislative changes that impact the operations when adhering to new policies set forth by the state. Recently due to the conflicts in Ukraine and Afghanistan, we have had an increase in Ukrainian/Afghan refugees which has led to the state of California protections being given and which has allowed the college to grant a 1-year temporary residency to recently arrived refugees from these countries. Also, there were policy change impacts due to the COVID 19 pandemic, AB 1113 (Medina, Chapter 569, October 2021) added section 68120.3 to the Education Code, this section requires that any qualifying surviving spouse or child of a licensed physician, licensed nurse, or first responder, who died of COVID-19 during the COVID-19 state of emergency in California and was a California resident, shall be exempt from mandatory statewide tuition and fees, including nonresident tuition.

Since the last comprehensive program review there were also AB-540 updates: A year's equivalence at a California Community College is either a minimum of 24 semester units of credit or 36 quarter units. For

Summary and Reflection

noncredit courses, a year's attendance is a minimum of 420 class hours per year (a semester is equivalent to a minimum of 210 hours and a quarter is equivalent to a minimum of 140 hours). Full-time attendance at a California adult school is a minimum of 420 hours of attendance for each school year.

Students are allowed three attempts of a non-repeatable class and for courses that are repeatable, students are allowed a maximum of three enrollments, including W grades. For the last two years, in collaboration with the Dean of Student Development, Dean of Athletics, Academic Counselor and Athletic Program Director, the department implemented an approval process for exercise science classes needed for intercollegiate sport students.

CCAP Changes: AB 288 2015-16, AB30-23019-20, AB-102/ effective January 1, 2023: removes the provision which prohibited an oversubscribed community college course or a course which has a wait list from being offered at the high school. Removes the 10% limit for full-time equivalent students claimed
Ed Code 76004: AB288, AB102:

- Seamless pathway.
- Agreements between college district, or governing board of charter schools and effective January 1, 2023, county offices of education.
- College courses typically help on the high school campus during the regular school day and can be closed to the general public.

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.

Data:

Student Contacts	36008
High School Dual Enrollment Contacts	2692
CCAP & ACP Enrollment	2935
ID Cards	1821
JIRA Request and Petitions	3792
QLESS Sign ups	2142

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

Equity gaps we continue to observe and need to address: low enrollment within African American/Black student population

Continue to strategically target African American/Black student population to assist with application, non-resident classification, matriculation steps and engage students with campus resources

Slight increase in first generation and first-time college students due to our return to in-person services/

Summary and Reflection

courses

Continue to provide in-person services and engage students with campus resources

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

SLOs

Related Documents for Charts and Graphs

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.

The Admissions classified professionals, supervisor and director provide support to students with issues not only related to admissions and registration but also updating records, such as legal name and social security changes, California residency determination for tuition reasons. Admissions assist faculty with attendance and accounting reporting in the following programs: CCAP, ACP, Fast-Track, San Diego MET, Puente Project, Student Athletes, Allied Health, International Students, Cross Enrollment to SDSU and UCSD, Student Veterans, San Diego Promise, Kapwa, UMOJA, Honors, Retail Management and Financial Aid. Admissions provides support to instructional deans with petition to challenge and curriculum discrepancies in Campus Solutions. Our diverse team has had a greater impact with students and the community, as each team member brings their own experience, knowledge and skill when assisting students and collaborating with other departments.

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

Admissions continues to adapt our services due to the impact Covid-19 has had on students and the return to campus. Although the number of in-person services has increased, Admissions continues to assist students online via zoom, email, JIRA and Ivy Chat as well as phone calls.

Registration dates for summer and fall moved up this year, and students were able to register for both semesters as early as April/May, as opposed to previous semesters June/July. Additionally, drop for non-payment was enforced this summer. Our department had to adapt new practices to deal with registration and enrollment issues, student traffic and specially issues relating to drop due nonpayment. As a department, we participated in the campus wide call to action to contact students who would be affected by drop for non-payment, as well as targeting students with non-resident classification. In an effort to retain every student, we assisted by re-enrolling those students who had been dropped, or found other class alternatives.

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?

Exemplary Quality of Services

Unit Goal: Our goal continues to be maintaining exemplary quality of services to the entire student body and faculty.

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

Action Plans	Action Plan Update
Action Plan Status: Active	Submission Date: 12/04/2023 Action Plan Update: Addressing issues with CCC Apply for new and returning students Update Year: 2023 - 2024 Action Plan Progress: On Track

Action Plans	Action Plan Update
<p>Action Plan: Our goal continues to be maintaining exemplary quality of services to the entire student body and faculty. Student will articulate needs, issues or concerns to staff members. Students will identify other campus services needed at the time of service as staff will redirect as appropriate Students will establish a college connection in regards to registration issues.</p> <p>Actions:</p> <ol style="list-style-type: none"> 1. Focus on our call to action to strategically target underrepresented groups 2. Engage in more team development activities and continuing to maintain a collaborative partnership with other departments 3. Continue to provide the necessary staff training and support as the college continues to work increasing enrollment numbers <p>SSO #1: Students are able to complete college application. SSO #2: Students complete college application online and call or email for assistance and for follow up questions.</p> <p>Action Plan Cycle: 2022 - 2023, 2023 - 2024, 2024 - 2025, 2025 - 2026</p>	

New Contract Classified

Unit Goal: Hire two Student Services Technician (SST) contract classified positions. Currently occupied with two acting SST classified professionals. This is necessary to meet the needs of departments and programs that require high levels of service and knowledge in changing times. These positions also provide the necessary support to meet the goals of the college.

Goal Status: Completed

Beginning Year: 2022 - 2023

Projected Completion Year: 2023 - 2024

Mapping

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

- Scholarship - Objective 1: X
- Stewardship - Objective 6: X

Action Plans	Action Plan Update
Action Plan Status: Active Action Plan: Hire two Student Services Technician (SST) contract classified positions. Currently occupied with two acting SST classified professionals. This is necessary to meet the needs of departments and programs that require high levels of service and knowledge in changing times. These positions also provide the necessary support to meet the goals of the college. Actions: 1. Submit a recommendation to hire; begin the hiring process once is approved; interview and select a candidate that demonstrates Mesa's mission of equity and excellence 2. Evaluate performance of the selected employees Action Plan Cycle: 2022 - 2023, 2023 - 2024, 2024 - 2025	Submission Date: 12/04/2023 Action Plan Update: SST's were successfully hired fall of 2023 Update Year: 2023 - 2024 Action Plan Progress: Completed

Hire an SST and an SSA for the College and Career Access Pathways (CCAP) Program.

Unit Goal: Hire one Student Services Technician (SST) and one Student Services Assistant (SSA) classified positions. Currently, the work is getting accomplished through the support of the Admissions Supervisor, an SSA and project assistant. The hire of these two positions is necessary to meet the demand to increase the number of high school students participating in concurrent enrollment as early as 9th grade. These positions also provide the necessary support to meet the goals of the college to increase access in success while addressing barriers to program expansion.

Goal Status: Active

Beginning Year: 2023 - 2024

Projected Completion Year: 2024 - 2025

Action Plans	Action Plan Update
Action Plan Status: Active Action Plan: Hire an SST and an SSA for the College and Career Access Pathways (CCAP) Program. Action Plan Cycle: 2024 - 2025	



Program Review

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

Student Services - Basic Needs/The Stand

Executive Summary

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

As the Leading College of Equity and Excellence, San Diego Mesa College continues to create intentional Basic Needs programs and practices in support of student success. This is the first comprehensive program review for The Stand: Dr. Pamela T. Luster Resource Center. Creating brand new programming on a campus comes with many successes and challenges.

Our journey began in 2016 with the development of a direct student support program designed to assist students, particularly those experiencing disproportionate impact, with resources in the form of meals, school supplies, books, bus passes, and printing. Beginning in February 2017, the School of Student Success & Equity began partnership with the Transfer, Career, & Evaluations Department, to secure an innovation grant from the Mesa College Foundation. With the support of the foundation, we opened a very modest food pantry and professional clothing closet that we call The Stand. Lacking permanent funding at that time, The Stand operated solely by means of individual donations.

Although modest and small in the beginning, our intention has always been to meet student where they are. Our principles of engagement include maintaining flexibility in order to meet student's needs and to do so with kindness and compassion in ensuring that everyone who uses the services is able to maintain their dignity. In the early development process we surveyed our students to get both qualitative and quantitative data that was used to inform us of our efforts. We continue to use data effectively to support the work that we do. (Year in Review 16-17, 17-18, 18-19)

Today, The Stand has expanded both in size and scope of services. San Diego Mesa had created an Acting Basic Needs Coordinator in fall 2019 and was therefore prepared to create and onboard the permanent position in the fall 2021, well ahead of the deadline in AB 132 (section 4). Mesa College campus dedicated more than 3600 square feet of space on the campus Quad in the heart of our community to include a larger food pantry, professional clothing closet as well as dedicated workshop space, counseling space, storage and office space. In addition, the college has supported the hiring of a full-time classified position, 3 adjunct counseling positions, and 4 hourly project assistants to support the day to day operations of the space. Creatively, the food pantry and professional clothing closet are operated on a point system that is monitored by a resource team. Students are allotted 100 points a semester to use on food and toiletries and an additional 8 points are allotted for clothing. Students are provided with a normalized shopping experience. Over the years we have fostered partnerships and secured donations to improve our services. We now have free feminine hygiene products, offer diapers, and carry some non-professional clothing. We also have refrigerated and frozen items, provide microwave capability as well as water for preparing instant soups and pastas.

Our Direct Student Support program has evolved as a means to ensure we are getting our students as much support as we can. Our application moved online with the COVID 19 pandemic in which students can self-refer. Students who fill out the application then get a one on one appointment with a Basic Needs Counselor or Counseling Intern to help assess the student's needs and/or provide minor financial assistance and get them connected to campus or community resources. Such efforts go a long way in helping the struggling student to have a sense of community connection.

During the COVID 19 pandemic we expanded our programming to include workshops to help create community and provide students with a safe place to talk and learn. As we returned to campus, these workshops have morphed to include various other helpful topics which have promoted additional partnerships between student service and instructional programs all designed to support student retention and success. Some are held by The Stand and some are partnered with other departments. Feel, Heal, and Be Real; HeART Circle – included restoration circle and art days; Scholarships workshop – providing students with information about both on and off campus scholarship opportunities; Healthy Eating – providing guidance and recipes for eating healthy; Parent Cafe in partnership with CalWORKs to provide parenting students with a place and space to connect and deal with topics that relate to parenting.

In 2019, The San Diego Mesa College Foundation announced the Resiliency Fund. This fund is meant to provided students with access to emergency funding for unexpected expenses that can occur during a

Summary and Reflection

semester. The campus agreed to have this fund available through the existing basic needs programming. The Foundation has created an endowment for some of the funds to assist in maintaining this emergency aid program.

In the spring of 2021, San Diego Mesa College became a participant in ECMC's Project Success program. These funds provided an additional emergency aid program, coordinated and awarded through The Stand. Students are eligible to receive up to \$500 for unexpected emergency expenses that would negatively impact their academic journey. These funds have a simple application process and a pretty quick turn around for funding. Payment can only be made to a vendor and the expenses can not be reported to financial aid. Making this a true equity program.

In The Spring of 2022, college leadership proposed a renaming of The Stand Basic Needs Resource Center to The Stand: The Dr. Pamela T. Luster Resource Center in honor of the retiring president and her dedication to basic needs programming. This included an updated logo. Additionally as part of the rebranding, The San Diego Mesa College Foundation paid to install a donor recognition tree with the names of all those who donated to Basic Needs supports on campus.

Recognizing that we cannot do it all by ourselves, we have been very intentional about developing community partnerships. For example, in 2018 we began partnering with Feeding San Diego and in 2019 we added a partnership with San Diego Food Bank to help provide large scale distributions of fruits and vegetables. Initially these were held as large scale walk through events for the campus community. During COVID, we shifted to a drive thru model, and are now slowly shifting back to the walk thru model.

In 2022, we proudly were accepted into the second cohort of Generation Hope's, Family U program. The team is led by the basic needs coordinator and includes decision makers from key areas on campus including the Director of Facilities and Events, the Director of Financial Aid, Student Services Data Analyst, and our Student Conduct Officer who is also a faculty member. The team has drafted a plan for the college to improve our connection with student parents on campus.

In the 22-23 academic year, The Stand has been working at preparing the campus to offer the Fresh Success Program to our CTE students. This hands-on program will provide greater basic needs supports to students enrolled in CTE courses, receiving Cal-fresh (but not eligible for CalWORKs). We anticipate launching the program in July 2023 with the hope of enrolling 75 students in the program by the beginning of the fall 2023 semester. We will conduct outreach to CTE programs, provide check-ins and supports to assist CTE students in completing their degree attainment and entering the workforce.

Moving forward, it is our intention to continue assessing our students' need through direct conversations and surveys. Additionally, we are constantly looking at ways to expand our partnerships and services to create a service that lets our students know we care about them as humans first. Our intention is to help our students to break through any barriers that exist. This means that while we started with food and clothing in our modest opening, we are continually expanding our support to our students as we pride ourselves on serving the whole student. As the challenges that our students face continues to change and expand, it is our intention to do the same.

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.

Basic Needs Counselors – One of the biggest shifts in how we provide services to students is that our direct support program is handled by adjunct counselors instead of Classified Professionals. This increase in staffing helps support the growth in the number of students needing basic needs supports.

Workshops – As we returned to campus post COVID, The Stand implemented workshop series to help create community. Some are held by The Stand Staff and some are partnered with other departments such as; HeART Circle, Scholarships, Healthy Eating, and Parent Cafe.

Engaging in Student Parent Work – In 2022 SD Mesa was accepted into the 2nd cohort of Generation Hope's Family U program to create a working plan for the college with a focus on student parents.

Engaging in Fresh Success Program – The Stand began the preliminary work on getting set up as a Fresh Success campus.

Summary and Reflection

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

During the 22-23 Academic year, The Stand: The Dr. Pamela T. Luster Resource Center has welcomed a Student Services Technician, three adjunct counselors, and four Project Assistants and four Veteran Work Study students. This is thanks in large part to HEERF Funding which has supported the adjunct and NANCe positions within The Stand. The impact of staffing has created growth in the services we are able to provide and increases the number of students we are able to serve.

We have added basic office equipment, new furniture, and new tech to the space. This has provided a more welcoming environment allowing us to provide more dignified services.

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

Reviewed Not Accurate - Support Needed

Related Documents for Charts and Graphs

Executive Summary Complete

Yes

Data Reflection

Trends observed in program/service area's data.

As we transition back to pre COVID operations, some trends we see are higher levels of basic needs insecurity including but not limited to housing insecurity, food insecurity, lack of access to technology, transportation and affordable childcare, as well as an increased need for physical and mental health services.

While Pre-COVID number were high, as we have transitioned to a fully open campus, our food pantry services have expanded and direct support services have more than tripled. Reports coming out during the COVID Pandemic foreshadowed the increase in basic needs insecurity that we are anecdotally seeing this semester.

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

Within Direct Student Support, there is a significant equity gap for Black/African American students (-7.6%) and Latinx students (-2.6%), however the equity gaps are smaller than the overall college equity gaps for Black/African/American(-9.3%) and Latinx (-7.6%). Additionally there is a large equity gap for students age 30-39 (-20.3%) This is of significant note as the college wide equity gap for this age group is (+2.8%) Of interest, there is a significant equity gap for low income students (-11.5%) while there is not a campus wide comparison for this gap, it does call for some deeper analysis.

In pantry usage the equity gaps are again seen in Black/African American student (-3.1%) and Latinx (-9.5%).

In market usage there are equity gaps among Black/African America (-1.0%) Latinx (-7.9%) Multi-Ethnicity (-4.1%) and Unreported (-4.5%)

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

The Stand team worked together to develop our outcomes. As this is our very first stand alone Program Review, we focused our goals around our primary mission of providing basic needs supports, Our focus on student parents, and our developing Fresh Success program.

Related Documents for Charts and Graphs

Summary and Reflection

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.

Food Resources – Pantry, Markets, Hotspots, Events

Direct Student Support Program – one on one counseling appointment to assess student for basic needs supports

Professional Development – Free clothing, workshops, mentoring

Community Resources – connect students to off campus supports such as; CalFresh, WIC, housing, legal aid, childcare, transportation

Campus Engagement – Markets, workshops, pop-up pantries

It should be noted that according to our own data analysis of participants, students who use The Stand Direct Student Support have higher GPA's, have equal or higher retention rates, and have equal or higher overall success rates. Students who use The Stand Pantry and Professional clothing closet have equal or higher GPA's, have equal or higher retention rates, and have equal or higher overall success rates. Students who use The Stand Markets have equal or higher GPA's, have equal or higher retention rates, and have equal or higher overall success rates.

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

AB 2881 - Could increase the number of students and the amount of support needed.

2023-24 May Revise - Budget cuts could begin to impact services we are able to provide.

The instability of relying on NANCe and Adjuncts could be catastrophic for a department where stability is something already lacking in our students lives. Additionally, the impact of hiring and training on a department that is already stretched to the seems could lead to burnout and turnover, which could have a detrimental impact on program growth.

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?

Basic Needs Support and Sustainably

Unit Goal: Increase Basic Needs support to sustainably provide additional resources and supports to basic needs insecure students.

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
- Community - Objective 5: X
- Completion - Objective 3: X
- Completion - Objective 4: X

Action Plans	Action Plan Update
<p>Action Plan Status: Active</p> <p>Action Plan: 1. Pantry/markets (including pantry hot spots)</p> <p>2. CalFresh Ambassador Program</p> <p>3. Direct Student Support</p> <p>4. Emergency Aid –ECMC/Project Success and Resiliency Funds</p> <p>Action Plan Cycle: 2022 - 2023, 2023 - 2024, 2024 - 2025, 2025 - 2026</p>	<p>Submission Date: 11/30/2023</p> <p>Action Plan Update: Pantry Usage has increased - with the complete opening of campus we served 1982 (verified) students in 22-23. Our tentative count for fall 2023 is 2354 students served. CalFresh Ambassador program has maintained out reach efforts. We do not have any good data collection on the number of students who apply and receive CalFresh benefits, however our team of four ambassadors has been consistent with outreach.</p> <p>Direct Student Support - for the 22-23 Academic year we served 533 students through our direct aid program.</p> <p>Emergency Aid ECMC/Project Success - for the 22-23 academic year we supported 21 students with Emergency Aid through all resources available. in the fall of 23 we have had more resources available for emergency aid</p> <p>Update Year: 2023 - 2024</p> <p>Action Plan Progress: On Track</p>

Student Parents Support

Unit Goal: Develop spaces, programming, and resources to specifically target student parents on campus.

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
- Community - Objective 5: X
- Completion - Objective 3: X
- Completion - Objective 4: X

Action Plans	Action Plan Update
<p>Action Plan Status: Active</p> <p>Action Plan: 1. Working with Family U – Develop and sustain practices on campus that relate with Data, Policy, People, and Culture on campus. 2. Expanding existing spaces and places on campus for student parents 3. Engage the campus community in discussions about student parents using data that is being and has been being collected since spring 2021</p> <p>Action Plan Cycle: 2022 - 2023, 2023 - 2024, 2024 - 2025, 2025 - 2026</p>	<p>Submission Date: 11/30/2023</p> <p>Action Plan Update: 1. Working with Family U - We are finishing up our second year of the cohort program and have been able to implement many of the details from our work plan. of note is the addition of student parent data to The Stand data dashboards. 2. Expanding existing spaces - We are in progress of remodeling a space on campus to serve as the family resource center as well as expanding the number of bathrooms with changing tables, and finally purchasing inviting child size furniture for community space. 3. Our team has presented at convocation in Spring 2023 and Fall 2023. We had our campus visit with a presentation to the campus community. We presented at the fall 2023 campus board meeting. We are working with the LOFT professional development team to implement training components to new faculty institute and the new classified institute in the spring of 2024.</p> <p>Update Year: 2023 - 2024</p> <p>Action Plan Progress: On Track</p>

Fresh Success Program

Unit Goal: Create and develop Fresh Success program on campus with the intention of enrolling 75 students.

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
- Community - Objective 5: X
- Completion - Objective 3: X
- Completion - Objective 4: X

Action Plans	Action Plan Update
Action Plan Status: Active	Submission Date: 11/30/2023

Action Plans	Action Plan Update
<p>Action Plan: 1. Assign Staff to support Fresh Success Program 2. Working with the CCC Foundation - Attend trainings</p> <p>Action Plan Cycle: 2022 - 2023, 2023 - 2024, 2024 - 2025, 2025 - 2026</p>	<p>Action Plan Update: 1. Staff has been assigned 2. training have been attended. 3. While we intended to launch in the fall of 2023, because of barriers with completing various paperwork to launch the program. We anticipate a soft launch in spring 2024</p> <p>Update Year: 2023 - 2024</p> <p>Action Plan Progress: Barriers Encountered</p>



Program Review

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

Student Services - CalWORKs

Executive Summary

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

Successes:

We have increased our student numbers from 21-22 academic year

Fall 2021: 23 students, Spring 2022: 36 students

Fall 2022: 35 students, Spring 2023: 41 students

Created CalWORKs New Student Onboarding Processes – Students must complete CalWORKs Intake Application, schedule CalWORKs orientation that includes completion of Mutual Responsibility Contract and Release of Info forms before being officially onboarded into CalWORKs Program

All onboarding forms - Intake Application, Mutual Responsibility Contract, and Release of Info have been updated and are now electronic and located in Microsoft Mesa CalWORKs Program One Drive/Teams folder

As of Spring 2023 all counselors have access to CalWIN system which is the San Diego Health & Human Services Agency software that allows us to confirm a student's CalWORKs active status without the Notice of Action or Employment Services Referral forms (previously only coordinator and dean had access)

CalWORKs Program is now open to all students currently receiving CalWORKs services and not just Welfare-to-Work services

Updated CalWORKs website that is more user-friendly and provides clarity with how to sign-up for CalWORKs and reach out to CalWORKs Team

Have 12 laptops available for lending to CalWORKs students

Ordered new office furniture to provide a more welcoming office space for students

Offered a CalWORKs End of the Year Ceremony to recognize student achievements.

Given the changes and growth of the CalWORKs team, CalWORKs hosted a meet and greet for students and campus community to meet the team and to learn about program and services.

<https://www.flickr.com/photos/sdmesa/albums/72177720306989653>

Challenges:

Lost one Counselor Coordinator at end of January 2023, provided opportunity for a different CalWORKs Counselor to serve as Coordinator starting in February 2023.

February 2023-present - 1 coordinator/counselor working 18 hours/week and 1 adjunct counselor working 10 hours/week covering counseling appointments, but not enough appointment slots available (1 newly hired adjunct working 18 hours/week is currently in training)

Not enough counseling/staffing coverage impacting consistency in office hours availability

Office space in transition while we prepare for new office furniture

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.

More student engagement with educational workshops and events offered:

Fall 2022:

Implemented Parent Cafe Mondays in collaboration with CARE held in-person. Provided \$50 gas cards for CalWORKs student attendees and \$25 meal cards for non-CalWORKs student attendees. All student attendees provided breakfast pastries and beverages.

Welcome Back Event – provided instapots, backpacks, school supplies, gas cards for 24 CalWORKs student attendees

Offered 8 Educational Workshops throughout the semester

1 x \$600 CalWORKs grant disbursement at end of Fall 2023 semester

Holiday Event in collaboration with CARE for students and families

Spring 2023:

Parent Cafe Mondays in collaboration with CARE and The Stand held both in-person and virtual modalities.

Summary and Reflection

Provided \$50 gas cards for CalWORKs student attendees and \$50 meal cards for non-CalWORKs student attendees. All student attendees are provided breakfast pastries, lunch and beverages.
CalWORKs Meet & Greet event with about 35 attendees; 19 CalWORKs students, 6 non-CalWORKs students, 10 faculty/staff
Collaboration with The Old Globe providing opportunity for free theatre tickets to students
Offered 7 Educational Workshops throughout the semester
Gas Card or Meal Card incentive offered at various workshops/events for student attendees in order to provide support for transportation and food
CalWORKs Grants offered twice a semester:
1st - \$300 grant for completion of ITPs
2nd – approximately \$250 grant for having updated ASEP/CSEP on file
Educational Packages:
Spring 2023 Welcome Back Package: backpack, school supplies, \$50 gas card, \$100 grocery card, \$50 bookstore card
March 2023 Educational Package: \$100 Amazon Card, \$100 grocery card, \$100 gas card, \$100 bookstore card
April 2023 Educational Package: \$100 Uber Card, \$100 Gas Card, \$50 Company Kitchen, \$100 Grocery Card
New Hires/Roles:
New Coordinator/Counselor - Grace Aumoeualogo (December 2022)
New Adjunct Counselor – Alondra Gomez (March 2023)
New Project Assistant – Melissa Cabrera (September 2022)
Tabling Opportunities/Networking
Mesa Continuing Education Resource Fair
Jumpstart Resource Fair
Welcome Week Fair
Created social media page
Provide updates on CalWORKs events and workshops
Connecting to other departments on campus

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

Students are increasing engagement with various resources offered.
Counseling faculty are building stronger rapport and connections with students.
Students scheduling more counseling appointments

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.

Instructional Data:

Degree/Certificate of Achievement Completion and/or transfer: 2-3 every academic year
Increase in student numbers each semester since 21-22 academic year

Service/Admin Area:

Increase in booked counseling appointments
Increase in relevant educational workshops
Increase in event engagement (Meet & Greet, Relaxation Massage, Spring Brunch, End-of-Year Celebration, Lunch with a Counselor)

Summary and Reflection

Increase in providing educational packages for students
Increase in student attendees at Parent Cafe by offering modality for both zoom and in-person
Increase in student drop-ins in the office

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

CalWORKs Program serves more female than male students.
Some language barriers – mostly with Spanish and Farsi
Most students are single, head of household parents
Most students identify as BIPOC
Some students are receiving DSPS services

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

CalWORKs Team weekly meetings to plan events and workshops, offer support, provide updates, team building
Dean and coordinator weekly meetings to ensure CalWORKs students maximizing on receiving supportive services and resources.

Related Documents for Charts and Graphs

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.

Wellness Check Ins: to see how students are doing academically and in their personal life in order to see how our program can best support them.
During Fall semester, students were given 1 gas card each month for attending workshops. Spring semester, students are given 1 gas card per workshop attended.
Parent Café started in Fall with CARE and has expanded collaboration efforts with The Stand. These cafes have helped with identifying student-parents on campus.

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

Staffing changes have impacted the amount of appointments we have available.

Related Documents for Charts and Graphs

Practice Reflection Complete

Yes

Mid-Cycle Updates

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

Successes: We have increased student numbers since 22-23 academic year
Fall 2023: Currently serving 55 students
Switched from CalWIN to CalSAWS which allows us to see active student's county cases if they are out of San Diego County region
Lost a project assist in June 2023 but recently hired a new project assistant in October 2023 who will continue

Summary and Reflection

in Spring 2024

3 students have received laptops to borrow for the semester

Office hours are consistent throughout the week Mon-Thur 9am-5pm, Fri 9am-1pm

Challenges:

Recently hired a new adjunct counselor, but lost adjunct counselor one month later

Counseling appointments decreased with loss of counselor

Counselors were in charge of taking on project assistant duties until new project assistant was hired

Increased student engagement with increased offerings of workshops and events:

Fall 2023:

Parent Café dates were changed to Wednesdays from 10am-11:30am for the first 3 Wednesdays of September, October, November in continuous partnership with CARE and The Stand

Provided \$50 gas cards to CalWORKs student attendees and \$25 meal cards for non-CalWORKs/CARE student attendees. All student attendees provided lunch, coffee, and other beverages

Student attendees increased to 20+ weekly from previous Spring 2023 semester of 8-10 student attendees average

CalWORKs Welcome(Back) Meet & Greet event with 44 attendees

Student Parent Family Night event had 46 attendees

Thriving Through Thanksgiving event had 28 attendees

Collaboration with The Old Globe provided 10 showing opportunities for students and their families

Provided a total of 19 workshops and events for CalWORKs students outside of the Parent Cafes (some workshops and events were in partnership with CARE, The Stand, Student Health Services, Family U)

Transportation card, Uber card, grocery card, Amazon card, 72Fifty card were the incentive cards offered to student attendees

Provided two educational packages:

Welcome/September 2023: \$100 grocery card, \$100 book card, \$50 Amazon card

October 2023: \$100 Amazon card, \$100 grocery card

1 End-of-Semester CalWORKs Grant: \$250

New Hires:

Project Assistant: Guadalupe Mendez

Tabling Opportunities:

Welcome Week

Black Excellence Symposium

Utilized Instagram Page for posting all events and workshops

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

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

Counselors have created a strong rapport with many CalWORKs students

Student Parents are fostering strong connections with each other from attending Parent Cafes, Student Parent Healing Circles, Lunch With A Counselor, and Old Globe events

Providing incentive cards for each workshop and event helps support student retention and engagement

Program Enrollment and Retention

Unit Goal: Increase student numbers from 37 to 42 and maintain retention of student numbers.

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)

- Pathways and Partnerships - Objective 3: X

Action Plans	Action Plan Update
<p>Action Plan Status: Active</p> <p>Action Plan: 1. Reviewing Parent Cafe Survey data to inform changes to Parent Cafe dates/times 2. Maintain partnerships with CARE and The Stand for Parent Cafes 3. Review End-of-Semester Survey data building upon workshops series topics 4. Host community/family friendly events on campus that celebrates student achievements, engages students and builds their connection with the CalWORKs team, shares support services, and provides incentive cards for engagement 5. Expand relationship with Old Globe to provide opportunities for students to attend plays with an educational and historical component</p> <p>Action Plan Cycle: 2022 - 2023, 2023 - 2024, 2024 - 2025, 2025 - 2026</p>	
<p>Action Plan Status: Completed</p> <p>Action Plan: Student numbers were met for 2022-2023 academic year</p> <p>Action Plan Cycle: 2022 - 2023</p>	

Increase Appointment Availability

Unit Goal: Increase appointment availability through hiring new counselor for Fall 2023.

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)

- Completion - Objective 2: X

Action Plans	Action Plan Update
<p>Action Plan Status: Active</p> <p>Action Plan: 1. Increase counseling appointment availability to provide academic, career, personal, and CalWORKs related counseling services 2. Hiring an additional adjunct counselor and a project assistant to further provide access and availability to counseling support services and resources 3. Increasing office hour coverage with additional hired support for more opportunities allowing students to schedule appointments</p> <p>Action Plan Cycle: 2022 - 2023, 2023 - 2024, 2024 - 2025, 2025 - 2026</p>	

Increase Outreach

Unit Goal: Increase outreach efforts to promote CalWORKs Program support services.

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

Action Plans	Action Plan Update
Action Plan Status: Active	Submission Date: 12/03/2023

Action Plans	Action Plan Update
<p>Action Plan: 1. Outreach and inreach opportunities throughout the semester by tabling, district announcements, website, social media promotion, flyers, communications through canvas, email, partnerships</p> <p>2. Purchasing of promotional items to give to students</p> <p>2. Providing work-study opportunities to students during 2023-2024 academic year by identifying students interested in CalWORKs work-study positions on campus who meet criteria for employment and working closely with Financial Aid Federal Work-Study coordinator to build partnership</p> <p>Action Plan Cycle: 2022 - 2023, 2023 - 2024, 2024 - 2025, 2025 - 2026</p>	<p>Action Plan Update: 1. Outreach and inreach opportunities throughout the semester by tabling, adding events to Mesa Calendar, adding event updates to President's Weekly updates, social media posts and stories, flyers distributed around campus, communication through Canvas and email.</p> <p>2. Providing promotional items for attendees at Meet & Greet event, Family Night event, tabling events, classroom presentations, and the Joint School Meeting</p> <p>3. Providing CalWORKs Work-Study opportunities for students by identifying project assistant positions on campus and identifying CalWORKs students that meet the Federal Work-Study eligibility</p> <p>Update Year: 2023 - 2024 Action Plan Progress: On Track</p>

Program Enrollment and Retention

Unit Goal: Increase number of students from 55 to 65

Goal Status: Active

Beginning Year: 2023 - 2024

Projected Completion Year: 2025 - 2026

Action Plans	Action Plan Update
Action Plan Status: Active	

Action Plans	Action Plan Update
<p>Action Plan: 1. Review Parent Café Survey data each semester to inform necessary changes to Parent Café dates/times and/or location based on growth</p> <p>2. Maintain partnerships with CARE and The Stand for Parent Cafes</p> <p>3. Review End-of-Semester survey data each semester in order to build upon workshop topics, improve quality of student services provided, better inform most beneficial incentive cards, increase events offered, and create new events</p> <p>4. Create events centered on student parents and their families throughout the semester that engages students and builds their connection with the CalWORKs team, shares CalWORKs support services, celebrates student achievements, and provides incentive cards for engagement</p> <p>5. Expand relationship with Old Globe to provide opportunities for students to attend plays with an educational and historical component throughout the semester</p> <p>6. Maintain partnership with CARE, The Stand, Family U student representative, and Student Health Services that provide a monthly Student Parent Healing Circle</p> <p>Action Plan Cycle: 2023 - 2024</p>	



Program Review

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

Student Services - KAPWA

Executive Summary

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

This is the first year of Program Review for the Kapwa Learning Community. Kapwa began as a pilot in 2019, modeled after Puente, with Personal Growth 120 and English 101 offered for the fall semester taught from the lens of the Asian American and Pacific Islanders. The cohort would continue together in the spring for English 205 and Personal Growth 140. Each year, it has been a challenge to get Personal Growth 140 to make it. Our students were very goal oriented and some did not want to take a class that was 1) not UC transferable and 2) not required.

There have been many successes and challenges since we began. The biggest challenge was the covid-19 pandemic, which started in the second semester of our first cohort (March 2020). Our second cohort was fully online, and our third cohort (21-22) returned on campus mid-spring semester. The fourth year felt like our first, with the additional challenge of supporting students after a pandemic.

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.

Year 1 (19-20) English and Perg classes were not at the same cap, resulting in Perg having 10 additional students (35 total).

Year 2 (20-21) This cohort's courses were not linked as a Learning Community, but enrollment was by permission number, and again, the caps did not match.

Year 3 (21-22) This cohort was listed and linked as an LCOM but was not by permission, resulting in students enrolling even though they were not interested in classes taught from an AAPI perspective.

Year 4 (22-23) Kapwa was listed as an LCOM in the schedule and was by permission only. This was the first year where it was truly set up as a Learning Community: the caps matched, enrollment was by permission, and the classes were offered back-to-back in the same classroom. However, the challenge was returning to in-person instruction after two years of online learning. The college in general faced a decline of in-person enrollment and FTES. Also, in year 4, we collaborated with Professor Juan Bernal and his Puente math sections. Three Kapwa students enrolled in his sections.

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

Mesa was awarded the AANAPISI grant in October 2021 that provided additional fiscal resources to support grant objectives that are related to some of Kapwa's established outcomes such as a civic engagement project, work-based learning, and an annual capstone summit. These activities were previously achieved by applying for the Humanities Institute and Innovation grants.

Our learning community is modeled after Puente and Umoja; however, as of 2022, there was no official funding from the state. Puente counselor is given .5 reassigned time and English co-coordinator is given .2. The need for the reassigned time is to provide the much needed additional support for our students. In addition to planning, coordinating, and executing events, Alatorre, the counselor co-coordinator is given .3 reassigned time for Kapwa for the aforementioned activities along with meeting with and creating educational plans for students. Derilo, the English co-coordinator, is not given reassigned time. This is an inequity that we are hopeful the college will address and provide equivalent reassigned time that will compensate for the labor of love that created and continues to grow the Kapwa learning community four years ago.

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

Summary and Reflection

Related Documents for Charts and Graphs

[Course Outline of Record LCOM 120E.pdf](#)

Executive Summary Complete

Yes

Data Reflection

Trends observed in program/service area's data.

Professors Derilo and Alatorre both used grading contracts for the 22-23 cohort. While providing some flexibility for students, it was a new concept to all of them, and there were some growing pains. After fall, Derilo adjusted her contract to provide more clarity and firmer deadlines which has helped guide students.

The K4 cohort began with 28 students: 24 successfully completed Personal Growth and 25 completed English 101. In the spring, we welcomed 5 new students to English 205.

Between dates from 7/1/2022 to present, Alatorre met with 84 (duplicated) Kapwa or potential Kapwa students.

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

The Asian American Pacific Islander Committee at Mesa requested disaggregated data for Asian American and Pacific Islander students in 2018. A data dashboard was created that allowed us to see race/ethnicity, socioeconomic status, gender, and other demographic traits and intersectionalities within each distinct ethnic group. The dashboard has continually been improved to illustrate success and retention rates, top majors, and degrees awarded. We have yet to see Kapwa-specific data, but we will seek out for future years. By observation, many of our students have increased work hours due to parents losing their jobs (as a result of the pandemic), have additional responsibilities to the family, and come from homes where the parents are immigrants and English is not spoken at home.

K4 was a diverse group of students, which is reflected in the AAPI population at Mesa. The cohort included 9 Filipinos, 2 Guamanian, 2 Vietnamese, 1 Laotian, 3 Indonesian, 4 Latina/o, 1 Indian, 1 Chinese, 1 Black, and 4 multiracial students. The data dashboard reflects that Filipinos, Pacific Islanders, and Southeast Asian students experience equity gaps. Kapwa can improve its outreach by recruiting more DI students who are Pacific Islander, Native Hawaiian, and Southeast Asian.

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

Kapwa co-coordinators meet weekly to plan, coordinate, and discuss any concerns and ways to support students. We also meet regularly with Professor Katlin Choi to plan our collaborative events with Work- Based Learning, which include a Civic Engagement project in the fall, an annual Capstone Summit in the spring, and a Career While Asian Panel each semester.

Related Documents for Charts and Graphs

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.

Professors Derilo and Alatorre have 1 or more check-in sessions each semester with students to discuss how their overall semester is going and to check in with their role in the Learning Community. During these check ins, other life and academic issues come up, and students are provided resources as needed. Not surprisingly, in the past two years, there has been a rise in mental health issues.

Summary and Reflection

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

The AANAPISI grant provides a financial resource to support the Kapwa activities connected to career and work-based learning. The grant team is currently seeking a mentor coordinator. Once the person is identified, we plan to build a mentor program to support Kapwa and AAPI students on campus, including development of AAPI Mental Health Circles. Other outcomes that are grant related but will also support Kapwa is the recruitment and retention of DI AAPI students.

Related Documents for Charts and Graphs

Practice Reflection Complete

Yes

Mid-Cycle Updates

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

We are now in our fifth year and have made changes to our course offerings and have experienced change in faculty. Due to the low enrolled PERG 140 course and the recent development of Asian American & Pacific Islander Studies, students now take PERG 120/ENGL 101 in the Fall and ENGL 205/AAPI 124: Introduction to Asian American and Pacific Islander Studies in the Spring. The English Faculty/Coordinator is currently on sabbatical and will return in Fall 2024. The substitute English Professor has quickly adapted to the Kapwa structure and teaching philosophy and practice. The former Kapwa Counselor/Coordinator is no longer with the college but continues to teach the PERG 120 course until the end of the Fall semester. A new Kapwa Counselor/Coordinator was assigned in October 2023 and is embedded in the AAPI 124 Spring course. With the addition of AAPI 124, the AAPI Studies Professor is a new addition to the team and is collaborating with the English Faculty/Coordinator and Counselor/Coordinator faculty to develop the curriculum and community engagement for Spring 2024.

Year 5 (23-24) Due to low enrollment in PERG 140 and the new Asian American Pacific Islanders curriculum, our curriculum has been changed significantly. Kapwa students now enroll in PERG 120 and ENGL 101 in the Fall and ENGL 205 and AAPI 124: Introduction to Asian American & Pacific Islander Studies in the Fall. Additionally, there have been some staff changes as mentioned above. Kapwa faculty now consists of an ENGL Professor, PERG Professor (only in Fall 2023), AAPI Studies Professor, and Kapwa Counselor/Coordinator who are collaborating for the first time. Changes in student enrollment process created challenges for students who needed only 1 of the 2 required Kapwa courses in Spring. Some students only needed ENGL 205 because they already completed AAPI 124 in the Spring and at least 1 student did not pass ENGL 101, and 1 student dropped. We will revisit our processes and guidelines to adhere, as best as possible, to the requirements of a learning community.

In October 2023, the previous Kapwa Counselor/Coordinator accepted a new opportunity and a new Counselor/Coordinator was assigned to program with .5 reassign time. As of June 2023, Mesa College was awarded the Asian American Native Hawaiian Pacific Islander Student Achievement Program (AANHPI SAP) state funds.

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

In Fall 2023, 29 students were enrolled in Kapwa's Fall courses. Of those students, 5 decided to not continue with Kapwa - 1 moved away, 2 are still enrolled but not in Kapwa, 1 stopped and plans on returning, the other student decided to take a break to care for their wellbeing. 23 students have persisted into Kapwa for the Spring. 1 student is repeating ENGL 101 and taking AAPI 124. We have also added 6 new students to the community.

In Fall 2022, 27 students were enrolled in Kapwa. Of those 19 students persisted and were retained, 8

Summary and Reflection

students have stopped. A thorough review of the data and survey of the students' experience will need to be conducted to understand the issues leading to Kapwa's retention and completion rates.

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

In 2023-2024 academic year, students are now taking ENGL 101/PERG 120 and ENGL 205/AAPI 124. This new curriculum includes transfer-level English courses, counseling, and a culturally relevant social science general education course applicable to all general education patterns. In Fall 2023, 29 students were enrolled in Kapwa's Fall courses. Of those students,

AAPI Space Creation

Unit Goal: Creation of an AAPI space by 2025 to house Kapwa classes, academic and professional development workshops, career panels, Asian Pacific Diversity Club meetings, etc.

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 1: X
- Community - Objective 2: X
- Community - Objective 3: X
- Community - Objective 4: X
- Community - Objective 5: X
- Completion - Objective 1: X
- Completion - Objective 2: X
- Completion - Objective 3: X
- Completion - Objective 4: X
- Pathways and Partnerships - Objective 1: X
- Pathways and Partnerships - Objective 2: X
- Pathways and Partnerships - Objective 3: X
- Pathways and Partnerships - Objective 4: X
- Scholarship - Objective 1: X
- Scholarship - Objective 2: X
- Stewardship - Objective 1: X
- Stewardship - Objective 2: X
- Stewardship - Objective 3: X
- Stewardship - Objective 4: X
- Stewardship - Objective 5: X
- Stewardship - Objective 6: X

Action Plans	Action Plan Update
Action Plan Status: Active Action Plan: Continue Kapwa structure to include ENGL 101 & 205 Action Plan Cycle: 2022 - 2023, 2023 - 2024, 2024 - 2025, 2025 - 2026	Submission Date: 11/27/2023 Action Plan Update: Kapwa continues to include ENGL 101 and 205. Update Year: 2023 - 2024 Action Plan Progress: On Track
Action Plan Status: Active	Submission Date: 11/27/2023

Action Plans	Action Plan Update
<p>Action Plan: Survey AAPI students to identify what they want to see in an AAPI Space Submit Affinity Space Request.</p> <p>Action Plan Cycle: 2023 - 2024, 2022 - 2023, 2024 - 2025, 2025 - 2026</p>	<p>Action Plan Update: In Spring 2022, Institutional Research sent a survey to AAPI students to assess their demographics, campus experience, and asked students to identify what they want included in an AAPI space. At the beginning of Fall 2023, during our AAPI Student Orientation, students were again asked what they wanted from an AAPI space in an informal writing activity. Students expressed a strong interest in having a dedicated space to receive tutoring, counseling, access to technology, and a study space. Additionally, they want to space to gather, having meetings, workshops, social activities, and culturally relevant material. In October 2023, a formal Affinity Space Request was submitted.</p> <p>Update Year: 2023 - 2024</p> <p>Action Plan Progress: On Track</p>
<p>Action Plan Status: Completed</p> <p>Action Plan: Submit request for Affinity Space</p> <p>Action Plan Cycle: 2023 - 2024</p>	

Cross-Cultural Collaborations with Puente and Umoja

Unit Goal: Continue cross-cultural collaborations with Puente and Umoja by creating regularly occurring events each semester such as the KUP (Kapwa, Umoja, Puente) mixer.

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
- Community - Objective 5: X
- Completion - Objective 2: X
- Completion - Objective 3: X
- Completion - Objective 4: X
- Pathways and Partnerships - Objective 1: X
- Pathways and Partnerships - Objective 3: X
- Scholarship - Objective 1: X
- Scholarship - Objective 2: X
- Scholarship - Objective 4: X
- Scholarship - Objective 5: X
- Stewardship - Objective 3: X

- Stewardship - Objective 5: X

Action Plans	Action Plan Update
Action Plan Status: Active Action Plan: 1. Pilot Kapwa structure to include AAPI 124 with ENGL 205 2. Continue Kapwa structure to include Math 119 with Juan Bernal in Spring 2024 3. Coordinate with Puente and Umoja to engage in cross-cultural collaborations and increase racial and ethnic solidarity Action Plan Cycle: 2022 - 2023, 2023 - 2024, 2024 - 2025	Submission Date: 11/27/2023 Action Plan Update: 1. Our Kapwa Cohort 5 will be the first cohort to enroll in both AAPI 124 and ENGL 205 in Spring 2024. 2. Due to an increased in departmental responsibilities, Professor Juan Bernal will be offered MATH 116X in Spring 2024 and has reserved seats for Kapwa students. 3. In Fall 2023, Kapwa, Umoja, and Puente have successfully coordinated one KUP session at the beginning of the semester. Another KUP session will be held in December 2024. Update Year: 2023 - 2024 Action Plan Progress: On Track

KAPWA Visibility

Unit Goal: Creating more visibility of Kapwa campus and District wide. We would like to be listed in the 23-24 Catalog.

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 1: X
- Community - Objective 2: X
- Community - Objective 3: X
- Community - Objective 5: X
- Completion - Objective 1: X
- Completion - Objective 2: X
- Completion - Objective 3: X
- Completion - Objective 4: X
- Pathways and Partnerships - Objective 1: X
- Pathways and Partnerships - Objective 2: X
- Pathways and Partnerships - Objective 3: X
- Pathways and Partnerships - Objective 4: X
- Pathways and Partnerships - Objective 5: X
- Scholarship - Objective 2: X
- Scholarship - Objective 4: X
- Stewardship - Objective 1: X
- Stewardship - Objective 3: X
- Stewardship - Objective 5: X

Action Plans	Action Plan Update
<p>Action Plan Status: Active</p> <p>Action Plan: Collaborate with Instructional and Student Services to ensure that Kapwa is listed in the 23-24 catalog and increase awareness of support offered through Kapwa Learning Community.</p> <p>Action Plan Cycle: 2023 - 2024</p>	<p>Submission Date: 11/27/2023</p> <p>Action Plan Update: Kapwa information is listed in the 23-24 catalog. We will continue increasing our visibility through social media, our newsletter, and campus-wide Kapwa events such as civic engagement shareouts.</p> <p>Update Year: 2023 - 2024</p> <p>Action Plan Progress: On Track</p>
<p>Action Plan Status: Active</p> <p>Action Plan: Improve media presence through social media and newsletter</p> <p>Action Plan Cycle: 2023 - 2024</p>	



Program Review

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

Student Services - The Pride Center

2022 - 2026

Executive Summary

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

Successes

The Pride Center was opened on February 22nd, 2023. This monumental milestone aligns with the institution's values of becoming the "leading college of equity and excellence" to close equity gaps to assist LGBTQIA+ identified students. This achievement originated from the advocacy efforts of the LGBTQIA+ Task Force developed by the Committee for Diversity, Action, Inclusion, and Equity CDAIE. This advocacy efforts took over 7 years of planning, proposals, and meetings with the college president to establish the foundation and identify a dedicated space for the Pride Center.

The Pride Center team was created in Spring 2022 and is housed under the School of Student Success and Equity. The team is composed of 1 .6 FTE Adjunct Counselor Coordinator working 18 hours per week and 3 hourly Project Assistants working 20 hours per week. Due to limited space, the Pride Center Team worked from the Administrative Office in the Student Services building from February 2022-February 2023. The team is proud to share that the Pride Center is now located in a beautiful space in D102. The number of students served will increase now that a physical space is available; this increase will also be to the visibility and awareness of services available for this specific student population. The Center provides ongoing events and services and promotes to campus community via email, newsletter, flyers, and social media.

Since the Pride Center opened in February 2023, the Pride Center has been utilized 270 times by students. This data is currently being collected through a Google Form, where students ID is collected and the reason(s) students using the space. The reasons we have listed are:

- Counseling services
- Workshops/Event
- GSA Meeting
- Community Resources
- Study Hours
- Safe Zone Training
- Rest/Relax
- Food/Snacks

These different options have been selected as part of equity gaps identified impacting LGBTQIA+ student success and retention. These gaps were identified through evidenced-based data from LGBTQIA+ student focus groups conducted by the district research analyst, collaboration with the research department at Mesa College, and research from peer-reviewed articles about the LGBTQIA+ student experience in community college from the adjunct counselor coordinator.

LGBTQIA+ students face barriers that prevent them from achieving their academic and personal goals. Research shows LGBTQIA+ students in higher education, particularly students of color, strongly consider leaving their institutions. These considerations have a strong connection to students not feeling welcomed, being targets of hostile environments due to physical, verbal, sexual harassment. Similarly, LGBTQIA+ students of color have a higher probability to experience mental health concerns, that is, higher suicidal ideation, depression, and anxiety. Aside from this, LGBTQIA+ students experience housing and food insecurities forcing them to focus on surviving rather than achieving their academic goals. This evidence emphasizes that equity gaps exist and negatively affect the success and retention of LGBTQIA+ students in higher education settings.

As a result, the following goals have been identified and described as part of the LGBTQIA+ equity plan that the Pride Center will follow to support students at Mesa College. The Pride Center is committed to learning, evaluating, and offering anti-oppressive and Queer affirming services our LGBTQIA+ student population may

Summary and Reflection

need to succeed at San Diego Mesa College. These services look like and are not limited to:

- Trauma-informed and Gender affirming Academic, Career, and Personal Counseling Services
- Year-round expressive and affirming workshops, events, activities related to academic success, and personal and community care.
- Equity-minded presenters to enhance the learning of the LGBTQIA+ community at the San Diego Mesa College campus.
- Free school supplies, printing, computer access, and safe study space.
- Free LGBTQIA+ Library that centralizes LGBTQIA+ authors and topics.
- Free personal hygiene and self-care supplies.
- Enhancement of student voices and visibility through leadership opportunities such as volunteering, participating in events, and collaborating with the Pride Center.
- Emergency direct aid aims to assist students with food and housing insecurities.
- LGBTQIA+ Celebrations such as LGBTQIA+ History Month, Coming Out Day, Pride Month, etc. to build community at Mesa College.
- Yearly Lavender Graduation celebration to honor and recognize the academic accomplishments of LGBTQIA+ students, staff, and faculty.
- Case management services guide students to on and off-campus resources to help them with their academic and personal goals.
- LGBTQIA+ Scholarships.
- Mental health services through collaboration with Student Health Services.
- Collaboration with the Gender Sexuality Alliance (GSA) student club.
- Year-round Safe Zone Trainings are available to students, faculty, staff, and administrators to learn about allyship and ways to support the LGBTQIA+ community at San Diego Mesa College.

Student Participation

Since the Pride Center services started (even before the Pride Center was opened) the following students have participated in the following services:

- Events/Activities: 177 students
- Counseling Services: 45 students
- Food/Snacks: 26 students
- Relax/Build community: 154 students

Professional Development

The Pride Center is committed in educating the greater campus community learning ways to become an ally, and supporting our LGBTQIA+ community through our Safe Zone Trainings. Since Fall 2023, the Pride Center has trained administrators, faculty, classified staff, NANCE, Peer Navigators, and students.

People Trained: 23

Additionally, the Pride Center has and will continue to share valuable resources for the campus community to learn ways to foster LGBTQIA+ student and professional excellence. For instance, Mesa College has been invited to participate in conferences and events centered on allyship in assisting LGBTQIA+ students in community colleges. Mesa College Pride Center has been invited to present on the center and model.

Intersectionality – Partnerships and Collaborations

LGBTQIA+ students are part of the multiple programs/departments at Mesa College due to their intersection of identities. This means that our Pride Center may serve 100% of our students. Acknowledging intersectionality has led the Pride Center to take leadership and create partnerships with other departments such as EOPS, The Stand, CalWorks, Black Fellows Initiative, AAPI, AVANZA, and more. These partnerships look like collaborating in workshops and events that highlight the intersectionality and diversity that exists on our campus.

Since Spring 2022, the Pride Center has initiated partnership with other universities to ensure the transition of students (their goal is to transfer) to the university. The Pride Center will ensure that these partnerships continue to grow and create opportunities for students, such as university campus visits, pride center explorations, and other extracurricular activities that ensure students' retention, success, and continuation of their academic goals.

Summary and Reflection

Challenges

-Funds

The Pride Center is currently funded by a one-time allocation of \$134,737 to use over 5 years from 2022-2027, primarily supporting operating expenses and services to students. This puts the Pride Center in uncertainty if more funds are available to continue the expense to assist students through services, events/activities, and other resources that require funds. As a result, the Pride Center adjunct counselor coordinator has worked on applying for grants that Mesa College offers to ensure an extended amount of funds.

-Part-Time Faculty/Employees

Currently, the Pride Center is being directed by an adjunct counselor coordinator with a .6 FTE working 18 hours per week. Four hourly project assistants also support the Pride Center working 20 hours per week. The Pride Center needs permanent funding to support a full-time position. These positions have been paid through HEERF funds and transitioning to COVID Block funds. The Pride Center needs permanent funding to support a full-time position.

This lack of funding for employees is crucial as this impacts the Pride Center's operating hours. The Pride Center has received comments from students asking for hours to connect with other students and do homework. Currently, the Pride Center is open Monday through Thursdays from 9am to 4pm; Fridays are closed.

The need of full-time counselor coordination is requested to ensure that outreach and retention approaches are implemented to support students with their academic journey at Mesa College. These approaches include creating student-centered services, evaluating current Mesa College Policies to assist LGBTQIA+ students (especially Trans and Non-binary students), and creating conditions that will support students in accomplishing their academic and personal goals.

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.

The addition of part-time Project Assistants has resulted in increased coverage of the Pride Center's physical space. However, the continued provision of comprehensive services that meet the growing and changing needs of our LGBTQIA+ student population is difficult to ensure without implementing a full-time position, namely a full-time Counselor Coordinator.

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

[Program Review Update FA23.docx](#)

Executive Summary Complete

Yes

Data Reflection

Trends observed in program/service area's data.

Service Usage and Demand

There have been over 270 recorded submissions of students who have utilized the Pride Center for its services, resources, workshops and events, and our brave physical space. We are continually improving our methodology for tracking resource and programming usage, event attendance and connecting with the unique lived experiences and dynamic needs of our LGBTQIA+ population.

Summary and Reflection

Our Pride Center events, workshops, and other campus activities are additional programming. Our events have been well-attended over the past fiscal year. Further recorded quantitative details are included below. We acknowledge that the recorded numbers may be less than the number of people present as we continue improving our attendance tracking capacity. Check out Mesa College's Flickr website for pictures of these events.

Rainbow Eat & Greet – recorded 85 attendees

Sip & Paint – recorded 45 attendees

Las Reinas de los Cuentos – recorded 17 attendees

Queer Astrology Loteria – recorded 20 attendees

Grand Opening Ceremony – not tracked

It Takes Two or More – recorded 6 attendees | est. 8 attendees

Pride Flags 101 – recorded 4 attendees

QAAP: Queering AAPI with Intersectionality – recorded 26 attendees | est. 32 attendees (including fac/staff/admin)

Lavender Celebration – 80 attendees

Basic needs resources have also proven to be an essential service for students at the Pride Center. These resources include meal cards students can redeem at the Mesa Cafe, Mesa Commons, and other campus food service facilities partnered with Company Kitchen. Meal cards have ensured that students can address or prevent the equity gaps of food insecurity while on campus. This is essential, as research shows that hungry students have less success in the classroom and experience a lower course content retention rate than students who are food secure or have sufficient nutrition.

The Pride Center also provided gas cards to students. Based on students' disclosure to Pride Center Staff members, the rising cost of gasoline has made it difficult for many students to afford transportation to campus. This has prevented them from attending classes and accessing education. Transportation subsidies are essential to prevent this accessibility issue from worsening for many of our transportation-insecure LGBTQIA+ students. The Pride Center is committed to requesting additional meal cards and gasoline subsidy cards to ensure that we can meet the basic needs of our students.

The following are some points to consider regarding the future of our Pride Center:

Laptop checkout: How can we make this process more efficient?

LGBTQIA+ Library and Media: Should we expand this collection to include film media? If so, how can we work with LRC and Edeama to make this happen?

Data collection: Do we want to record unique (or unduplicated) students who use our resources? How can we optimize our data recording and Google Forms processes if so?

Workshop attendance: Our data for workshop attendance often needs to be more accurate. How can we encourage students to sign up for workshops instead of only clicking "rest/relaxation"?

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

The Pride Center will implement a new application system to collect student metrics such as demographic information. The collection of this data will serve the Pride Center to track student success and retention and, thus, implement programming to close possible equity gaps.

Data Collected from the Research Department:

LGBTQIA+ Student Enrollment – Spring 2022

Transgender – 80 students

Bisexual – 437

Gay or Lesbian – 243

Non-Binary – 49

Other – 99

Total: 908

Summary and Reflection

Transgender and Non-Binary – Summer 2019 to Spring 2022

Transgender by Ethnicity

African American – 7 students

Asian – 44 students

Latinx/e - 74 students

Multi-ethnic – 34 students

Native American – 3 students

Pacific Islander – 2 students

White – 112 students

Unknown – 1

Total: 277 students

Non-binary by Ethnicity

African American – 139 students

Asian – 161 students

Latinx/e - 1,092 students

Multi-ethnic – 339 students

Native American – 12 students

Pacific Islander – 21 students

White – 1,152 students

Unknown – 10

Total: 3,045 students

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

The development to assess learning outcomes assessment data is primarily held through meetings with the Pride Center team and the Dean of student success and Equity. These conversations have involved considering data based on demographic information, current experiences with LGBTQIA+ students, and equity-based approaches to closing equity gaps LGBTQIA+ students face. These factors guide the implementation of student services available at the Pride Center and creation of events/workshops. These conversations occur on a weekly basis.

The discussion among the team members highlights student success and retention. To promote success among our students, we provide services that align with each student's academic and personal goals. These goals are tied closely with students' identity and other LGBTQIA+-related life experiences.

Retention is promoted by increasing the sense of belonging through events and activities. The Pride Center immerse in a daily learning experience through our students' recommendations and comments on how our events and activities support them utilizing the space. This sense of belonging in LGBTQIA+ students is essential for them to stay in college and complete our students' diverse goals. A sense of belonging has become essential for our Pride Center to holistically support Mesa College LGBTQIA+ students.

Related Documents for Charts and Graphs

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.

Below are some the actions the Pride Center has taken to closing equity gaps for our LGBTQIA+ students:

- Increased partnerships with The Stand to target food insecurity
- Increased the direct assistance for students through meal and gas cards.

Summary and Reflection

- Initiated the conversation to start collecting data to assess the retention, goal completion, and demographic information of LGBTQIA+ students that use the Pride Center.
- Increased visibility on intersectionality by collaborating with other departments and learning communities such as Kawpa and Puente.
- Taken action from students' feedback from events/activities and other services that are needed to assist our LGBTQIA+ students.
- Continued outreach and partnership with community organizations to support students through case management by connecting them to resources not available on campus.
- Increased grant writing to secure funds to assist students in their academic journey. These funds support the operational needs of the Pride Center and staff as the Pride Center is funded with One Time funds.

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

As mentioned earlier, the available one time to support the Pride Center impacts the operational staff members. All team members work part-time (adjunct counselor coordinator and project assistants.) The lack of ongoing funds impacts the funding of team members that can ensure the Pride Center's performance to close equity gaps for the LGBTQIA+ community at Mesa College. These challenges are reflected by students mentioning why the center is open during hours that do not align with their availability.

Having the Pride Center team working part-time influences the practices to recruit students and develop equity-minded retention practices.

Related Documents for Charts and Graphs

Practice Reflection Complete

Yes

Mid-Cycle Updates

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

New information is included in the attached file above.

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

New information is included in the attached file above.

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

New information is included in the attached file above.

New Application Process

Unit Goal: Goal 1: Develop a new application process to track student information about who uses the Pride Center services.

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)

- Community - Objective 2: X
- Scholarship - Objective 2: X

Action Plans	Action Plan Update
<p>Action Plan Status: Active</p> <p>Action Plan: 1. Develop application process for current and incoming students. This protocol will require the participation of students in multiple milestones established by the Pride Center. These requirements may look like 1) a mandatory counseling appointment to complete an educational plan, 2) attending one or two events/activities to enhance community building and a sense of belonging, 3) End of a semester community meeting to address obstacles faced impacting the completion of students’ classes OR address what helped them to complete their semester successfully.</p> <p>Action Plan Cycle: 2022 - 2023, 2023 - 2024, 2024 - 2025, 2025 - 2026</p>	<p>Submission Date: 01/12/2024</p>

Action Plan Update: The Pride Center launched the Pride Scholars Program on fall 2023, a student services program dedicated to assist students through academic and personal support such as academic guidance, community-building opportunities, individual case management, and housing/food assistance. This program aligns with the Pride Center I AM BRAVE guiding values: Inclusion, Academic Excellence, Multiculturalism, Brave Space, Reflection & Resilience, Access, Visibility, and Equity.

The Pride Scholars program has two enrollment requirements. One, students who apply self-identify as a member of the LGBTQIA+ community. Second, students must be enrolled in at least six units at Mesa College.

Once admitted, Pride Scholars are invited to an orientation where they learn about the program's expectations and milestones. Four milestones are required by students, which are: 1) Attend at least one counseling appointment; 2) attend two Mesa College events; 3) Complete a mid-semester check in with a Pride Center team member; and 4) attend a group exit interview. For each milestone, an incentive is provided to students aiming to close equity gaps LGBTQIA+ students face in academic such as academic guidance, food insecurity, and other personal needs.

Students receive a \$150 bookstore card once they complete their required counseling appointment. Similarly, students receive a \$25 meal card and a school supplies packet when they attend two events on campus. The third milestone supplies another \$25 meal card. Lastly, pride scholars receive a self-care package to support them during finals when they attend the exit session where they provide insights on how their semester went and feedback for the program.

This Fall 2023, 116 applications were received, and 92 students were accepted into the program. Eighty students have met with a Pride Center counselor to complete a comprehensive educational plan, edit their created educational plan, and explore on and off campus resources.

-Pride Scholars completed educational plans: 98

Thirty students completed the attendance of two Mesa College events. The intention of this milestone is to support student exposure to resources and services on campus as they build new connections with other students.

Fifty students completed a mid-semester check-in. This meeting is intended to supply intentional case management, that is, connecting students to academic and non-academic resources to support their educational journey at Mesa College. For example, several students were encouraged to take part in the honors program on campus, others related to the local LGBTQIA+ center to receive gender affirming services, etc.

24 students have attended the final exit session milestone. This milestone is designed to learn from Pride Scholars how their semester was, what supported their success, or what affected the

completion of their goals. As a group, student dialogue about ways their future semester could be better. Similarly, this milestone is an opportunity for students to share feedback about the program such as the current services and other aid the program should provide.

Pride Scholars Students' Feedback

The Pride Scholars fourth milestones service as an opportunity for programming improvement and learning students' needs. The following statements have been shared by students after completing their first semester as Pride Scholars.

What are your highlights of this fall semester?

-I became ICC president.

-Very close to maintaining all A's in my classes.

-I became GSA VP and got closer to some friends with out of school activities

-Being on campus, getting to experience everything it has to offer, especially the Pride Center.

-Being able to work on campus and better my educational path.

-Graduating.

-I passed all my classes.

-The clothing store and study session were great. I like the events.

-I was able to submit my transfer applications.

-Maintaining good grades throughout the semester, as well as being instructed to a lot of Mesa's resources.

What were the challenges you faced this semester?

-Medical conditions.

-Financial aid.

-Grades

- Taking 22 units.
- Housing insecurity.
- Balance of work and school while commuting to Mexico everyday was very taxing.
- Struggling with mental health
- External factors (politics, family issues)
- Procrastination
- Lack of knowledge of resources before starting the semester.

How did you benefit from the Pride Scholars program?

- A lot of educational growth like communication and how to socialize with other LGBTQIA+ students.
- I benefited from the Pride Scholar program because it gave me confidence to be myself. I felt safe on campus knowing that there was a club that represented the LGBTQIA+ community.
- The extra financial aid helped me so much throughout the semester. I am very thankful for it.
- Having resources at the top of my fingers and being able to be supported.
- I was able to get additional resources to help ease and navigate my educational journey.
- I was able to get the textbooks I needed for my classes.
- I was able to pay for a very important book I did not have the money for. I am grateful for that.
- Connecting with peers.
- Having people that supported me and gave me a space to talk.
- Learning about resources available to me as well as feeling like I was in a place where I was accepted.

	<p>-Great counselors.</p> <p>If the program did not help you, what resources/services do you recommend to improve our Pride Scholars program?</p> <p>-More group events</p> <p>-More advertising over the Z buildings.</p> <p>-More group and community building events geared towards the scholars</p> <p>-A mentor program and more external resources to provide to students.</p> <p>-Personal mentoring</p> <p>What would you like to see in the Pride Scholars program in future semesters?</p> <p>-Fieldtrips, giveaways, fundraisers, movie nights</p> <p>-Fundraisers would be cool and off campus events.</p> <p>-More opportunities to earn Food Cards and other financial help.</p> <p>-Further opportunities to get meal cards.</p> <p>-I believe the scholars program needs more of a sense of community. I do not know any of the other scholars.</p> <p>-More events to make our community stronger.</p> <p>-Ways to connect with peers in pride scholars.</p> <p>-More community events for the program.</p> <p>-Much more food, community events.</p> <p>These students' insights exemplify the way they have felt supported as a Pride Scholar. This also reflects the additional services and practices the Pride Scholars need to implement to continue</p>
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Action Plans	Action Plan Update
	supporting students in ways that matter. This feedback will be acknowledged and practiced improving the services provided in upcoming semesters. Update Year: 2023 - 2024 Action Plan Progress: On Track

Student Success and Retention

Unit Goal: Goal 2: Offer and develop services that target LGBTQIA+ student success and retention by enhancing a sense of belonging.

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
- Scholarship - Objective 2: X

Action Plans	Action Plan Update
Action Plan Status: Active Action Plan: 1. Semester assessment of students' experiences on what worked and did not work during their academic journey. 2. Participation of students using the Pride Center through the new program requirements to learn from them Action Plan Cycle: 2022 - 2023, 2023 - 2024, 2024 - 2025, 2025 - 2026	Submission Date: 01/12/2024

Action Plan Update: During the Fall 2023 semester, the Pride Center provided counseling services, events, food assistance, and gender affirming clothing assistance. The following information is a breakdown of how many students utilized each service during the Fall 2023 semester.

Counseling services are provided at the Pride Center. Each session can encompass one reason or many. For example, students can meet with a counselor to discuss their educational plan, find community resources, and transfer counseling assistance. The breakdown of appointments provided is below:

Overall Counseling Appointments: 150

Career Advising: 4

Community Resources: 12

Counseling Advising: 71

Educational Plan: 67

Financial Support: 3

Food Services: 2

Mental Health: 5

Outreach: 1

Pride Scholars: 98

Transfer: 6

Transportation Assistance: 1

Wellness/Personal: 41

The Pride Center hosted many events and activities during the semester. Below is the breakdown of attendees for each event such as Safe Zone Trainings, Mobile HIV testing, and more.

Safe Zone Trained People: 52

Action Plans	Action Plan Update
	<p>HIV Testing: 81</p> <p>Gender and Sexuality Club Meetings: 20</p> <p>Gender Affirming Clothing Service: 50</p> <p>Food Pantry/Snacks: 300</p> <p>Study at the Pride Center: 400</p> <p>Events/Activities: 74</p> <p>Update Year: 2023 - 2024</p> <p>Action Plan Progress: On Track</p> <p>Submission Date: 01/12/2024</p>

Action Plans	Action Plan Update
	<p>Action Plan Update: Creating sense of belonging – Fall 2023</p> <p>On June 7th, 2023, Mesa College celebrated the first Pride Flag-raising ceremony. This monumental celebration provided a brief explanation of the value and colors of the Pride Flag. The Mesa College campus community participated in attendance to show their allyship to our LGBTQIA+ community. As an annual celebration, the pride flag raises a representation of the visibility and awareness supporting LGBTQIA+ students' belongingness. This celebration was hosted as part of Pride Month, where other activities such as safe zone training, pride flags 101, gender expression, meditation, and dance workshops.</p> <p>October is LGBTQIA+ History Month. The Pride Center hosted eight workshops during the month to recognize and celebrate with the greater campus community. For example, a whacking master class, coming out healing circle, and gender affirmation care workshops were hosted to increase community building and awareness. A clothing swap was introduced during this month to assist students in getting free clothing supporting their gender expression. A film screening was presented to learn about identity, diversity, equity, and inclusion by a transgender activist. To conclude, the pride center hosted free HIV testing, created a Day of the Death altar, and a costume contest with students for Halloween. To conclude, the Pride Center hosted a free HIV testing available to the faculty, staff, and students.</p> <p>New Gender Affirming Clothing Service The Pride Center introduced a new service to help students with their gender expression and affirmation. The gender-affirming clothing service is free to students who need clothing aligning with their gender identity. This support service supports students' sense of belonging, positive messages for inclusivity, and gender expression. 50 students utilized the gender affirming clothing services during the fall 2023 semester.</p> <p>Update Year: 2023 - 2024 Action Plan Progress: On Track</p>

Knowledge and Practice Expansion

Unit Goal: Goal 3: Expanding Mesa College knowledge and practices to assist LGBTQIA+ students, faculty, and classified staff. Target the dominant culture of traditional institutional practices that favor hetero-gendered norms.

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

- Community - Objective 4: X

Action Plans	Action Plan Update
<p>Action Plan Status: Active</p> <p>Action Plan: 1. Expanding Safe Zone training topics by having a Canvas Shell for self-paced learning available for students, faculty, classified staff, and administrators.</p> <p>2. Promote and expand visibility to other social groups within the LGBTQIA+ community by developing new trainings. For example, these trainings can support the visibility of the Transgender, Non-Binary, and Gender nonconforming communities.</p> <p>Action Plan Cycle: 2022 - 2023, 2023 - 2024, 2024 - 2025, 2025 - 2026</p>	<p>Submission Date: 01/12/2024</p> <p>Action Plan Update: Pride Center Counselor Coordinator</p> <p>During the Spring 2023 semester, the Pride Center Adjunct Counselor Coordinator and the Dean of Student Success and Equity completed a resource request for the faculty hiring prioritization recommendations. If approved, this recommendation would support the opening of a full time Pride Center Counselor Coordinator position funded through general funds.</p> <p>Based on need factors, the full time Pride Center Counselor Coordinator was approved. This position is scheduled to be posted during the Fall 2023 semester, with an expected start date in the Spring 2024 semester.</p> <p>This faculty position will support direct, develop, implement, and evaluate the services of the Pride Center. This position would also provide academic, career, and personal counseling to lesbian, gay, bisexual, transgender, queer, questioning, intersex, asexual (LGBTQIA+) students. In addition to the counseling service, students can access specialized workshops, a computer lab, school supplies, Safe Zone Ally Training, leadership opportunities, on and off campus resources.</p> <p>SDCCD LGBTQIA+ Leads Partnerships</p> <p>The new CCCCCO one-time fund grants all 116 community colleges the opportunity to elevate the assistance for the LGBTQIA+ community on their campus. The SDCCD district houses three credit institutions and one non-credit. The SDCCD LGBTQIA+ leads initiated monthly meetings to support one another with ideas, partnerships, and conjoint celebrations such as Pride Month, LGBTQIA+ History Month, and Graduation celebrations. These monthly meetings aim to provide better support services for all in the SDCCD.</p> <p>Update Year: 2023 - 2024</p> <p>Action Plan Progress: On Track</p>