# 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.

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

**Related Documents for Charts and Graphs**

**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.

**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.**
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.

## Summary and Reflection

**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

### YEAR 2 Updates (2023 - 2024)
**Provide any edits or updates to the prompts originally documented in the Executive Summary section for Year 2.**
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.

**Provide any edits or updates to the prompts originally documented in the Data Reflection section for Year 2.**
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.

**Review Outcomes Report. Review the unit's outcomes assessment process for 2022 - 2023. Discuss connections to unit goals/action plans/resource requests.**


**Provide any edits or updates to the prompts originally documented in the Practice Reflection section for Year 2.**
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.

### YEAR 3 Updates (2024 - 2025)
**Provide any edits or updates to the prompts originally documented in the Executive Summary section for Year 3.**
Update: The onboarding for new students has gone through changes which has affected the Assessment & Testing office. Most recently the passage of AB1705 (which set new standards for students' placement and first math enrollment) has affected the number of students that the Assessment & Testing office has contact with. More students are given milestones through Campus Solutions, and have prerequisites cleared through Mesa counselors, so there is less need for them to make contact with our office or end up completing the Placement Assistant Since the implementation of both AB705 and AB1705, the process of assessment options have changed:
1) Campus Solutions provides the majority of students with milestones so students are not directed to the Placement Assistant and may never have contact with our office.
2) Mesa Counselors can clear math and English prerequisites, so the need for challenge exams has drastically declined.
3) Mesa's ELAC class offerings have been minimal for the last two years, so most students interested in ELAC classes assess and take classes through City and Miramar Colleges.


**Provide any edits or updates to the prompts originally documented in the Data Reflection section for Year 3.**
Unduplicated student contacts have continued to decline. In 2023-24, the office documented 2223 Unduplicated Student Contacts, compared to 2914 in 2022-23. In 2018-19, there were over 5000 Unduplicated Student Contacts in the Assessment & Testing office.

**Review Outcomes Report. Review the unit's outcomes assessment process for 2023 - 2024. Discuss connections to unit goals/action plans/resource requests.**

## Summary and Reflection

**Provide any edits or updates to the prompts originally documented in the Practice Reflection section for Year 3.**

**<u>YEAR 4 Updates (2025 - 2026)</u>**
**Provide any edits or updates to the prompts originally documented in the Executive Summary section for Year 4.**

**Provide any edits or updates to the prompts originally documented in the Data Reflection section for Year 4.**

**Review Outcomes Report. Review the unit's outcomes assessment process for 2024 - 2025. Discuss connections to unit goals/action plans/resource requests.**

**Provide any edits or updates to the prompts originally documented in the Practice Reflection section for Year 4.**

**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:** Develop pathways that provide students with clarity about degree, certificate, and transfer requirements. (**X**)

- **Pathways and Partnerships - Objective 5:** Develop and implement technologies, including website redesign, that will make pathways information available to students so that they can effectively utilize this information in their educational and career planning (**X**)

| Action Plans | Action Plan Update |
|---|---|
| **Action Plan Status:** Active<br>**Action Plan:** 1. Ensure every student has updated milestones by completing the Placement Assistant.<br>2. Follow up each Placement Assistant submission with milestone interpretation and next steps.<br><br>**Action Plan Cycle:** 2022 - 2023, 2023 - 2024, 2024 - 2025, 2025 - 2026 | **Submission Date**: 12/03/2024<br>**Action Plan Update**: The onboarding for new students has gone through changes since 2019. Most recently the passage of AB1705 (which set new standards for students' placement and first math enrollment) has affected the number of students that the Assessment & Testing office has contact with.  More students are given milestones through Campus Solutions, and have prerequisites cleared through Mesa counselors, so there is less need for them to make contact with our office, or end up completing the Placement Assistant.<br>**Update Year**: 2024 - 2025<br>**Action Plan Progress**: Barriers Encountered |

**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:** Develop pathways that provide students with clarity about degree, certificate, and transfer requirements. (**X**)

- **Pathways and Partnerships - Objective 5:** Develop and implement technologies, including website redesign, that will make pathways information available to students so that they can effectively utilize this information in their educational and career planning (**X**)

| Action Plans | Action Plan Update |
|---|---|
| **Action Plan Status:** Active<br>**Action Plan:** 1. Along with the milestone interpretation, present students with information on available Mesa resources.<br>2. Communicate information on "next step" (the Counseling Department) so students will get an education plan.<br>**Action Plan Cycle:** 2022 - 2023, 2023 - 2024, 2024 - 2025, 2025 - 2026 | **Submission Date**: 12/03/2024<br>**Action Plan Update**: Since the changes in how students are onboarded at Mesa, the Assessment & Testing office has less contact with new students.  However, the staff has now partnered with the Mesa's San Diego Promise program to work with their applicants and ensure that milestones are updated and students are given their appropriate next steps.<br>**Update Year**: 2024 - 2025<br>**Action Plan Progress**: Barriers Encountered |

**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:** Develop pathways that provide students with clarity about degree, certificate, and transfer requirements. (**X**)

- **Pathways and Partnerships - Objective 5:** Develop and implement technologies, including website redesign, that will make pathways information available to students so that they can effectively utilize this information in their educational and career planning (**X**)

| Action Plans | Action Plan Update |
|---|---|
| **Action Plan Status:** Active<br>**Action Plan:** 1. Have clearly written communication available for students that present assessment options, including challenge exams.<br>2. Work with other departments (Admissions/Math/English/Languages/ELAC) to streamline and communicated the challenge exam process to students.<br><br>**Action Plan Cycle:** 2022 - 2023, 2023 - 2024, 2024 - 2025, 2025 - 2026 | **Submission Date**: 12/03/2024<br>**Action Plan Update**: Since the implementation of both AB705 and AB1705, the process of assessment options have changed and we are not in contact with students to present them with assessment options.<br>1) Campus Solutions provides the majority of students with milestones.<br>2) Mesa Counselors can clear math and English prerequisites, so the need for challenge exams has drastically declined.<br>3) Mesa's ELAC class offerings have been minimal for the last two years.<br>**Update Year**: 2024 - 2025<br>**Action Plan Progress**: Barriers Encountered |

# 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 programing. 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.

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 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.

**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.)**

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.

**Related Documents for Charts and Graphs**


**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.

**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 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

<u>**YEAR 2 Updates (2023 - 2024)**</u>
**Provide any edits or updates to the prompts originally documented in the Executive Summary section for Year 2.**
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.

**Provide any edits or updates to the prompts originally documented in the Data Reflection section for Year 2.**
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-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.

**Review Outcomes Report. Review the unit's outcomes assessment process for 2022 - 2023. Discuss connections to unit goals/action plans/resource requests.**

**Provide any edits or updates to the prompts originally documented in the Practice Reflection section for Year 2.**
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.

## YEAR 3 Updates (2024 - 2025)
**Provide any edits or updates to the prompts originally documented in the Executive Summary section for Year 3.**
AVANZA is recognized as a consistent space where students can gather to connect with each other, meet other like-minded students, and look towards for quality student programming. Some of the activities offered in the past include, but not limited to: welcome back events to start each semester, monthly workshops aimed at increasing student success, retention and persistence, movie nights, game days, and other extra-curricular activities focused on engagement. AVANZA also supports various affinity groups, like Kapwa, Umoja, Puente and the Dreamer Resource Center with the workshop room and to promote events. Unique to the campus, AVANZA also hosts activities on the terrace (patio area). Students also use the center to study and complete projects when the workshop room is available. The center also has a Pay4Print station, laptop checkout (while visiting the center), and access to campus wifi – all used by students.

As of this review, the Peer Navigator program is proud to report that it has a complete team of student leaders. Twelve Peer Navigators (PNs) started the semester and mentored over 500 new students (divvied up amongst the team) during Summer CRUISE. In addition, each PN serve as a liaison between select affinity groups, like Kapwa, Umoja, Puente, Pride, and new for this year, work with other student services programs, like Promise and the Dreamer Resource Center. In collaboration with DSPS, EOPS and the AANAPISI grant, PN liaisons work to connect and/or refer students to each respective departments. In return, PNs support existing programs by informing the rest of the team about department related news. To ensure PNs are meeting program requirements, one-on-one meetings are conducted at the start of the semester, midway through the academic year – typically held in late November/early December – and at the conclusion of the PN assignment in late May. These three meetings held throughout the year provide the space to practice professional autonomy and provide the space for learning opportunities. The spring semester also includes an exit interview, complete with a request to update their resumes. Helping to lead the team, a Lead PN is assigned. The lead is responsible for checking in with each member of the team twice a semester, leading weekly PN team meetings, and serving as a conduit between program leadership and the team. Another added layer of mentorship the program provides involve the Returning PNs (RPNs), second and third-year PNs, who are assigned a group of three PNs. In turn, RPNs are responsible for checking in with each PN and reporting back to the LPN and leadership. This approach proves useful, as the team has met the expectations set forth at the beginning of their assignment. The team is fully aware of the expectation the campus has as they support new, incoming students. Peer Navigators also provide collaborative support to multiple departments/events on campus, like JumpStart, various CalWORKs and campus wide events such as Spirit of Mesa, and Promise activities. The latest initiative is collaborating with MOST. By providing online support, the PN presence continue to evolve on campus.

Some of the changes that have taken place since the last program review involve losing key personnel. Both programs are going to feel the effects of losing a Project Assistant, and prepare for the potential of having less staffing for the new year. Another key update to student programming revolves around CRUISE. Traditionally, CRUISE onboarded students through a three-day program. A change occurred from last year's program review, and now CRUISE is offered over two-days and offers longer hours. Registration labs are now embedded in each session to help students check off each onboarding step. A new addition to CRUISE is the Resource Fair. In an attempt to include more Student Services departments and programs and provide more support for new students, the resource fair is held at the Mesa quad to accommodate the larger turnout. The inaugural event was a success, as reflected by the amount of programs who participated (20) and students supported every week (125+). To accommodate Promise students, the Promise orientation was moved into the CRUISE schedule (versus after lunch during CRUISE) to facilitate more engagement. Changes are part of the process. Through post-survey and team planning, the campus tour, originally split into various days during CRUISE, is now only offered to one day. This allows for more student programming during the other day. Winter CRUISE will now only offer one session to accommodate new students for the spring semester.

## Summary and Reflection

**Provide any edits or updates to the prompts originally documented in the Data Reflection section for Year 3.**
(Raw data provided as official numbers from the O.I.E. are pending)  Summer CRUISE for 2024 experienced a slight downtick in terms of enrollment. Around 530 new students came through CRUISE compared to the 600 from the previous year (2023), representing an +/- 10% decrease. Students identifying as multi-ethnic increased from 9% (2022) to 11% for 2024, but still lower than 2023, which came in at 24%. Note: the lower enrollment rates may explain the decreases in student data. Latinx/Chicanx/Hispanic students saw a slight decrease to 34% from 35% in 2023. (Figures do not include those who indicated multiple ethnicities, otherwise this figure would increase to 44%). Students identifying as White also dropped from 124 in 2023 to 108. The decrease in enrollment from the aforementioned groups is aligned with the drop in overall CRUISE enrollment. Summer CRUISE participants whom identified as Black/African-American represented 12% of the student population. The lower enrollment also signified a smaller percentage of female students: 51% of students identified as female, which is 2% less than last year (2023). Our male population reflected an uptick in enrollment as the program reported 47% compared to 44% from last year. Non-binary students remained low at .03% versus .09% last year. To continue the strength of student programming and offering opportunities for more students to attend, the team of PNs elected to offer workshops / activities during peak times in the center. This is the time where AVANZA tends to see the most foot traffic. To help lure more students in, PN events typically offer a snack or drink. Continuing with professional growth, each monthly workshop offers attendees to provide feedback for each presentation. The approach is twofold: it helps increase professional growth with the PNs and offers constructive criticism for presentations. As a part of the student check-in process, all students are required to swipe and/or enter their CSID in the log-in computer in AVANZA. This ensures capturing accurate data of students visiting the center for reporting purposes. The PN team uses SARS to record and capture their one-on-one meetings via one and two-way contacts.

**Review Outcomes Report. Review the unit's outcomes assessment process for 2023 - 2024. Discuss connections to unit goals/action plans/resource requests.**


**Provide any edits or updates to the prompts originally documented in the Practice Reflection section for Year 3.**
One of the major changes that took place from last year's program review revolved around the restructuring of CRUISE. Although shorter in days offered, sessions are now longer. Thanks to the support of the Assessment office, all applicants have their student file reviewed to make sure they have completed the necessary onboarding steps. In collaboration with Promise, all CRUISE registrants are contacted if they have not completed their FAFSA and/or encouraged to meet with a counselor to review their education plan. This helps Promise students fulfill their requirements while maintaining eligibility. As a success of the pilot and through word of mouth, CRUISE participants told their peers about the resources offered after CRUISE. More students started to show up, which led to the Promise program to hold their own separate workshops. A constant provided by the program, CRUISE continues to offer a student athlete orientation, and new for this year, STEM has agreed to partner up with the program. STEM students now have the opportunity to explore more ways to get involved through workshops and STEM center visits after CRUISE sessions. As previously mentioned, the resource fair was a huge change – and a success. The program also used True Dialogue as a new way to reach students (and did some phone banking to increase enrollment). The program is also in the process of ordering new "merch/swag" to further increase brand recognition. To help the Peer Navigators reach out to more students, Google voice was offered to those who wanted to use the features associated with it.

## YEAR 4 Updates (2025 - 2026)
**Provide any edits or updates to the prompts originally documented in the Executive Summary section for Year 4.**


**Provide any edits or updates to the prompts originally documented in the Data Reflection section for Year 4.**


**Review Outcomes Report. Review the unit's outcomes assessment process for 2024 - 2025. Discuss connections to unit goals/action plans/resource requests.**


**Provide any edits or updates to the prompts originally documented in the Practice Reflection section for Year 4.**

**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:** Use technology to improve communication and accessibility across campus. (**X**)

- **Community - Objective 2:** Develop activities, spaces, and programs that support a sense of belonging with a focus on antiracism, historically minoritized groups, and inclusion. (**X**)

- **Community - Objective 4:** Remove barriers to equitable participation by developing, incentivizing and creating structures for all employees to engage in and design professional learning (**X**)

- **Completion - Objective 3:** Design and promote programs and services that intentionally target a reduction in equity gaps in completion outcomes (**X**)

- **Completion - Objective 4:** Support students' access to resources to mitigate the impact caused by technological and basic needs insecurity (**X**)

- **Pathways and Partnerships - Objective 1:** Develop and implement frameworks to create communities that can provide more targeted delivery of educational resources and support services. (**X**)

- **Pathways and Partnerships - Objective 4:** Expand intersegmental pathways to create a seamless transition between Mesa and k-12, non-credit, Universities, and careers (**X**)

| Action Plans | Action Plan Update |
|---|---|
| **Action Plan Status:** Active<br>**Action Plan:** 1. Peer Navigators will provide and offer students with the advice and guidance necessary to excel in school<br>2. Peer Navigators will connect with mentees via various forms of communication (Zoom, text, email, etc.)<br><br>**Action Plan Cycle:** 2022 - 2023, 2023 - 2024, 2024 - 2025, 2025 - 2026 | **Submission Date**: 12/02/2024<br>**Action Plan Update**: 1) Peer Navigators offer monthly, one-on-one peer-to-peer support, leading to students excelling in school. 2) Mentorship provided via online, in-person and/or text and email.<br>**Update Year**: 2024 - 2025<br>**Action Plan Progress**: On Track |

**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:** Build a culture of communication that is evidence based, race conscious, institutionally focused, systemically aware, and equity advancing (**X**)

- **Completion - Objective 2:** Develop cross - functional teams that support student success and include integrated career and transfer counseling. (**X**)

- **Completion - Objective 3:** Design and promote programs and services that intentionally target a reduction in equity gaps in completion outcomes (**X**)

- **Pathways and Partnerships - Objective 3:** Increase community engagement, experiential learning, integrated career planning, and workforce training to prepare students for future careers (**X**)

| Action Plans | Action Plan Update |
|---|---|
| **Action Plan Status:** Active<br>**Action Plan:** 1. Utilize existing resources to expand CRUISE efforts to include connections with more Classified Professionals and faculty<br>2. Deliver presentations about expectations and provide anecdotes<br><br>**Action Plan Cycle:** 2022 - 2023, 2023 - 2024, 2024 - 2025, 2025 - 2026 | **Submission Date**: 12/02/2024<br>**Action Plan Update**: 1) CRUISE efforts have yielded a greater sense of belonging, as evident by CRUISE survey results. 2) Peer Navigators provide clear expectations of meeting with them each month.<br>**Update Year**: 2024 - 2025<br>**Action Plan Progress**: On Track |

**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:** Remove barriers to equitable participation by developing, incentivizing and creating structures for all employees to engage in and design professional learning (**X**)

- **Completion - Objective 2:** Develop cross - functional teams that support student success and include integrated career and transfer counseling. (**X**)

- **Pathways and Partnerships - Objective 1:** Develop and implement frameworks to create communities that can provide more targeted delivery of educational resources and support services. (**X**)

| Action Plans | Action Plan Update |
|---|---|
| **Action Plan Status:** Active<br>**Action Plan:** 1. Conduct presentations on what being a Peer Navigator means to expand the recruitment process<br>2. Peer Navigators will lead by example, demonstrate model behavior, utilize appropriate language in AVANZA and during campus events<br><br>**Action Plan Cycle:** 2022 - 2023, 2023 - 2024, 2024 - 2025, 2025 - 2026 | **Submission Date**: 12/02/2024<br>**Action Plan Update**: 1) Peer Navigator application to recruit new team begins in February and accompanied with multiple information sessions. 2) Peer Navigators are heavily relied upon to support on-campus activities and events (as evident by requests to help other depts/progs)<br>**Update Year**: 2024 - 2025<br>**Action Plan Progress**: On Track |

# 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 Appreal 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 seperate 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, 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 iniatitives

**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).

**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.

**Related Documents for Charts and Graphs**
Counseling_Data Reflection Tables.docx

## Summary and Reflection

**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.

**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

## Mid-Cycle Updates

**YEAR 2 Updates (2023 - 2024)**
**Provide any edits or updates to the prompts originally documented in the Executive Summary section for Year 2.**
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 our 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 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,

## Summary and Reflection

Transfer), and retention programs, departmental liaison work, and workshops.

**Provide any edits or updates to the prompts originally documented in the Data Reflection section for Year 2.**
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.

**Review Outcomes Report. Review the unit's outcomes assessment process for 2022 - 2023. Discuss connections to unit goals/action plans/resource requests.**

**Provide any edits or updates to the prompts originally documented in the Practice Reflection section for Year 2.**
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 Wok 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.

**YEAR 3 Updates (2024 - 2025)**
**Provide any edits or updates to the prompts originally documented in the Executive Summary section for Year 3.**

**Provide any edits or updates to the prompts originally documented in the Data Reflection section for Year 3.**
Counseling Department's SARS data Spring 2024 through Fall 2024 (January 1st - December 31st 2024) 22,856 (unduplicated drop-in and appointment) / Total student contact for drop-in 20,365 (delivery in-person, phone, and remote) and appointment contact numbers 4,689 (in-person and remote). We continue to see growth in student contact with Counselor especially our in-person (face-to-face) numbers. The data shows we should continue meeting with our students in the modality of face-to-face. Counseling will continue to evaluate where our students are at in an effort to provide our services in the modalities that are sought after and effective.

At the end of Spring 2025 we have 2 contract counseling faculty retiring and one moving on to administration. It will be imperative to replace the general counseling faculty that we will be losing this cycle, but this does not address the needs of student enrollment and CCAP. In addition, we will need a counseling faculty position to address the growth in student enrollment. Currently not all CCAP students are not reflected in the student contact data.

**Review Outcomes Report. Review the unit's outcomes assessment process for 2023 - 2024. Discuss connections to unit goals/action plans/resource requests.**

**Provide any edits or updates to the prompts originally documented in the Practice Reflection section for Year 3.**
Continued our efforts from year 2 and continue to stay aware of current and potential future legislative mandates.

**YEAR 4 Updates (2025 - 2026)**
**Provide any edits or updates to the prompts originally documented in the Executive Summary section for Year 4.**

**Provide any edits or updates to the prompts originally documented in the Data Reflection section for Year 4.**

**Review Outcomes Report. Review the unit's outcomes assessment process for 2024 - 2025. Discuss connections to unit goals/action plans/resource requests.**

**Provide any edits or updates to the prompts originally documented in the Practice Reflection section for Year 4.**

**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:** Develop activities, spaces, and programs that support a sense of belonging with a focus on antiracism, historically minoritized groups, and inclusion. (**X**)
- **Community - Objective 3:** Build a culture of communication that is evidence based, race conscious, institutionally focused, systemically aware, and equity advancing (**X**)
- **Completion - Objective 1:** Develop pathways that provide students with clarity about degree, certificate, and transfer requirements. (**X**)
- **Completion - Objective 2:** Develop cross - functional teams that support student success and include integrated career and transfer counseling. (**X**)
- **Completion - Objective 3:** Design and promote programs and services that intentionally target a reduction in equity gaps in completion outcomes (**X**)
- **Pathways and Partnerships - Objective 1:** Develop and implement frameworks to create communities that can provide more targeted delivery of educational resources and support services. (**X**)
- **Pathways and Partnerships - Objective 2:** Expand partnerships with K-12 institutions to enhance program offerings and increase access for minoritized students. (**X**)
- **Pathways and Partnerships - Objective 3:** Increase community engagement, experiential learning, integrated career planning, and workforce training to prepare students for future careers (**X**)
- **Scholarship - Objective 3:** Assess impact of prerequisites and corequisites on student success and revise curriculum, as needed (**X**)

| Action Plans | Action Plan Update |
|---|---|
| **Action Plan Status:** Active<br>**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<br>**Action Plan Cycle:** 2022 - 2023, 2023 - 2024, 2024 - 2025, 2025 - 2026 | **Submission Date**: 11/13/2024<br>**Action Plan Update**: Initiated DEI student comprehensive ed plan data sharing with Financial Aid, encountered data sharing privacy issues. We continue to have hotspots for Student Athletes, Veterans, Umoja, PUENTE, KAPWA. With AB 789 New FA Standards, Counseling can play stronger role in helping students develop their contracts allowing them to be more successful with their education goals (for DEI student).<br>**Update Year**: 2024 - 2025<br>**Action Plan Progress**: Barriers Encountered |

**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:** Develop pathways that provide students with clarity about degree, certificate, and transfer requirements. (**X**)

- **Completion - Objective 2:** Develop cross - functional teams that support student success and include integrated career and transfer counseling. (**X**)

- **Completion - Objective 3:** Design and promote programs and services that intentionally target a reduction in equity gaps in completion outcomes (**X**)

- **Completion - Objective 4:** Support students' access to resources to mitigate the impact caused by technological and basic needs insecurity (**X**)

- **Pathways and Partnerships - Objective 1:** Develop and implement frameworks to create communities that can provide more targeted delivery of educational resources and support services. (**X**)

- **Pathways and Partnerships - Objective 3:** Increase community engagement, experiential learning, integrated career planning, and workforce training to prepare students for future careers (**X**)

- **Pathways and Partnerships - Objective 4:** Expand intersegmental pathways to create a seamless transition between Mesa and k-12, non-credit, Universities, and careers (**X**)

- **Scholarship - Objective 3:** Assess impact of prerequisites and corequisites on student success and revise curriculum, as needed (**X**)

| Action Plans | Action Plan Update |
|---|---|
| **Action Plan Status:** Active<br>**Action Plan:** Continue to work with Faculty and Deans to support enrollment management and conduct enrollment workshops during enrollment cycles<br>**Action Plan Cycle:** 2022 - 2023, 2023 - 2024, 2024 - 2025, 2025 - 2026 | **Submission Date**: 11/13/2024<br>**Action Plan Update**: we continue with our efforts to work with instructional faculty in identifying courses that ensures timely degree completion for our students.<br>**Update Year**: 2024 - 2025<br>**Action Plan Progress**: On Track |

**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:** Develop activities, spaces, and programs that support a sense of belonging with a focus on antiracism, historically minoritized groups, and inclusion. (**X**)

- **Community - Objective 3:** Build a culture of communication that is evidence based, race conscious, institutionally focused, systemically aware, and equity advancing (**X**)

- **Community - Objective 4:** Remove barriers to equitable participation by developing, incentivizing and creating structures for all employees to engage in and design professional learning (**X**)

- **Community - Objective 5:** Increase opportunities to be an asset and resource to the external community (**X**)

- **Completion - Objective 3:** Design and promote programs and services that intentionally target a reduction in equity gaps in completion outcomes (**X**)

- **Completion - Objective 4:** Support students' access to resources to mitigate the impact caused by technological and basic needs insecurity (**X**)

- **Pathways and Partnerships - Objective 1:** Develop and implement frameworks to create communities that can provide more targeted delivery of educational resources and support services. (**X**)

- **Scholarship - Objective 1:** Expand and prioritize professional learning experiences for all employees that create parity in outcomes across racial/ethnic groups and all disproportionately impacted groups (**X**)

- **Scholarship - Objective 3:** Assess impact of prerequisites and corequisites on student success and revise curriculum, as needed (**X**)

- **Scholarship - Objective 4:** Expand the use of innovative and high-quality teaching, learning, and support practices that achieve equitable outcomes and increase student success (**X**)

- **Stewardship - Objective 6:** Develop a proactive hiring plan that includes a review of advertising, screening, and interviewing with a goal of establishing a diverse and competent workforce that is reflective of the student population and the local community (**X**)

| Action Plans | Action Plan Update |
|---|---|
| **Action Plan Status:** Active<br>**Action Plan:** Support the student engagement events coordinated by counseling faculty for the special programs.<br>**Action Plan Cycle:** 2022 - 2023, 2023 - 2024, 2024 - 2025, 2025 - 2026 | **Submission Date**: 11/13/2024<br>**Action Plan Update**: Continue in our efforts to support student community engagement provided by our faculty (i.e. events for PUENTE, Umoja, KAPWA, International Students, Veterans, Student Athletes, DEI, Promise, Allied Health)<br>**Update Year**: 2023 - 2024<br>**Action Plan Progress**: On Track |

# 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.**
SUCCESSES

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 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
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• 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

## Summary and Reflection

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 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 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:

## Summary and Reflection

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 March 7th, 2024 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 April 29th and November 7th of 2024 the Academic Facilitators and our DSPS Academic Advisor will be hosting a Priority Enrollment Party in the DSPS High Tech Center (HTC). Students who attend will receive support with selecting their spring courses and the enrollment process, if needed. We're hoping this event will encourage students to use their priority enrollment and increase student retention. Students will also be offered a light lunch during the registration event.

August 7th – 9th 2024 the Academic Facilitators hosted a DSPS Fall Readiness Program for incoming High School Students. This event assisted with the transition to college, provided extra support with the implementation of their accommodations, purchasing their textbooks, and connecting them with an Academic Facilitator to support their academic success and retention. Students at the event received lunch and some great Mesa giveaways!


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 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

**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:

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.

**Related Documents for Charts and Graphs**

**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.

**Data Reflection Complete**
Yes

**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. We have continued those efforts with hiring graduate interns and calling them our Academic Facilitators to 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 Fall Readiness Program 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 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:

Need for a Full Time Contract 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 ever-changing due to California laws, such as AB 1705, and other state 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.

**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

**YEAR 2 Updates (2023 - 2024)**
**Provide any edits or updates to the prompts originally documented in the Executive Summary section for Year 2.**

**Provide any edits or updates to the prompts originally documented in the Data Reflection section for Year 2.**

**Review Outcomes Report. Review the unit's outcomes assessment process for 2022 - 2023. Discuss connections to unit goals/action plans/resource requests.**

**Provide any edits or updates to the prompts originally documented in the Practice Reflection section for Year 2.**

**YEAR 3 Updates (2024 - 2025)**
**Provide any edits or updates to the prompts originally documented in the Executive Summary section for Year 3.**

SUCCESSES

Management Information Systems (MIS) Reporting Student and Department Accountability/Functioning: In the Fall of 2024, our District and campus DSPS offices began implementing the MIS data tracking capabilities of Clockwork, our DSPS Database. In previous years, our Administrative Technician has been manually inputting each student's MIS data on a semester-by-semester basis. This process was extremely tedious and a very detailed orientated process as it is directly linked to our DSPS funding allocation. With the implementation of this new Clockwork feature, we are anticipating on saving our staff member approximately 20 hours of data entry each semester.

Mesa Test Proctoring Update: The Mesa Test Proctoring has continued to evolve with the new addition of non-DSPS students for equity moments. Since its grand opening, Mesa Test Proctoring has consistently served non-DSPS students in the spirit of Equity. That is, each semester numerous students who may have had a lower grade or even failed a course if they had not had another opportunity to take their exam with our Mesa Test Proctor. Life, or unpredictable circumstances happen to students and here at Mesa, we are here to support them. We hope to develop a better way to track these students as our current system, Clockwork, does not make this process easy on DSPS staff members- Since these students are not enrolled in the DSPS program.

Increased access and Implementation of Educational Assistive Technology: Our Mesa DSPS 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 2024, our department attended an Accessibility Workshop which focused on the technology available to support students with vision disabilities, Implementing vision assistive technology with educational software such as Canvas. Our DSPS department has also implemented the use of assistive technology to support students inside the classroom. Once a student is approved for accommodation, 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. Glean has quickly become a student favorite amongst our Mesa community! The software has recently included an upgrade of AI generated quizzes from their audio recorded lectures. This new feature assists students with studying and picking up on key points of their course lectures if they are having difficulties with getting started on their studies.

Direct Student Support: DSPS has been able to provide school supplies and other college access related supports

to students with Student Success and Equity funding the past year. Examples of these supports include Amazon gift cards to purchase accommodation related supplies such as padded chair back supports for students with verified disabilities of back pain/injuries. We have also partnered with the Campus Store, previously known as the bookstore, to purchase textbooks for students who were not able to afford their course required materials.

High Tech Center Technology Training: Our Mesa DSPS High Tech Center (HTC) Staff have been providing one-on-one technology training appointments to students who are authorized for Assistive Technology for their education. This type of technology assists students with minimizing any missed information by audio recording lectures or can assist a student with processing their printed text in course reading materials. Students are scheduled to meet with a High-Tech Center Staff member once they are authorized to use assistive technology as an accommodation. Scheduling a 1:1 ensures the student has a safe space learn at their own pace, ask specific-disability related questions and it also allows the High-Tech Center staff member the time to personalize the software to the student's specific needs and/or preferences.

Students can also choose to schedule a follow-up meeting with a HTC staff member to learn how to navigate Canvas, access their student email account and other available student resources which are available free to students through their student dashboard?. If desired, we offer more in-depth training to maximize a student's use of their authorized assistive technology during a general check-in, as well. During the last academic year, our staff completed 233 student appointments.

Academic Facilitators/Graduate Interns (Project Assistants): The DSPS Department has continued to implement the incredible student resource of DSPS Academic Facilitators who are Graduate Students 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 a DSPS 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. In the 2023- 2024 Academic year, 32 DSPS students are receiving 1:1 support with an Academic Facilitator throughout the semester. This is a direct example of our department's effort in supporting DSPS student retention.

On March 7th, 2024 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 April 29th and November 7th of 2024 the Academic Facilitators and our DSPS Academic Advisor will be hosting a Priority Enrollment Party in the DSPS High Tech Center (HTC). Students who attend will receive support with selecting their spring courses and the enrollment process, if needed. We're hoping this event will encourage students to use their priority enrollment and increase student retention. Students will also be offered a light lunch during the registration event.

August 7th – 9th 2024 the Academic Facilitators hosted a DSPS Fall Readiness Program for incoming High School Students. This event assisted with the transition to college, provided extra support with the implementation of their accommodations, purchasing their textbooks, and connecting them with an Academic Facilitator to support their academic success and retention. Students at the event received lunch and some great Mesa giveaways!

Our Partnership with Mental Health Services; A Department within Student Health Services: DSPS is proud to report on our great working relationship with Mental Health Coordinator, Derrick White, LMFT and his team of licensed therapists in Mental Health Services. Derrick has been working with our DSPS Coordinator to ensure Mesa students with mental health disabilities are aware of their eligibility for DSPS services. To support these students, even if on a temporary basis, Derrick and his team can provide our office with verification of disability. Once our office has verification of a student's disability, they are eligible for DSPS services and can meet with a counselor to discuss academic accommodations to support their learning.

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 spirit of equity. 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

## Summary and Reflection

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

In addition, one of our counselors provides hot spot counseling services to their area of specialization: The Veteran's Center. 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: In the fall of 2022, our department began the implementation of the Disability Club and Honor Society; The faculty Advisor 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

The Disability Club and Honor's Society has a membership roster totaling 45 students. During the last academic year, they have held 2 events focusing on their goals of community connection and advocacy of students with disabilities. In the summer of 2023, the Club Coordinated an event on meditation and healing which encouraged students to create vision boards and create and set their goals for the upcoming academic year. The Club also hosted an event in the fall of 2024 with guest speaker and Paralympian Lex Gillette.

Transfer support for students: The DSPS Department has continued its partnership with the disability service offices with San Diego State University. In the spring semester the SDSU Student Disability Services (SDS) Office came to our campus to connect with Mesa DSPS Counselors and staff. Students who have been accepted to their university were also given the opportunity to ask questions about transferring their current Mesa authorized accommodations to SDSU. In addition, our department has also coordinated with Mesa's Transfer Center to conduct workshops to assist Mesa DSPS students with completing their transfer application.

Social Media: The DSPS Department 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 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 and authentic environment for the students at Mesa College. 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 efforts to increase enrollment to incoming high school students. This outreach is essential as the district is now offering an earlier enrollment date for the semesters, when compared to previous academic years. In the Spring of 2024, our department completed 10 outreach events with local San Diego High Schools. One of those events was virtual. Of those events, our Counselors supported approximately 240 high school students, and 30 parents with transitioning to San Diego Mesa College. Since students with disabilities often require enrollment priority due to their disability related need(s), our faculty completed abbreviated educational plans and DSPS Welcome Appointments while on site at the High School campuses to qualify students for their accommodation of priority registration. After this abbreviated meeting, the incoming student was prepared to register for their first semester at Mesa using their authorized accommodation of priority enrollment (registration).

The DSPS department utilizes a Digital Transition Guide for High School Students (accessible version) which is a checklist to support both the incoming student and their support team with transitioning to Mesa College. DSPS Coordinator and Department Chair, Erika Higginbotham, frequently communicates with our campus' CCAP Coordinator to ensure any high school student with a disability (Students with an IEP, 504 Plan, etc.) is aware of the process of obtaining accommodation(s) for their course here at Mesa.

This strong partnership is with our CCAP Coordinator and Our DSPS Coordinator, Erika Higginbotham, was recently highlighted at the statewide academic senate, with a specific focus on supporting and accommodating students with Disabilities. The CCAP dual enrollment presentation to the state-wide academic senate can be viewed on the ASCCC Events page on the ASCCC website. You can visit the direct page here to access the presentation materials

as well.

**Provide any edits or updates to the prompts originally documented in the Data Reflection section for Year 3.**
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 this year 2023- 2024:

Total Appointments: 5,464

In-person: 2,312 Appointments  -  42%
Zoom: 1,789 Appointments-  33%
Phone: 1,291 Appointments- 24%
General Meeting/Unknown Modality: 65 Appointments - .01%

**Review Outcomes Report. Review the unit's outcomes assessment process for 2023 - 2024. Discuss connections to unit goals/action plans/resource requests.**
No Changes, on track.

**Provide any edits or updates to the prompts originally documented in the Practice Reflection section for Year 3.**
Challenges:

Need for a Full Time Contract 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 ever-changing due to California laws, such as AB 1705, and other state 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.

Financial Aid Application Delay in Disbursement: 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 the changes in the 2024-2025 FAFSA Simplification Act. Typically, students are aware of their financial aid award prior to the start of the semester so they can pay their enrollment fees and purchase their requirement textbooks and related course materials. However, this year, their determination was pushed back to August and disbursements were awarded even later. Some students were receiving monies in late October. This made it very challenging for students to obtain the materials they needed to participate in their courses. Specifically, DSPS Counselors saw many students who were struggling to obtain their textbooks. As mentioned in our successes, our department was able to use secure equity and retention funds to support students with purchasing their course required materials through Mesa's Campus Store (Book Store).
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 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.

Vision Aligned Reporting (VAR) and Workflow Adjustments: The DSPS Office has been undergoing the planning on how to capture the data that will be soon required of the Chancellor's Office Vision Aligned Reporting (VAR). The upcoming reporting is expected to capture a lot of details about the student population we serve, but it will also change how we do our work in the Mesa DSPS office. DSPS Counselors will need to take additional time to define each meeting they have with the students on their case load (primary purpose). To capture this information, the DSPS District team has planned to implement additional drop downs and check boxes in our shared database called Clockwork. In addition, the team will need to designate training schedules so Counselors can learn about these changes, check for errors in MIS reporting, and extract the specific data we've been asked to track on our disproportionately impacting groups.

Adaptive Furniture Requests and the Placement of Adaptive Furniture in Classrooms: The DSPS office has experienced challenges with the placement of adaptive furniture in classrooms for students with disabilities. The adaptive furniture most commonly requested by our department is an adjustable table or a standard office chair (with or without arms). Students are authorized by the DSPS Counselor to have adaptive furniture placed in their classroom when the standard classroom furniture is not accessible to student's disability related needs. Older buildings are often stocked with "all-in-one desks" where the seat is attached to a table or lab settings may have seats that are stools and high tables. When a student is in a wheelchair, has severe pain from an injury, or needs additional tabletop space for their screen reading software due to their vision disability, the DSPS office wants to ensure the student is quickly accommodated so they can actively participate in their course and not fall behind due to lack of access and inclusion.

In the last academic year, the DSPS office experienced difficulties ensuring their request for disability related furniture placements have been successfully completed. If they are completed, the time frame can be up to a full instructional week, which can be detrimental to the inclusion and academic success of the student.

It's important to note the authorization of adaptive furniture as a DSPS accommodation is a time sensitive access issue which must be available to the student in a timely manner. Not only is this an important issue in the spirit of equity and inclusion, it's also a responsibility District and campus must comply with legally under the Americans with Disabilities Act; Title II, Section 504 of the Rehabilitation Act of 1973, and Title V of the California Education Code.

Mesa Test Proctoring Challenges:

a.	Proctoring Procedures Not Being Followed (Students and Faculty): Inconsistent messaging from faculty and students and not following directions/follow through, not following timeline, professor not responding to student request/completing online form.

b.	Proctoring for Non-DSPS Students: It has become difficult to keep track of each student who is non-DSPS and taking an exam with the Mesa Test Proctor. This includes the tracking of their testing needs (the exam, class, Professor, etc.). It's also challenging to connect with the students to schedule their exams. Since their contact information and course information is not in our DSPS database.

c.	Lack of Space: The Mesa Test Proctoring Center has outgrown its current space. Currently the proctoring center has three private rooms, which is not enough to manage the current student needs. Proctors report the private rooms are often fully booked, and they use 1-2 Counselor's offices as overflow space daily.

**YEAR 4 Updates (2025 - 2026)**
**Provide any edits or updates to the prompts originally documented in the Executive Summary section for Year 4.**

## Summary and Reflection

**Provide any edits or updates to the prompts originally documented in the Data Reflection section for Year 4.**

**Review Outcomes Report. Review the unit's outcomes assessment process for 2024 - 2025. Discuss connections to unit goals/action plans/resource requests.**

**Provide any edits or updates to the prompts originally documented in the Practice Reflection section for Year 4.**

**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:** Develop cross - functional teams that support student success and include integrated career and transfer counseling. (**X**)
- **Completion - Objective 3:** Design and promote programs and services that intentionally target a reduction in equity gaps in completion outcomes (**X**)

| Action Plans | Action Plan Update |
|---|---|
| **Action Plan Status:** Active | **Submission Date**: 01/28/2025<br>**Action Plan Update**: The DSPS office has been using Clockwork to streamline the accommodation process for students, faculty and staff. Since its implementation, we have been guiding and teaching students one by one on how to use this software. We have it posted on our website and discuss it during meetings and conversations with students. The goal is to make the requesting of accommodations easier for students who do not need changes to their course access and to also make it easier to track who is using accommodations each semester.<br>**Update Year**: 2024 - 2025<br>**Action Plan Progress**: On Track |
| | **Submission Date**: 01/26/2024<br>**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.<br>**Update Year**: 2023 - 2024<br>**Action Plan Progress**: On Track |

| Action Plans | Action Plan Update |
|---|---|
| **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.<br>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.<br>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.<br><br>**Action Plan Cycle:** 2022 - 2023, 2023 - 2024, 2024 - 2025, 2025 - 2026 | |

**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:** Develop cross - functional teams that support student success and include integrated career and transfer counseling. (**X**)
- **Completion - Objective 3:** Design and promote programs and services that intentionally target a reduction in equity gaps in completion outcomes (**X**)

| Action Plans | Action Plan Update |
|---|---|
| **Action Plan Status:** Active<br>**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.<br>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).<br><br>**Action Plan Cycle:** 2022 - 2023, 2023 - 2024, 2024 - 2025, 2025 - 2026 | **Submission Date**: 01/28/2025<br>**Action Plan Update**: The DSPS office has been using Clockwork to streamline the accommodation process for students, faculty and staff. The goal is to make the requesting of accommodations easier for students who do not need changes to their course access and to also make it easier to track who is using accommodations each semester. Within the software, students can make notes to their counselor regarding accommodations. Students also email their counselors directly to request accommodations, too. This flexibility allows us to meet the needs of students outside of our pre-COVID requirements of in-person, only appointments to receive accommodations. If appointments are necessary, we are available via phone and zoom. The majority of students are preferring remote meetings.<br>**Update Year**: 2024 - 2025<br>**Action Plan Progress**: On Track<br><br>**Submission Date**: 01/26/2024<br>**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.<br>**Update Year**: 2023 - 2024<br>**Action Plan Progress**: On Track |

**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:** Design and promote programs and services that intentionally target a reduction in equity gaps in completion outcomes (**X**)
- **Completion - Objective 4:** Support students' access to resources to mitigate the impact caused by technological and basic needs insecurity (**X**)

| Action Plans | Action Plan Update |
|---|---|
| **Action Plan Status:** Active<br>**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.<br>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.<br><br>**Action Plan Cycle:** 2022 - 2023, 2023 - 2024, 2024 - 2025, 2025 - 2026 | **Submission Date**: 01/28/2025<br>**Action Plan Update**: The DSPS High Tech Center Staff has been serving students with alternate text media orientations and assistive technology orientations to support the integration of high tech software in the educational setting. All campuses have merged to a District form which students use to request their books or any printed text into their preferred alternative format. Follow up orientations and ongoing training is available to students who request it.<br>**Update Year**: 2024 - 2025<br>**Action Plan Progress**: On Track<br><br>**Submission Date**: 01/16/2024<br>**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.<br><br>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.<br>**Update Year**: 2023 - 2024<br>**Action Plan Progress**: On Track |

**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:** Develop cross - functional teams that support student success and include integrated career and transfer counseling. (**X**)

- **Completion - Objective 3:** Design and promote programs and services that intentionally target a reduction in equity gaps in completion outcomes (**X**)

| Action Plans | Action Plan Update |
|---|---|
| **Action Plan Status:** Active<br>**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.<br>**Action Plan Cycle:** 2023 - 2024 | **Submission Date**: 01/28/2025<br>**Action Plan Update**: DSPS is now supporting the departments and Admissions office by administering the proctoring of Challenge exams in the Mesa Test Proctoring Center. The Proctors are also continuing to serve non-DSPS students, but are having a difficult time tracking this information as our current Clockwork Database is only for students within the DSPS program. Our next step is to focus on how to track this effort and to focus on space for managing the large amount of students in need of test proctoring, especially private rooms. This becomes a serious concerns around peak times such as midterms and during finals week.<br>**Update Year**: 2024 - 2025<br>**Action Plan Progress**: On Track |
| | **Submission Date**: 11/14/2023<br>**Action Plan Update**: The DSPS Department has received funding from the Student Success and Equity to hired 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.<br>**Update Year**: 2023 - 2024<br>**Action Plan Progress**: On Track |

# 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-Coordinators (.5 each) - added KristyCarson 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
CAP Resume & Cover Letter Handbook - Fall 2022
CAP Internship Handbook - Spring 2023
CAP 2021 Spring Workshop Series

**Summary and Reflection**
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:

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:

## Summary and Reflection

-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 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

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

## Summary and Reflection

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

**Related Documents for Charts and Graphs**

**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
    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

**Summary and Reflection**

       Spring 2022 Catalyst Conference
       Black Student Success Week

**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**


**Practice Reflection Complete**
Yes

## Mid-Cycle Updates

**<u>YEAR 2 Updates (2023 - 2024)</u>**
**Provide any edits or updates to the prompts originally documented in the Executive Summary section for Year 2.**
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.

## Summary and Reflection

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-Coordinators 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-Coordinators 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.

**Provide any edits or updates to the prompts originally documented in the Data Reflection section for Year 2.**
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.

**Review Outcomes Report. Review the unit's outcomes assessment process for 2022 - 2023. Discuss connections to unit goals/action plans/resource requests.**
During the 2022-2023 cycle, we were unable to meet and specifically address (due to time restraints and other work commitments) if all 5 of our 2022-2023 outcomes met our unit goals and action plans.  Moving forward, we will do a better job of assessing our revised future outcomes to see if they are meeting our unit goals and action plans.

**Provide any edits or updates to the prompts originally documented in the Practice Reflection section for Year 2.**
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 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-Coordinators 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.

**Summary and Reflection**

<u>**YEAR 3 Updates (2024 - 2025)**</u>
**Provide any edits or updates to the prompts originally documented in the Executive Summary section for Year 3.**
Regional Strong Workforce Program (SWP) Career Navigation RFA:

-Raquel served as Career Center faculty co-lead for the 2023-2024 Regional Strong Workforce Career Navigation Project which was aimed at creating a Mesa College Career Services Strategic plan to address the identified needs and enhance career services offerings enhance career services offerings.
-Between December 2023 – December 2024, Raquel accomplished the following:
- Regularly attended Strategic Plan campus and regional project planning meetings with project co-leads (TCE Supervisor and CTE Associate Dean)
-Co-facilitated working meetings & discussions with Mesa Career Center and Work-Based Learning departments to complete the NACE Professional Standards for College and University Career Services Assessment
-Provided email updates, and correspondence between Mesa Career Center and Work-Based Learning departments about Strategic Plan development, progress and to receive feedback, edits and revisions
-Provided monthly updates on Strategic Plan progress to Mesa College Student Development Dean and Counseling Department Chair
-Collaborated with Career Navigation RFA team and Institutional Research to develop and finalize a Mesa Career Services Student Survey and Employee/Campus Survey which each were disseminated over the course of Spring 2024.
-Co-presented Career Services Strategic Plan concept at Mesa Deans' Council, Mesa Administrators and Chair of Chairs, along with three separate pre and post briefing meetings with Mesa's Leadership (President, VPs and Deans)
-Ongoing project planning meetings with co-leads to work on the final Mesa College Strategic Plan development, content writing and design.
-Co-presented finalized Mesa Strategic Plan overview to the Regional Career Navigation Community of Practice, the General Counseling Dept Co-Chairs and Student Development, and the General Counseling Department along with Co-Coordinator (Kristy Carson).
-Collaborated with TCE Supervisor on the writing and application of funds for the Career Navigation RFA Phase II (2025-2027) of Implementation


Regional Strong Workforce Program (SWP) Counselor Institute RFA:

-Kristy Carson was the Mesa College Counseling Project Lead for the Strong Workforce (SWF) Counselor Institute for 2023-2024 and attended the regional planning committee meetings.
-The Mesa Counseling Institute is comprised of 19 Counseling faculty members (18 were from General Counseling and 1 from DSPS).  In addition, Kristy worked closely with the CTE Research Lead, Edson Cuellar Deciga.
-The learning outcomes: 1) foster understanding and awareness of CTE/CE, 2) learn how to use labor market information and career exploration in advising, 3) use evidence-based decision making to examine services provided to students, 4) support counseling faculty in collaborating with CTE/CE instructional faculty and institutional research, and 5) inspire counseling from a culturally inclusive perspective.
-Kristy led the team in 8 events/meetings.
-Two of those events were the Kickoff Event (October 2023) and Wrap-Up Event (May 2024).
-She led 6 on-campus meetings from November 2023 to April 2024 on the following topics: examining student data, exploring student interests and career aspirations, managing day-to-day workflows, developing cross-campus relationships, and helping the institute develop their final projects.
-Each institute participant received a $2,000 stipend once they completed the institute and turned in their final project assignment in May 2024.
-Overall, the institute provided a safe space to reconnect, learn and reflect on our counseling profession.
-In turn, each counselor created an individualized action plan to implement in the year 2024-2025.


Handshake Appointments:

-This past year, all Career Counseling and CAP Appointments are scheduled through the job and internship board, Handshake.  Students can only schedule out two weeks in advance.  See information on how to do this here.

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-Students can see a counselor in-person or through the virtual conference feature through Handshake (similar to Zoom). All appointments scheduled through Handshake are also duplicated on SARS for access, data and transparency.  Sadie   Wager and the Career Services staff are in charge of this duplication.
-Students can see a Caree Peer in-person or through the virtual conference feature via Handshake or if needed, via email.
-If students do not want to schedule through Handshake or activate their account, the Career staff will schedule the appointment for the student.


Counseling Refreshers:

-Kristy and Raquel developed and offered the Counseling Department a professional development series to Full-Time and Adjunct Counselors called Career Counseling Refreshers throughout Spring 2024.
-Each refresher covered a different topic which included the following:
-Handshake (Counseling Dept Staff were invited to join this session),
-Career Assessments
-Major & Career Exploration Resources
-Career Counseling Best Practices
-Employer Acquisition Resources
-These refreshers were very well received and appreciated by both full-time and Adjunct Counseling Faculty.
 *Here is some of the Counselors Feedback:
"Thank you both so much for your presentation and for walking us through Handshake – I'm finding these refresher trainings to be helpful and really appreciate the time and effort put into getting us up to speed in an intentional and thoughtful way."
"Thank you for all the valuable training yesterday. I had an immediate need for it this morning and walked my student through Handshake. I showed them how to make the appointment for help with job search…I would not have been as prepared if it wasn't for the two of you."


Career Center Collaboration with Work-Based Learning (WBL):

-The Career Center and Work Based Learning teams united at a retreat in 2022 to create a shared vision for "Career Services" at Mesa College.
-Shared Mission/Vision: "Help students create a unique career & life vision by understanding their WHY. Support students in being intentional with their experiences inside & outside the classroom through exploration of interests, development of skills, and preparation for the workforce."
-Here is an overview of the ways that we have collaborated to create an impact on students at Mesa College over the last two years:
-Cross-Departmental Student Referrals for Career Counseling and Internship Coaching / Mesa Impactship Program
-Welcome Week Tabling
-Districtwide Career Fairs
-Career Ambassador Program Training
-Employer Information Sessions & Panels
-Classroom Presentations/Workshops
-Providing students with Employment Preparation support through:
-Handshake (Districtwide Job & Internship Board)
-Employer Relations Liaison


Career Peer Ambassador (CAP) Program:

-The appointments offered to Mesa students through the Career Peer Ambassador Program have experienced an increase in booking volume over the past year. After each appointment is concluded, students are invited to share feedback on their experiences, some of which are included below:
"My experience was very insightful, resourceful and exactly what I needed. I was given concise and the right amount of information to achieve successful resume building skills. I was happy about how Ashley walked me through and gave great feedback. I am content about how my resume came out and felt that this

## Summary and Reflection

experience/meeting was successful."
"Dorothy made me felt welcomed and I will be recommending anyone I know to her"
"Brooke is super encouraging and kind!! She gave me great advice!!"
"Ashley is an absolute joy to work with! She is very passionate about her work in helping others succeed in their career goals and life beyond. She is a keeper!!"
-Starting this summer/fall 2024, we welcomed two new Career Peers to the team; Ulpiana Naputi and Kendell Saragosa-Ayersman.  We currently have 5 peers.
-CAP Trainings : Every year, Raquel and Kristy take turns creating and facilitating the following workshops for all and/or new peers: Resume, Cover Letter and LinkedIn Trainings.  A total of 3 per semester.


Training and Support of SDICCA Interns and New Counselors:
-Raquel and Kristy continue to provide ongoing Career Services Overview training for new SDICCA Interns, Adjuncts and Full-Time Counselors
-This past year, Raquel and Kristy provided MBTI assessment interpretations for the Counseling Interns (Roberto, Lindsey and Alondra) to help familiarize them with the concepts of personality type and career decision-making.
-This year, Raquel and Kristy also provided additional career counseling professional development support to Roberto, since he was interested in building more Career Counseling knowledge and expertise. The opportunities we reached out to him about included helping out at the Spring 2025 Career Fest - Resume Tent to review student resumes as well as helping to support in variety of event support roles at the Spring 2025 Districtwide Career Fair.


Spring 2025 Districtwide Career Fair:

-This career fair took place on March 21, 2024. Although Mesa College Career Center led the main organization and planning of the event, it was an awesome collaboration that was executed through the efforts of all SDCCD campuses. It brought in 700+ Students, and 100 Employers.
-View SDCCD Career Fair Informational video here: https://www.youtube.com/watch?v=magRYmEnn6k
-View Spring 2024 Career Fair Recap Video: https://youtu.be/Vrl-vrAKIDM?si=QOba5Vyi6W1GveFe
-The Career Fair event was preceded by Spring 2024 Career Fest; a week of in-person and virtual workshops and activities aimed to support students in preparing themselves for the Career Fair.


Career Tools Updates:

As of November 2024, Kristy and Raquel plan to not renew with the Career Ready Guide for the following reasons:
-Our current Mesa and state budgets are tight and for 400 user accounts, it cost us $4400 this past year.  To renew it for 2025, the price would be about the same amount.
-The resource has great student reviews but currently we only have 221 accounts being used out of the 400 we purchased.  The remaining accounts expire at the end of 2024.
-The data for the students who used the guide is great but the remaining accounts that are not being utilized are what worries us.
-The resource and its chapters take time and many students do not utilize this resource unless faculty make it mandatory and/or assign it as an extra credit assignment.
-Students are looking for quick and easy ways to learn about transferable skills and we are not sure the guide is the best platform anymore.
-When we have time this spring or summer 2025, we would like to research other possible cost-effective career tools.
*We made sure to make our Acting Dean, Acting Counseling Chairs, the TCE Supervisor and Career Classified Professional aware of this and requested any feedback before we finalized our decision in early November.
*As of November 14th, Career Spots was kind enough to let us use any unused accounts from 2024 till June 2025.
*Kristy and Raquel plan to intentionally market these unused accounts to certain student populations and will finalize this plan by January.


Workshop Collaborations:

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Veterans
UMOJA
KAPWA
Cal Works
Star TRIO
Honors
Fast Scholars/Next Up
Borderless Scholars
PRIDE Center
International Center
Winter Cruise
EOPS Summer Bridge Program
Personal Growth
Exercise Science
Business Administration
Business Studies
Psychology
SDCCD Black Student Success Workgroup
Outreach
Peer Navigators

**Provide any edits or updates to the prompts originally documented in the Data Reflection section for Year 3.**
FALL 2023 Event Details:

Event Tabling | Total = 12
Veterans Career Panel w/ Veteran Services @ Veterans Success Center

Career Presentation |Participants Total = 191

Career Services Overview w/ Personal Growth (Prof. Anthony Reuss)
MBTI Workshop @ Pride Center (w/ Raquel)
Finding Your Career Fit w/CalWorks
Leadership Meeting (w/ Dean Ailene)
International Student Employment Workshop
BUSE 120 (Prof. Howard Eskew)
BUSE 101 (Prof. Howard Eskew)
HEIT 100 (Prof. Holly Jagielinski - In-Person)
HEIT 100 (Prof. Holly Jagielinski - Zoom)
Black Mental Health Meeting (Robyn Bolden)

Panel | Participants Total = 191
SDIC Counselors Conference – Career Peer Ambassador Panel

*Fall 2023 TOTAL STUDENTS REACHED = 251


SPRING 2024 Event Details:

Event Tabling | Participants Total = 40
UnDocu Welcome Day
Pride Center Event
Promise Program

Career Presentation| Participants Total = 388
Finding Your Career Fit w/ Winter Cruise
3 PERG Classes (Prof. Anthony Reuss)

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Career Services Overview for PSYC 201 (Jay Van Kirk)
4 CAP Hiring Info-session
ART 161A/161B (Prof. Alessandra Moctezuma)
International Student Employment Workshop
International Student Program Mixer
Career Fest Workshop - Handshake: Our Online Job Board
Career Fest Workshop - Elevator Pitch
Career Fest Workshop - Mock Interview
Outreach Department
BUSE 120 (Prof. Howard Eskew)
BUSE 101 (Prof. Howard Eskew)
Peer Navigator Exit Interview (Agustin)
Business Department (Prof. Howard Eskew)
EXSC 224A (Prof. Shannon Mazzarelle)
Physical Education in the Elementary (Travis Nichols)
Health 101 (Travis Nichols)
Handshake 101 w/ CalWORKS
Finding Your Career Fit w/ Star TRIO
Personality Types & Careers w/ Star TRIO

Panel | Participants Total = 12

International Student Orientation
Resume Tents | Participants Total = 7
3 during Career Fest

*Spring 2024 TOTAL STUDENTS REACHED = 447


SUMMER  2024 EVENT DETAILS:
Career Presentations/Workshops | Participants = 94

Finding Your Career Fit w/ Prof. Palacios
MBTI Workshop w/ Outreach
TCE Overview for Outreach Ambassadors
Navigating Handshake for Outreach Ambassadors
Career Services Overview + WBL with General Counseling

MIP Kickoff Event | Participants = 50
Peer-to-Peer Support for MIP Kickoff with WBL

*Summer 2024 TOTAL STUDENTS REACHED = 144


FALL 2024 EVENT DETAILS:
Career Presentation
Employment Workshop for International Students
Professor Reuss PERG 120 (Two separate days)
Professor Lira PERG 120
Black Professionals Conference @ City College
Event Tabling
Black Professionals Informational Fair @ City College

*Fall 2024 TOTAL STUDENTS REACHED = 248

Spring 2024 Districtwide Career Fair:
Total # of Spring 2024 Districtwide Career Fair attendees - About 600-700 students

**Summary and Reflection**

Total # of Spring 2024 District wide Career Fair employers - about 100 employers

Fall 2024 Open House:
Total # or of TCE 2024 Open House attendees - 60 people/students

Career Counseling Appointments from December 2023 to November 6, 2024:
Total Career Counseling Appts Booked and Completed on SARS = 502
Total Career Counseling Appts Scheduled and Completed on Handshake = 333
Total CAP Appointments Booked on Handshake = 442
Total Career Appts (Counselors + CAP) = 944

Career Strategic Plan - Campus/Student Survey Data:
The Career Services Student Survey had a total of 833 responses.
"Thank you for helping people find their passion and reach their potential!" "Career services staff are great and they are there to help students further their educational goals."
"I am extremely satisfied with the career services tools that were offered to me." "I have only had positive experiences when coming to Career Services...those who worked there were incredibly helpful."
The Career Services Campus Survey had a total of 89 responses.
"There are many proven and effective programs at 4-year colleges where career planning is built into the academic expectations (similar to setting out an education plan with an academic adviser) without negatively impacting students' academic performance. "
"There are a lot of hurdles to jump through to do this work. It's also confusing to know who to go to, Career Center or WBL, who does what, and when they are available."
"It is in the best interest of the college to adopt a career/student focused approach to everything that we do in order to maximize the great work being done by our Career Center and WBL team. If we are to be a bridge to the community, then we need to be fortify the bridge for students from college to career."

**Review Outcomes Report. Review the unit's outcomes assessment process for 2023 - 2024. Discuss connections to unit goals/action plans/resource requests.**
1) Increase the Number of Career Services Utilized.: Active
Unit Goal: To increase the total number of career services utilized by Mesa students following their first full academic year.
This goal was not met.  We stayed about the same with a total of 1,632 contacts from 2023 and a total of 1,602 contacts for 2024.
2024:
Total number of students that received career services (Counselor & CAP Appointments and Career Presentations/Workshops/Tabling Events) from 2023 = 1182
Total number of students that received career services through the Career Center from 2024 = 1,602 (This comprised: 994 counselor and CAP appts, 161 Counselor led workshops and 447 CAP led workshops).

2) Collaborate with Other Mesa College Student Services: Active
Unit Goal: Career Services collaborate with at least 5 Mesa College Student Services programs/services or instructional departments by Spring 2024.
Yes, we met this – Over 2023-2024 academic year we have collaborated with the following Student Services programs and services: Veterans Services/Success Center, CalWORKs, Fast Scholars, KAPWA, SDCCD Black Student Sucess Workgroup (Black Professionals Day), Borderless Scholars/Rising Scholars, Mesa Impactship Program/Work-Based Learning, and the EOPS Summer Bridge program.

3) Career Peer Ambassador Program: Active
Unit Goal: To increase Career Peer Ambassador Program communication/networking through personal growth classes, utilizing Handshake, classroom presentations, and face to face general outreach.
Yes, we met this – from Fall 2023 to Fall 2024, the quantity of CAP-facilitated events and outreach increased from 12 to 20, reaching 251 and 447 students, respectively. Due to the outreach increase, student appointments also saw a positive outlook, increasing from an average of 17 appointments per CAP team member in Fall 2023 to an average of 43 appointments per CAP team member in Fall 2024. Handshake account activation increased from 2,163 to 3,639 since October 2023 (as of November 2024).

**Provide any edits or updates to the prompts originally documented in the Practice Reflection section for Year 3.**
Career Services continues to be intentional and proactive in our equity efforts to expand our services to other disproportionately impacted student populations including but not limited to:

Veterans, UMOJA, KAPWA, Cal Works, Star TRIO, Honors, Fast Scholars/Next Up, Borderless Scholars, PRIDE Center, International Center, Winter Cruise, EOPS Summer Bridge Program, Personal Growth, Exercise Science, Bus Admin, Business Studies, Psychology, SDCCD Black Student Success Workgroup, Outreach, Peer Navigators. Continued collaborations with these student populations are illustrated through career-related workshops/presentations and tabling at various events.

To improve our equity efforts, the Career Center team still needs:

More staffing support and the counselors need more coordination time.
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.
It is also important to note that this work and needs have spilled into the creation of the Career Services Strategic Plan. This plan addresses equity concerns and 8 recommended goals to improve and reimagine career services.

**YEAR 4 Updates (2025 - 2026)**
**Provide any edits or updates to the prompts originally documented in the Executive Summary section for Year 4.**

**Provide any edits or updates to the prompts originally documented in the Data Reflection section for Year 4.**

**Review Outcomes Report. Review the unit's outcomes assessment process for 2024 - 2025. Discuss connections to unit goals/action plans/resource requests.**

**Provide any edits or updates to the prompts originally documented in the Practice Reflection section for Year 4.**

**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:** Develop pathways that provide students with clarity about degree, certificate, and transfer requirements. (**X**)
- **Pathways and Partnerships - Objective 3:** Increase community engagement, experiential learning, integrated career planning, and workforce training to prepare students for future careers (**X**)
- **Pathways and Partnerships - Objective 4:** Expand intersegmental pathways to create a seamless transition between Mesa and k-12, non-credit, Universities, and careers (**X**)

| Action Plans | Action Plan Update |
|---|---|
| **Action Plan Status:** Active<br>**Action Plan:** Handshake as marketing tool<br>Reaching out to specific student groups<br>Market to PERG faculty<br>Collaborate with Institutional Research for data<br><br>**Action Plan Cycle:** 2022 - 2023, 2023 - 2024, 2024 - 2025, 2025 - 2026 | **Submission Date**: 11/25/2024<br>**Action Plan Update**: No, this goal was not met.<br>We stayed about the same with a total of 1,632 contacts from 2023 and a total of 1,602 contacts for 2024.<br>2024 Numbers:<br>Total number of students that received career services (Counselor & CAP Appointments and Career Presentations/Workshops/Tabling Events) from 2023 = 1182<br>Total number of students that received career services through the Career Center from 2024 = 1,602 (This comprised: 994 counselor and CAP appts, 161 Counselor led workshops and 447 CAP led workshops).<br><br>It is difficult to increase our career service numbers without more career counseling coordination time, adjunct counselors and/or additional staffing.<br>We plan to work with the Counseling and WBL Departments to look at future staffing requests to expland career services and plan to reference to the newly drafted Career Services Strategic Plan.<br>**Update Year**: 2024 - 2025<br>**Action Plan Progress**: Barriers Encountered |

**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**: Completed
**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:** Develop cross - functional teams that support student success and include integrated career and transfer counseling. (**X**)

- **Pathways and Partnerships - Objective 3:** Increase community engagement, experiential learning, integrated career planning, and workforce training to prepare students for future careers (**X**)

| Action Plans | Action Plan Update |
|---|---|
| **Action Plan Status:** Active<br>**Action Plan:** Career Service professionals will reach out to various programs and services regarding future collaboration.<br>**Action Plan Cycle:** 2022 - 2023, 2023 - 2024, 2024 - 2025, 2025 - 2026 | **Submission Date**: 11/25/2024<br>**Action Plan Update**: Yes, we met this goal and collborated with 8 different programs/services. Over the 2023-2024 academic year we have collaborated with the following Student Services programs and services:<br>Veterans Services/Success Center, CalWORKs, Fast Scholars, KAPWA, SDCCD Black Student Sucess Workgroup (Black Professionals Day), Borderless Scholars/Rising Scholars, Mesa Impactship Program/Work-Based Learning, and the EOPS Summer Bridge program.<br>**Update Year**: 2024 - 2025<br>**Action Plan Progress**: Completed |

**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:** Increase community engagement, experiential learning, integrated career planning, and workforce training to prepare students for future careers (**X**)

- **Pathways and Partnerships - Objective 4:** Expand intersegmental pathways to create a seamless transition between Mesa and k-12, non-credit, Universities, and careers (**X**)

| Action Plans | Action Plan Update |
|---|---|
| **Action Plan Status:** Active | **Submission Date**: 11/25/2024 |

| Action Plans | Action Plan Update |
|---|---|
| **Action Plan:** Handshake as marketing tool<br>Marketing on Social Media<br>Directly email/reach out to Mesa's affinity groups on campus<br><br>**Action Plan Cycle:** 2022 - 2023, 2023 - 2024, 2024 - 2025, 2025 - 2026 | **Action Plan Update**: Yes, this goal was met.<br>From Fall 2023 to Fall 2024, the quantity of CAP-facilitated events and outreach increased from 12 to 20, reaching 251 and 447 students, respectively. Due to the outreach increase, student appointments also saw a positive outlook, increasing from an average of 17 appointments per CAP team member in Fall 2023 to an average of 43 appointments per CAP team member in Fall 2024. Handshake account activation increased from 2,163 to 3,639 since October 2023 (as of November 2024).<br>**Update Year**: 2024 - 2025<br>**Action Plan Progress**: Completed |

# 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 to create more workshops for parents.

## Summary and Reflection

**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 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 –
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

## 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.)**

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.


**Related Documents for Charts and Graphs**


**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.

**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 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,

## Summary and Reflection

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 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.

## Summary and Reflection

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

## Mid-Cycle Updates

**YEAR 2 Updates (2023 - 2024)**
**Provide any edits or updates to the prompts originally documented in the Executive Summary section for Year 2.**
Yes, please review Unit goals and action plans updates.

**Provide any edits or updates to the prompts originally documented in the Data Reflection section for Year 2.**
Yes, please review Unit goals and action plans updates.

**Review Outcomes Report. Review the unit's outcomes assessment process for 2022 - 2023. Discuss connections to unit goals/action plans/resource requests.**

**Provide any edits or updates to the prompts originally documented in the Practice Reflection section for Year 2.**
Yes, please review Unit goals and action plans updates.

**Summary and Reflection**

<u>YEAR 3 Updates (2024 - 2025)</u>
**Provide any edits or updates to the prompts originally documented in the Executive Summary section for Year 3.**
EOPS -
Our EOPS/CARE Counselor Coordinator transitioned to another college and we are currently working to fill the vacancy.
The EOPS Summer Readiness Program (SRP) / Personal Growth 120 was a great success. We offered one course, serving ~35 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.  One PERG 120 course were taught by our Borderless Scholars Adjunct Counselor.

o We had a successful Orientation for Fall semester for all new and continuing EOPS students. We had over 60 attendees, and all were invited to learn more about eligibility, program requirements and benefits. Students also had an opportunity to learn about our special programs: STAR TRIO, Next UP, FAST, CARE, Borderless Scholars, and Rising Scholars. Students also heard from our Counselor Chair and our EOPS Tech Team. Students received a survival kit, composed of a backpack and school materials.

o We also continued to partner up to hold a number of  "Registration Rallies." 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.
During the Fall semester, EOPS had an opportunity to team up with STAR TRIO and Special Programs to promote a number of Major-Based Workshops: People, Culture, & Society; Business & Entrepreneurship, and STEM. These workshops were of great interest to students and were well attended.

o We held a special event entitled "Churray for Success" where EOPS students were invited to get to know our EOPS Counselors and grab a tasty treat. We had drop in hours, where students could ask questions about academic support, personal development, or just chat with a Counselor. It was a very special and welcoming event.

o 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.
We partnered up with Brian Lesson, faculty member, to hold two financial literacy workshops. We had students from the EOPS & Special Programs as well as Hire UP attend both sessions.

o In November, we held a special event for all EOPS & Special Programs students, entitled "A Gour-Geous Gathering." During this event, students had an opportunity to hear from all programs, tips and recommendations to finish the semester strong. Programs spoke about MT2C (our Tutoring Center), they also shared on meeting with Professors during office hours, the benefits of study groups, and so much more. We had over 50 attendees.

NextUp & FAST -
During the 2023-2024 academic year, the NextUp and FAST Scholars program underwent a key personnel changes to enhance operational efficiency. The NextUp and FAST team are confident that this strategic changes will result in improved outcomes for both programs. Transitions include:
o   NextUp Counselor/Coordinator: Nathan Klein transitioned out of the role of NextUp Counselor and Coordinator and Ivonne Valencia-Meza was appointed as the new NextUp Counselor and Coordinator effective September 2024. With a strong background in working with historically underserved students, Ivonne is well-positioned to enhance our program initiatives. From mid-September 2024 until the remainder of the fall 2024 semester, Ivonne was on maternity leave.
o   Adjunct FAST Scholars Counselor: Ivonne Valencia-Meza transitioned out of the role of FAST Scholars Counselor and Coordinator and Juan Carlos Velasco was appointed as the new Adjunct FAST Scholars Counselor effective September 2024. With a strong background in working with historically underserved students, Juan Carlos has been an invaluable asset to the team and program.
·       There are ongoing discussions about establishing a Memorandum of Understanding (MOU) with Just in Time For Foster Youth, an organization in San Diego that helps transition age foster youth achieve self-sufficiency and well-being. The goal of this MOU is to strengthen our program initiatives.
·       We began a partnership with Promises2Kids, an organization in San Diego that provides an array of support

services to individuals who have experienced foster care. The organization held office hours once a month at the FAST center, allowing students to meet with staff members and learn more about the services offered. This initiative is part of our effort to create a one-stop shop for student support.

· We continued our partnership with California Coast Credit Union to provide monthly financial literacy workshops to students.

· We continued partnership with John Burton Advocates for Youth (JBAY). For the fall 2024 semester, 15 FAST Scholar students were eligible for the JBAY Critical Needs and Opportunity fund.

· This semester, fall 2024, we hosted a diverse range of events and workshops aimed at strengthening the sense of community and belonging among NextUp and FAST students. Looking ahead to next year, our initiatives will focus on offering events and workshops centered on personal wellness to further enhance the student experience.

Rising Scholars -
o We hired two Project Assistants as well as an adjunct counselor/coordinator to support program efforts. This allowed us to offer more engagement opportunities and helped with retention efforts.
Updates:
o We have two Adjunct Counselor, one Project Assistant (formerly incarcerated) and one Workstudy (formerly incarcerated) to support program efforts
o Program grew from 57 students to 126 students at the end of Fall 2024 semester
o Partner with The Access Project for yearly expungement clinics
o Partner with Health Services/ mental health services for group support
o Partner with M2TC for monthly student study/tutor sessions
o Monthly Empowerment Hour lunches
o Partnerships with SDSU Project Rebound and UCSD Underground Scholars
o Partnership with Equity Librarian on campus
o Partnership with Garden 31, a non-profit, founded by a formerly incarcerated individual, that aims to support regenerative agriculture
o Various workshops during the semester to boost community among Rising Scholars to include: journaling workshops, meditation workshops, movie nights, self-care and affirmation workshop
o Students receive direct aid in forms of educational packages twice a semester which includes meal vouchers and transportation assistance
o Students receive book grant each semester if meeting program requirements
o Student receive support with semester health fees
o Student receive support with external transcripts fees
o Provide graduation sashes for graduating students
o Student receive priority enrollment

CARE -
o We are in the process of hiring a new EOPS/CARE Contract Counselor Coordinator. This hire will support our efforts to grow the program and to better support students and their families.
o Continue to bolster our partnership with a vendor to present the Parent Workshop series.
o Working to increase retention efforts back to 20+ students.
o Continue to build and strengthen the student parent community on campus by continuously hosting three Parent Cafe's a month.
o Extend wrap around support to students who are close to graduating in Spring 2025.

Dreamer Resource Center (DRC) & Borderless Scholars -
o As of Fall 2024, the DRC continues to provide in-person legal services and most of the appointments (virtual or in-person) are fully booked a month in advance.
o We currently serve as a member for the Region X UndocuLiaison.
o Currently, the JFS fellowship position is vacant due to funding. We have other avenues to help Borderless Scholars to obtain fellowships and a stipend, such as DSIG or MIP.
o We now have included Student Health Services (Mental Health) to the UndocuTask Force. Previously, Avanza joined the UndocuTask Force.
o Currently, the DRC serves only as a member for Region X. We extended the group by inviting SDSU, CSUSM, UCSD, and SDU to some of the meetings to keep improving the pipeline for undocumented transfer students.
o We offered the revised UndocuAlly Training for Spring 2024 and Fall 2024.

**Summary and Reflection**

o The DSIG program was offered in Spring 2024 and not in Fall 2024 due to the unexpected issues of Financial Aid.
o The DRC did not host a MIP student for Fall 2024. We are working to merge the DSIG program with MIP by Spring 2025.
o Currently, the FA director serves as the FA Liaison and two admissions staff members as the Admissions Liaison.
o This Fall 2024 semester we implemented an Undocumented Student Month of Action instead of a week. Also, we added an Honoring You addressing mental health and financial literacy series, and a wellness week and self-care week to address the presidential election. Additionally, we implemented CSAC Dream Act
o Incentive Grant Program and Promise Program information sessions, and UC and CSU transfer workshops. Based on funding, we provided visa cards, bookstore credit, and grants to qualify Borderless Scholar students.


**Provide any edits or updates to the prompts originally documented in the Data Reflection section for Year 3.**
EOPS -
There have been changes to a major funding source, the COVID Block grant has reached its funding limit, effective November 2024, we have had to transition Project Assistants and Counselors to other department funding sources. The support from COVID Block helped us to provide  ample support to students to complete their 3 EOPS contacts.
This Spring we will be able to fill our department vacancies: (1) EOPS/CARE Counselor/Coordinator. In filling this position,, we will be working to increase our student count, develop additional programming, and better serve our students.

Next UP & FAST -
74 students served for Fall 2024
36 NextUp students served for Fall 2024
 38 FAST students served for Fall 2024
·        Hire Up grant was provided to 14 eligible FAST Scholars students.
·        We are strengthening our connections with the San Diego County of Education to improve equity in access to higher education from K-12 to community college.
·        We are streamlining our onboarding process to improve recruitment efficiency and increase the number of students we serve.

Rising Scholars -
9 students could be eligible to apply to graduate in May 2025
307 students served Fall 2024
40 of the 126 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
Currently exploring partnerships with The Children's Initiative- Juvenile Justice Program
Hire Up grant initiated and is currently working with 13 Rising Scholars found eligible

CARE -
During the 2024-2025 academic year we served 19 students. Continuing strong partnership with campus programs such as CalWORKs program to focus on recruitment, outreach and the program area is more visible to assist in recruitment due to the Parent Cafe's. We have also continued to provide the Parent Workshops this Fall semester. We also offered programming in the Summer, to ensure our students remained connected to our CARE team.  In addition, engaging in statewide support meetings for best practices (CARE Circle).

Dreamer Resource Center (DRC) & Borderless Scholars -
For incentives in Spring 2025, we will no longer provide Visa cards and Uber cards. We will only provide bookstore credit and cards, gas cards, and campus meal cards.
Also, DRC laptops continue to be unavailable until further notice.
The DRC continues to work with Outreach for incoming undocumented students to have a smooth transition from high school to SD Mesa College.
Also, the DRC will be relocating to a bigger space to adequately support the undocumented student population.

## Summary and Reflection

Undocumented students will be able to utilize the center and make it a second home.

**Review Outcomes Report. Review the unit's outcomes assessment process for 2023 - 2024. Discuss connections to unit goals/action plans/resource requests.**
EOPS - Based on the 2023-2024 data we see improvements with our unit goals/action plans.

Dreamer Resource Center (DRC) & Borderless Scholars -
The DSIG program continues to be funded through CSAC and funds have not reached its limit. Even if funds are exhausted, we are merging DSIG with the MIP program and students will be eligible for a stipend.
In Fall 2024, we were able to have three non-DACA recipients to do the DSIG program, but couldn't start due to the financial aid situation. These students will start in Spring 2025.

**Provide any edits or updates to the prompts originally documented in the Practice Reflection section for Year 3.**
EOPS -
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 - (48%) of our current cohort
Asian - (20%)  of our current cohort
White - (16%)  of our current cohort
Pacific Islander - (1%)  of our current cohort
Native American - (1%) of our current cohort
EOPS continues to support students via different modalities, such as google voice, and online orientations. This semester, we have offered more in person orientations and continue to provide online orientations. These online orientations flexibility has supported our students immensely.

Next UP / FAST -
The program numbers have increased and will continue to increase with the support of the Student Services Technical and Project Assistants.
For Spring 2023, there were 27 students in the NextUp program. As of Fall 2024, there are 36 students in the NextUp program.
For Spring 2023, there were 15 students in the FAST Scholars program. As of Fall 2024, there are 38 students in the FAST Scholars program.
·        Continue to increase enrollment and visibility on campus for both programs.
·        Continue to strengthen collaboration with NextUp programs across Region X to learn of best practices to continuously refine support services.

Dreamer Resource Center (DRC) & Borderless Scholars -
For incentives, we will no longer provide Visa cards and Uber cards. We will only provide bookstore credit and cards, gas cards, and campus meal cards.
Also, DRC laptops continue to be unavailable until further notice.
Below is our data and the funding impact that has helped to serve students.
2018-2019: 168 students served
2019-2020: 252 students served
2020-2021: 443 students served
2021-2022: 507 students served
2022-2023: 491 students served
2023-2024: 564 students served

Rising Scholars –
The program numbers for this year have increased and will continue to increase with the support of the adjunct counselor/coordinator, project assistant and work study student, both formerly incarcerated students
Currently exploring partnerships with juvenile justice programs in the community
Increase presence on campus with outreach efforts and collaborations with campus departments
Increase social media presence (Instagram)
Working on the grand opening of an affinity space on campus

Completing our second third year and continue to increase services, retention, enrollment, and visibility on campus

CARE -
During the 2024-2025 academic year we served 19 students, which was a slight decrease from the previous year. In 2023-2024, we served 20 students. The reason for this decrease is due to changes in personnel.
We are continuing the strong partnership with campus programs such as CalWORKs program to focus on recruitment, outreach and the program area is more visible to assist in recruitment due to the Parent Cafe's. We have also continued to provide the Parent Workshops this Fall semester.

**YEAR 4 Updates (2025 - 2026)**
**Provide any edits or updates to the prompts originally documented in the Executive Summary section for Year 4.**

**Provide any edits or updates to the prompts originally documented in the Data Reflection section for Year 4.**

**Review Outcomes Report. Review the unit's outcomes assessment process for 2024 - 2025. Discuss connections to unit goals/action plans/resource requests.**

**Provide any edits or updates to the prompts originally documented in the Practice Reflection section for Year 4.**

**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:** Use technology to improve communication and accessibility across campus. (**X**)

- **Completion - Objective 1:** Develop pathways that provide students with clarity about degree, certificate, and transfer requirements. (**X**)

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

**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.

Updates:

"        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.

"        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.

"        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.

"        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.

"        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.

Rising Scholars -

"        We have one Adjunct Counselor, one Project Assistant (formerly incarcerated) and one Work-study (formerly incarcerated) to support program efforts

"        Program grew to 76 students at the end of Fall 23 semester

"        Rising Scholars is serving 40 of the 76 students at Westcare- CCTRP,, a local CDCR facility

"        Partner with The Access Project for yearly expungement clinics

"        Partner with Health Services/ mental health services for group support

"        Monthly Empowerment Hour lunches

"        Laptop loans

"        Partnerships with SDSU Project Rebound and UCSD Underground Scholars

"        Partnership with Equity Librarian on campus

"        Partnership with Garden 31, a non-profit, founded by a formerly incarcerated individual, that aims to support regenerative agriculture

"        Various workshops during the semester to boost community among Rising Scholars to include: journaling workshops, meditation workshops,, movie nights, self-care and affirmation workshop

| Action Plans | Action Plan Update |
|---|---|
| | "        Partnership with Next Up program for sound healing workshop and STAR TRIO for movie night<br>"        Students receive monthly meal vouchers and twice per semester transportation assistance<br>"        Students receive book grant each semester if meeting program requirements<br>"        Provide graduation sashes for graduating students<br><br> CARE -<br>"        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.<br>"        Forming a new partnership with a vendor to present the Parent Workshop series.<br>"        Growing the CARE program to 21 students.<br>"        Building and strengthening the student parent community on campus by continuously hosting three Parent Cafe's a month.<br>"        Scholarship Opportunities - Soroptimist Live your Dream<br>"        Forming the Parent Taskforce Committee to support non eligible student parents<br>"        Two CARE students will be graduating and one is transferring to National University<br><br>Borderless Scholars -<br>"        As of October 2023, the DRC has started to provide in-person legal services.<br>"        We serve as the Region X representative for CCCCO<br>"        Currently, the JFS fellowship position is vacant because the student transferred.<br>"        We added the Avanza center to the UndocuTask Force.<br>"        We extended the group by inviting SDSU, CSUSM, UCSD, and SDU to build a pipeline for undocumented transfer students to have a better transition.<br>"        We offered the UndocuAlly Training for Spring 2023, but we didn't for Fall 2023 due to emerging issues that needed to be addressed.<br>"        The DSIG program was only offered in Spring 2023. DSIG student had to appeal to be readmitted to the program for Spring 2024.<br>"        The DRC hosted at least one student each semester (spring and fall)<br>"        We are currently missing a FA Liaison.<br>"        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.<br><br>**Update Year**: 2023 - 2024<br>**Action Plan Progress**: On Track |

**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:** Develop pathways that provide students with clarity about degree, certificate, and transfer requirements. (**X**)

- **Completion - Objective 4:** Support students' access to resources to mitigate the impact caused by technological and basic needs insecurity (**X**)

| Action Plans | Action Plan Update |
|---|---|
| **Action Plan Status:** Active <br> **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. <br> 2. Provide open labs during Priority Registration period to support students in enrolling in classes for the following term. <br><br> **Action Plan Cycle:** 2022 - 2023, 2023 - 2024, 2024 - 2025, 2025 - 2026 | **Submission Date**: 01/12/2024 |

**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

Borderless Scholars -
"       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.
"       We no longer provide DoorDash cards but we added Visa cards and Uber cards—Students can use this card for UberEats or UberRides.
"       Also, DRC laptops are currently unavailable for the Fall 2023 semester
"       Update:
"       The DRC is working with Outreach to implement a pipeline for Spring 2024.
"       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.
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.
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.

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.

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

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.

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.

<<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 did 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 are working strategically to develop programming that bolsters enrollment in the following ways:
"       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.


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

| Action Plans | Action Plan Update |
|---|---|
| | 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.<br><br>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.<br><br><br><br>**Update Year**: 2023 - 2024<br>**Action Plan Progress**: On Track |

# 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

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

## Summary and Reflection

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**


**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

## Summary and Reflection
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
--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.

**Related Documents for Charts and Graphs**
2018-2019 Awards.png;
2019-2020 Awards.png;
2020-2021 Awards.png;
2021-2022 Awards.png

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

**Data Reflection Complete**
Yes

**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

**YEAR 2 Updates (2023 - 2024)**
**Provide any edits or updates to the prompts originally documented in the Executive Summary section for Year 2.**
Successes:
Change in 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. (Summer 2023)

Challenges:
Student engagement is low, post pandemic. In-person workshops are lightly attended.
Continued lack of knowledge across campus regarding applying for graduation despite new interventions
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.


**Provide any edits or updates to the prompts originally documented in the Data Reflection section for Year 2.**
Edit: 2022-2023 Unique Fall -Summer Grads = 1503

**Review Outcomes Report. Review the unit's outcomes assessment process for 2022 - 2023. Discuss connections to unit goals/action plans/resource requests.**
Based on 2022-2023 outcomes cycle we see that there is still confusion between graduation and commencement. Students are not aware that graduation is the process to obtain their degree and therefore fail to apply for graduation. As a result we plan to improve marketing efforts, shift workshops to zoom, and broaden workshop content to encourage students to pursue a degree.

**Provide any edits or updates to the prompts originally documented in the Practice Reflection section for Year 2.**
Collaborating with transfer center to share associate degree for transfer deadline on marketing and at events

**Summary and Reflection**

<u>YEAR 3 Updates (2024 - 2025)</u>
**Provide any edits or updates to the prompts originally documented in the Executive Summary section for Year 3.**
Successes:
Presented at Joint School Meeting - provided clarifying information to student services faculty and staff regarding graduation and evaluations policies (Fall 2023)
Presented at Dean's Council - Emphasized the importance of completion and illuminated barriers caused by outdated curriculum. (Spring 2024)
Provided report to Dean of Student Development on number of petitions for modification of graduation requirements per school within the college which highlighted areas to improve curriculum (Spring 2024).
Transitioned from WebXtender to Etrieve for viewing students external transcripts and scores. This transition has significantly improved faculty and staff access to student record. (Spring 2024)

Challenges"
Request to include announcements for graduation deadlines in Canvas declined at district level(Spring 2024)
Etrieve-  District implemented a new transcript software system for receiving and viewing official transcripts. Unfortunately, delays in campus access to the new transcript system created barriers for education planning and form processing. (Fall 2023) Discrepancies between campus solutions and etrieve caused confusion regarding received/missing transcripts which delayed graduation applications. (Spring 2024)
Vacant information officer caused delays in graduation marketing (Summer 2024)

**Provide any edits or updates to the prompts originally documented in the Data Reflection section for Year 3.**
Update: 2023-2024 Unique Fall- Summer Grads =1548 Although we have not reached pre-pandemic numbers, the number of unique graduates is steadily increasing.

**Review Outcomes Report. Review the unit's outcomes assessment process for 2023 - 2024. Discuss connections to unit goals/action plans/resource requests.**
Based on 2023-2024 data we se an improved number of graduates, however there is still confusion regarding graduation and commencement. Lack of clarity on the graduation process results in less graduates.

**Provide any edits or updates to the prompts originally documented in the Practice Reflection section for Year 3.**
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.

Fall 2023 open house - Campus evaluations hosted sessions on the difference between graduation and commencement and the process to graduate.

Counselor trainings- In Fall 2023 and Spring 2024 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.

Regular 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.

<u>YEAR 4 Updates (2025 - 2026)</u>
**Provide any edits or updates to the prompts originally documented in the Executive Summary section for Year 4.**

**Provide any edits or updates to the prompts originally documented in the Data Reflection section for Year 4.**

**Review Outcomes Report. Review the unit's outcomes assessment process for 2024 - 2025. Discuss connections to unit goals/action plans/resource requests.**

**Provide any edits or updates to the prompts originally documented in the Practice Reflection section for Year 4.**

## 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**: 2023 - 2024
**Projected Completion Year**: 2025 - 2026

**Mapping**
Mesa College Strategic Plan: Roadmap to Mesa2030: *(X - Highlight the X to Align)*
- **Stewardship - Objective 3:** Increase student access and schedule efficiency by coordinating schedules among departments/disciplines (**X**)

| Action Plans | Action Plan Update |
|---|---|
| **Action Plan Status:** Active<br>**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.<br>2.Provide training to staff and faculty on the updated systems to ensure they are well-equipped to support students.<br>**Action Plan Cycle:** 2022 - 2023, 2023 - 2024, 2024 - 2025, 2025 - 2026 | **Submission Date**: 01/06/2025<br>**Action Plan Update**: Shared issues in campus solutions regarding what if report and official academic advisement report<br>Worked with accounting office to improve request to reissue diploma process.<br>Continuously provide feedback in monthly districtwide academic advising meetings<br>**Update Year**: 2024 - 2025<br>**Action Plan Progress**: On Track<br><br>**Submission Date**: 11/19/2024<br>**Action Plan Update**: Updated petition for exception to course repetition to automatically route to admissions for enrollment, streamlining the process for students.<br>**Update Year**: 2023 - 2024<br>**Action Plan Progress**: On Track |

## 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**: 2023 - 2024
**Projected Completion Year**: 2025 - 2026

**Mapping**
Mesa College Strategic Plan: Roadmap to Mesa2030: *(X - Highlight the X to Align)*
- **Pathways and Partnerships - Objective 1:** Develop and implement frameworks to create communities that can provide more targeted delivery of educational resources and support services. (**X**)

| Action Plans | Action Plan Update |
|---|---|
| **Action Plan Status:** Active<br>**Action Plan:** 1. Develop a plan for outreach efforts that includes targeted messaging to students about evaluations services and processes.<br>2. Establish partnerships with student services and instructional areas to coordinate efforts and provide consistent messaging to students.<br>3. Utilize multiple channels to reach students, including social media, email, and in-person events.<br>4. Create materials that explain the value and importance of evaluations services and how they can support students in achieving their academic goals.<br>5. Survey students after workshops and at commencement for feedback on the graduation and commencement process<br>6. Review survey results at the end of each academic year during department meeting.<br>**Action Plan Cycle:** 2022 - 2023, 2023 - 2024, 2024 - 2025, 2025 - 2026 | **Submission Date**: 01/06/2025<br>**Action Plan Update**: Moved guide to graduation workshops from in person to zoom<br>Collaborated with Mesa Success Coaches to share graduation information and resources to their cohorts<br>Offered workshop during Latino/a/e Heritage Month<br>Offered workshop during LGBTQIA+ history month<br>Collaborated with math faculty to add graduation information in faculty newsletter<br>Emailed affinity groups to offer tabling at their events and to share graduation information (DSPS, EOPS, PRIDE CENTER, PROMISE, VETERANS, AAPI, UMOJA, PUENTE)<br>Shared graduation workshops with Mesa Journeys Newsletter<br>Presented at Fall 2024 Student Services Joint School Meeting to share graduation applications are open for Spring and Summer.<br>Collaborated with Office of Communications to create graduation and commencement campaign<br>Shared workshops through social media, campus newletters, visix, and posters<br>Regularly discuss outreach and collaboration efforts in monthly department meetings<br>**Update Year**: 2024 - 2025<br>**Action Plan Progress**: On Track |
| | **Submission Date**: 06/01/2024<br>**Action Plan Update**: Presented at Fall 2023 Student Services Joint School Meeting covering jira processes, graduation and commencement, and campus solutions changes.<br>Provided counselor training Fall 2023 & Spring 2024 to train, refresh, and address questions or complex student issues<br>Presented at Dean's Council in Spring 2024 to review graduation processes and petition for modification of graduation requirements<br>Provided report to Dean of Student Development outlining the most common petitions for modification per major<br>**Update Year**: 2023 - 2024<br>**Action Plan Progress**: On Track |

**Rebranding**

**Unit Goal**: Rebranding Mesa Evaluations to emphasize our efforts in completion, graduation, and the value behind earning a degree or certificate.
**Goal Status**: Completed
**Beginning Year**: 2022 - 2023
**Projected Completion Year**: 2024 - 2025

**Mapping**

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

- **Completion - Objective 1:** Develop pathways that provide students with clarity about degree, certificate, and transfer requirements. (**X**)

- **Completion - Objective 3:** Design and promote programs and services that intentionally target a reduction in equity gaps in completion outcomes (**X**)

| Action Plans | Action Plan Update |
|---|---|
| **Action Plan Status:** Active<br>**Action Plan:** 1.  Conduct research to determine how best to rebrand Mesa Evaluations, including gathering feedback from students and staff.<br>2.        Develop a new brand identity that emphasizes completion, graduation, and the value of earning a degree or certificate.<br>3.        Create marketing materials, such as brochures, flyers, and social media posts, that highlight the new brand identity and messaging.<br>4.        Train staff on the new brand identity and messaging to ensure consistency in all communications.<br>**Action Plan Cycle:** 2022 - 2023, 2023 - 2024, 2024 - 2025, 2025 - 2026 | **Submission Date**: 08/01/2024<br>**Action Plan Update**: New Mesa Websites for graduation and commencement, make your major matter, and evaluations<br>**Update Year**: 2024 - 2025<br>**Action Plan Progress**: Completed |

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

## Summary and Reflection

**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 combatant 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 biding 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

## 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

**Summary and Reflection**

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.

**Related Documents for Charts and Graphs**

**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.

**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 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**

**Summary and Reflection**
**Practice Reflection Complete**
Yes

# Mid-Cycle Updates

<u>**YEAR 2 Updates (2023 - 2024)**</u>
**Provide any edits or updates to the prompts originally documented in the Executive Summary section for Year 2.**
In our first aid year post-pandemic, the Financial Aid Office has been able to return to a semblance of normalcy, as all the COVID19 flexibilities related to financial aid administration have expired and we did not implement any major changes in financial aid this year. However, the Financial Aid Office has begun to prepare for the implementation of "FAFSA Simplification", the first major redesign of the Free Application for Federal Student Aid process in over 40 years.

As it relates to staffing, the Financial Aid Office successfully filled two vacancies in our Student Services Assistant positions. However, we continue to have two vacancies in the position. Additionally, the department successfully onboarded a new Student Assistant Technician, who was hired during the latter part of the 2022-23 aid year. Unfortunately, after a failed multi-hire recruitment, we continue to have two vacant Student Assistant Technician positions, so our staff continue to be stretched thin. Lastly, in Spring of 2024, our department hired a new Director, who replaced our longstanding Director of 21 years. The transition from our longstanding Director to a new Director resulted in the loss of over 20 years of institutional knowledge and financial aid expertise. However, the transition in leadership has also created new opportunities to re-envision department processes, procedures, and our overall outlook on financial aid administration.

In response to the major changes related to FAFSA Simplification, Federal Student Aid announced a delay in the opening of the 2024-25 FAFSA application from October 1, 2023, to December 31, 2023. When the application became available, applicants were met with a multitude of technical glitches and other known defects that prevented an unknown number of students from successfully completing the application. Financial Aid Offices were left scrambling and expected to assist students troubleshoot their issues, often with minimal or conflicting guidance from the Department of Education, leaving many families and staff frustrated and overwhelmed.

**Provide any edits or updates to the prompts originally documented in the Data Reflection section for Year 2.**
Requests for one-on-one assistance to complete financial aid applications continue to be a popular request. While we are unable to offer advance appointments, Financial Aid Staff have been extremely busy assisting students complete their aid applications on the self-service computers directly next to and in front of the Financial Aid Office. Additionally, the Financial Aid Office participated in application workshops with CalSOAP and partnered with key departments, including EOPS, Borderless Scholars, Student Affairs, Basic Needs, and Academic Counseling Services at resource fairs, information sessions, and even drop-in hours at the FAST Center. The Financial Aid Office also offered a limited number of Zoom appointments to students that were unable to visit our office in-person.

As student enrollment has increased, so has the number of underrepresented students applying for and receiving financial aid. 2023-24 has seen a 9.2% increase in the underrepresented applicants; Hispanic/Latino, Asian, Black/African American, Pacific Islander, American Indian/Alaskan Native, and multi-ethnic students.
As a department, we reaffirmed the importance of increasing the number of financial aid applicants, increasing the number of students who are ultimately awarded aid, and ensuring that our students are successfully completing their courses.

**Review Outcomes Report. Review the unit's outcomes assessment process for 2022 - 2023. Discuss connections to unit goals/action plans/resource requests.**
In 2023-24, we saw an 8% increase in the number of students disqualified for Satisfactory Academic Progress, along with a 26% increase in the number of students who submitted an appeal. However, we also saw marked improvement in the percentage of students that had their appeal approved, an increase of 14% from the 2022-23 aid year. Overall, 62% of students had their appeal approved, compared to 48% in 2022-23.

Early indications show that our efforts have been successful, however there is more work to be done.

## Summary and Reflection

**Provide any edits or updates to the prompts originally documented in the Practice Reflection section for Year 2.**
The mending of relationships with between the Financial Aid Office and key departments, including Basic Needs, EOPS and Borderless Scholars, has led to improved coordination between our departments as we all strive to provide our students with the tools and resources, they need to fulfill their educational goals.

**YEAR 3 Updates (2024 - 2025)**
**Provide any edits or updates to the prompts originally documented in the Executive Summary section for Year 3.**
The 2024-25 aid year has been met with many challenges, not only at Mesa Financial Aid, but at aid offices across the country. The rollout and implementation of FAFSA Simplification, the first major redesign of the Free Application for Federal Student Aid process in over 40 years, has proven to be more challenging than first imagined.

The 2024-25 FAFSA and Dream Act Application were delayed 3 months, leaving families with less time to plan for the current aid year and less time for aid offices to determine eligibility for our needy students.

When the FAFSA was ultimately released, students were faced with dozens of known and unknown defects and glitches to the application, some of which had no viable resolution. The Financial Aid Office was inundated with calls and student inquiries from panicked and frustrated families seeking help on completing the application, requesting information we did not have access to, and with growing concerns about the privacy of the data included in their application.

Many of the challenges faced this year related to FAFSA Simplification have been technical in nature. In addition to the application being transformed, changes to Pell Grant eligibility determination, need analysis, and data security required massive changes to our systems, business practices, policies and procedures. Unfortunately, competing priorities diverted much needed technical resources in our District to other important efforts. As a result, students experienced longer than normal delays in receiving their aid and placed our office in the difficult position of being the bearer of bad news to our students, while not being able to offer any concrete timeline of when issues would be resolved.

In terms of staffing, we successfully filled our two vacant Student Services Assistant positions, which helped to shore up our customer service efforts. Unfortunately, we continue to have two vacant Student Assistant Technician positions but we are actively recruiting and hope to have those positions filled in the coming weeks.

The change of Director has allowed our department to be a more student-centric, equity-minded department. Although race, gender, ethnicity, and other protected statuses do not factor into eligibility determination, they now inform how we serve our students. Acknowledging our students' differences allows us to tailor services that better meet their specific needs. The enhanced relationship with EOPS, Basic Needs, and Counseling Services has also resulted in improved relationships with the students we collectively serve. Additionally, the Director has challenged the Financial Aid staff to reimagine how they approach their work. Often our work can feel restricted by compliance with federal and state regulations, however we are afforded many flexibilities that can be extended to our students. The Financial Aid Office now aims to maximize that flexibility to the extent possible, while also being good stewards of the funds we administer.

**Provide any edits or updates to the prompts originally documented in the Data Reflection section for Year 3.**
Underrepresented communities were the most impacted by the FAFSA Simplification changes. Mixed status families were particularly affected, as an update in the application process related to identity verification left many of our students unable to complete the application for several months. Additionally, Dream Act Applicants experienced longer delays in receiving their aid packages when compared to FAFSA applicants. Unfortunately, because technical resources had to be diverted to addressing updates to the FAFSA, Dream Act applicants were not awarded aid in our district until late October.

Despite these challenges, the Financial Aid Office was able to leverage emergency resources to provide direct emergency support to Pell Grant eligible students and Dream Act Applicants, which helped minimize the impact of processing delays.

**Review Outcomes Report. Review the unit's outcomes assessment process for 2023 - 2024. Discuss connections to unit goals/action plans/resource requests.**

In 2024-25, we continue to see a marked improvement in the percentage of students that are successfully appealing to have their aid reinstated through the Satisfactory Academic Progress Appeal process. This year, approved appeals have increased by 18 % from the 2023-24 aid year. Overall, 80% of students had their appeal approved, compared to 62% in 2023-24 and 48% in 2022-23.

**Provide any edits or updates to the prompts originally documented in the Practice Reflection section for Year 3.**

In 2024-25, Student Assistant Technicians were given more autonomy to approve appeals prior to them being reviewed by the SAP appeal committee and were encouraged to provide more grace to first-time appealers, first generation students, non-traditional students, and students from underrepresented communities. Additionally, working closely with Academic Counselors and campus partners to better educate them on SAP appeal considerations have aided our efforts to better inform students on what steps they can take to maximize their chances of having their appeal approved. Lastly, our continued work to educate students via our SAP appeal workshops, both virtual and in-person, have proven to be successful.

<u>**YEAR 4 Updates (2025 - 2026)**</u>
**Provide any edits or updates to the prompts originally documented in the Executive Summary section for Year 4.**


**Provide any edits or updates to the prompts originally documented in the Data Reflection section for Year 4.**


**Review Outcomes Report. Review the unit's outcomes assessment process for 2024 - 2025. Discuss connections to unit goals/action plans/resource requests.**


**Provide any edits or updates to the prompts originally documented in the Practice Reflection section for Year 4.**

**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<br>**Action Plan:** 1. Increase the number of aid application workshops in partnership with key departments, like Student Affairs, EOPS and Basic Needs.<br>2. Increase visibility, marketing, exposure of financial aid resources.<br>**Action Plan Cycle:** 2022 - 2023, 2023 - 2024, 2024 - 2025, 2025 - 2026 | **Submission Date**: 01/30/2025<br>**Action Plan Update**: 2023-24: Although we were not able to partner with departments to conduct application workshops during the 2023-24 aid year, due to staffing considerations, the Financial Aid Office participated CalSOAP application workshops, partnered with the District Office on an email campaign to encourage all Mesa students to apply for aid, and we participated in various information fairs, information sessions, classroom visits, and tabling in an effort to promote the completion of financial aid applications.<br><br>As a result, we experienced a 7.1% increase in the number of financial aid applicants this year; 9,941 aid applicants in 2022-23 increased to 10,653 applicants in 2023-24.<br>**Update Year**: 2023 - 2024<br>**Action Plan Progress**: On Track |
| | **Submission Date**: 01/30/2025 |

| Action Plans | Action Plan Update |
|---|---|
| | **Action Plan Update**: During the 2024-25 aid year, we once again partnered with the District Office on an email campaign encouraging students to apply for aid. We also collaborated with the Student Affairs Social Media Team to inform students of delays in application availability and to encourage them to apply once the application became available. Additionally, we participated in JumpStart and Summer CRUISE leading up to the academic year in an effort to promote application completion. We also partnered with our local feeder High School, Kearny High School, to promote application completion for early graduates who were starting at Mesa in the Spring. In addition to our Fall and Spring Financial Aid Information Fairs, we also plan on conducting application workshops in the Spring to promote the March 2nd priority deadline for 2025-26<br><br>As a result, we've experienced a modest 2.75% increase in the number of financial aid applicants this year; 10,653 aid applicants in 2023-24 to 10,946 in 2024-25. The relatively small increase was likely affected by the many challenges our students experienced with the 2024-25 FAFSA Simplification rollout and implementation, which created barriers for certain underrepresented students in completing the application. However, most of the defects have been resolved for the 2025-26 application, so hopefully we see another increase going into next year.<br>**Update Year**: 2024 - 2025<br>**Action Plan Progress**: Barriers Encountered |

**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<br>**Action Plan:** 1. Develop additional notifications by social media to enrolled students, grant eligible students of their need to complete their files.<br>**Action Plan Cycle:** 2022 - 2023, 2023 - 2024, 2024 - 2025, 2025 - 2026 | **Submission Date**: 01/30/2025<br>**Action Plan Update**: During the 2023-24 aid year, we saw a 9.6% increase in the number of students that completed their financial aid files compared to the prior year; increased from 8,805 in 2022-23 to 8,830 in 2023-24. Although we increased the total number of students completing their file, the percentage of students completing their file decreased from 82% in 2022-23 to 79% in 2023-24.<br>**Update Year**: 2023 - 2024<br>**Action Plan Progress**: Barriers Encountered<br><br>**Submission Date**: 01/30/2025 |

| Action Plans | Action Plan Update |
|---|---|
| | **Action Plan Update**: During the 2024-25 aid year, we have seen a 33% increase in the number of students that have completed their financial aid files, which increased from 8,830 in 2023-24 to 11,788 in 2024-25. Although we increased the total number of students completing their file, the percentage of students completing their file remained at 79% when compared to the 2023-24 aid year.<br>**Update Year**: 2024 - 2025<br>**Action Plan Progress**: Barriers Encountered |

**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 |
|---|---|
| **Action Plan Status:** Active<br>**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).<br>2. Update the SAP appeal's form and distributed materials to reflect the changes to policy.<br>3. Update the SAP appeal's workshop presentation and materials.<br>**Action Plan Cycle:** 2022 - 2023, 2023 - 2024, 2024 - 2025, 2025 - 2026 | **Submission Date**: 01/31/2025<br>**Action Plan Update**: During the 2023-24 aid year, we saw an 8% increase in the number of students disqualified for Satisfactory Academic Progress, along with a 26% increase in the number of students who submitted an appeal. However, we also saw marked improvement in the percentage of students that had their appeal approved, an increase of 14% from the 2022-23 aid year. Overall, 62% of students had their appeal approved, compared to 48% in 2022-23. The total number of appeals approved increased from 159 in 2022-23 to 257 in 2023-24<br>**Update Year**: 2023 - 2024<br>**Action Plan Progress**: On Track |
| | **Submission Date**: 01/31/2025<br>**Action Plan Update**: In 2024-25, we continue to see a marked improvement in the percentage of students that are successfully appealing to have their aid reinstated through the Satisfactory Academic Progress appeal process. This year, approved appeals have increased by 18 % from the 2023-24 aid year. Overall, 80% of students have had their appeal approved, compared to 62% in 2023-24 and 48% in 2022-23. The total number of appeals approved increased from 257 to 300 so far, and we still have the remainder of the Spring semester for additional approvals.<br>**Update Year**: 2024 - 2025<br>**Action Plan Progress**: On Track |

# Program Review

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

Student Services  - International Students Program

Summary and Reflection

# 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
Spring 2023 - 30
Fall 2023 - 46
Spring 2024 - 29
Fall 2024 - 49

Accepted
Spring 2022 – 17 (6 males, 11 females, 11 countries)
Fall 2022 – 20 (11 males, 9 females, 17 countries)
Spring 2023 - 26
Fall 2023 - 35
Spring 2024 - 21
Fall 2024 – 31

Current Program Population
2023 - 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
2024 - International Students from the 28 countries listed below are represented in our current population of 62 currently attending Mesa:
Australia, Brazil, Canada, Chile, China, Dominica, Egypt, France, United Kingdom, Greece, Hong Kong, Indonesia,

## Summary and Reflection

India, Iran, Italy, Jordan, Japan, South Korea, Mexico, Myanmar, Nepal, Philippines, Poland, Thailand, Turkey, Taiwan, Uganda, Vietnam

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
Fall 2022 – UC Riverside, UCSD
Spring 2023- San Diego State University (4) University of California San Diego (2) University of California, Los Angeles
Fall 2023 – California State University San Marcos, San Diego State University (2)
Spring 2024 – San Diego State University (5) California State University Long Beach, University of California San Diego

**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%.

**Related Documents for Charts and Graphs**

**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 engagment 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 aslo aim to emerged 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%
Fall 2023 – Pre-Quiz 46% and Post Quiz 88%
Spring 2024 – Pre-Quiz 44% and Post Quiz 88%
Fall 2024 – Pre-Quiz 22% and Post Quiz 92%

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

**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.

## Summary and Reflection

**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

**YEAR 2 Updates (2023 - 2024)**
**Provide any edits or updates to the prompts originally documented in the Executive Summary section for Year 2.**
No additional updates or edits

**Provide any edits or updates to the prompts originally documented in the Data Reflection section for Year 2.**
No additional updates or edits

**Review Outcomes Report. Review the unit's outcomes assessment process for 2022 - 2023. Discuss connections to unit goals/action plans/resource requests.**

**Provide any edits or updates to the prompts originally documented in the Practice Reflection section for Year 2.**
No additional updates or edits

**YEAR 3 Updates (2024 - 2025)**
**Provide any edits or updates to the prompts originally documented in the Executive Summary section for Year 3.**

**Provide any edits or updates to the prompts originally documented in the Data Reflection section for Year 3.**

**Review Outcomes Report. Review the unit's outcomes assessment process for 2023 - 2024. Discuss connections to unit goals/action plans/resource requests.**

**Provide any edits or updates to the prompts originally documented in the Practice Reflection section for Year 3.**

**YEAR 4 Updates (2025 - 2026)**
**Provide any edits or updates to the prompts originally documented in the Executive Summary section for Year 4.**

**Provide any edits or updates to the prompts originally documented in the Data Reflection section for Year 4.**

**Review Outcomes Report. Review the unit's outcomes assessment process for 2024 - 2025. Discuss connections to unit goals/action plans/resource requests.**

**Provide any edits or updates to the prompts originally documented in the Practice Reflection section for Year 4.**

**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**: 2026 - 2027

**Mapping**
Mesa College Strategic Plan: Roadmap to Mesa2030: *(X - Highlight the X to Align)*
- **Completion - Objective 1:** Develop pathways that provide students with clarity about degree, certificate, and transfer requirements. (**X**)
- **Completion - Objective 3:** Design and promote programs and services that intentionally target a reduction in equity gaps in completion outcomes (**X**)

| Action Plans | Action Plan Update |
|---|---|
| **Action Plan Status:** Active<br>**Action Plan:** 1.Continue to meet weekly to discuss student issues.<br>2.Continue to monitor Federal and Homeland Security Rules, policies and guidelines to adjust current practices.<br>**Action Plan Cycle:** 2022 - 2023, 2023 - 2024, 2024 - 2025, 2025 - 2026 | **Submission Date**: 11/15/2024<br>**Action Plan Update**: The successful collaboration and compliance are ongoing to ensure the success of our international students<br>**Update Year**: 2024 - 2025<br>**Action Plan Progress**: On Track |

**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:** Develop pathways that provide students with clarity about degree, certificate, and transfer requirements. (**X**)

| Action Plans | Action Plan Update |
|---|---|
| **Action Plan Status:** Active<br>**Action Plan:** 1. Engage potential graduates and motivate them to engage them to participate in the Departure Workshop Event.<br>2. Collobarate with student services departments for potential workshops.<br><br>**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  - 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 three 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.

**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.

## 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.**
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.

**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.

**Related Documents for Charts and Graphs**

**Describe the discussion(s) that took place about the unit's learning outcomes assessment data.**
No discussion to report at the moment.

**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 polices 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

**YEAR 2 Updates (2023 - 2024)**
**Provide any edits or updates to the prompts originally documented in the Executive Summary section for Year 2.**
Yes

**Provide any edits or updates to the prompts originally documented in the Data Reflection section for Year 2.**
Yes

**Review Outcomes Report. Review the unit's outcomes assessment process for 2022 - 2023. Discuss connections to unit goals/action plans/resource requests.**


**Provide any edits or updates to the prompts originally documented in the Practice Reflection section for Year 2.**
Yes

**YEAR 3 Updates (2024 - 2025)**
**Provide any edits or updates to the prompts originally documented in the Executive Summary section for Year 3.**


**Provide any edits or updates to the prompts originally documented in the Data Reflection section for Year 3.**


**Review Outcomes Report. Review the unit's outcomes assessment process for 2023 - 2024. Discuss connections to unit goals/action plans/resource requests.**


**Provide any edits or updates to the prompts originally documented in the Practice Reflection section for Year 3.**

**YEAR 4 Updates (2025 - 2026)**
**Provide any edits or updates to the prompts originally documented in the Executive Summary section for Year 4.**

**Provide any edits or updates to the prompts originally documented in the Data Reflection section for Year 4.**

**Review Outcomes Report. Review the unit's outcomes assessment process for 2024 - 2025. Discuss connections to unit goals/action plans/resource requests.**

**Provide any edits or updates to the prompts originally documented in the Practice Reflection section for Year 4.**

**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:** Develop pathways that provide students with clarity about degree, certificate, and transfer requirements. (**X**)

- **Pathways and Partnerships - Objective 5:** Develop and implement technologies, including website redesign, that will make pathways information available to students so that they can effectively utilize this information in their educational and career planning (**X**)

- **Scholarship - Objective 1:** Expand and prioritize professional learning experiences for all employees that create parity in outcomes across racial/ethnic groups and all disproportionately impacted groups (**X**)

- **Stewardship - Objective 1:** In collaboration with students, develop a climate action plan aligned with state and city goals that includes a timeline to reduce Mesa College's carbon footprint, focuses on climate literacy and student action, and mitigates Mesa's impact on climate change (**X**)

- **Stewardship - Objective 3:** Increase student access and schedule efficiency by coordinating schedules among departments/disciplines (**X**)

- **Stewardship - Objective 6:** Develop a proactive hiring plan that includes a review of advertising, screening, and interviewing with a goal of establishing a diverse and competent workforce that is reflective of the student population and the local community (**X**)

| Action Plans | Action Plan Update |
|---|---|
| **Action Plan Status:** Active<br>**Action Plan:** 1.  Provide students with a two-year education plan upon their arrival at Mesa College<br>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.<br>3.  Each year, submit the required fees for renewing membership into the 3C4A.<br>**Action Plan Cycle:** 2022 - 2023, 2023 - 2024, 2024 - 2025, 2025 - 2026 | |

**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:** Use technology to improve communication and accessibility across campus. (**X**)
- **Community - Objective 5:** Increase opportunities to be an asset and resource to the external community (**X**)
- **Completion - Objective 3:** Design and promote programs and services that intentionally target a reduction in equity gaps in completion outcomes (**X**)
- **Pathways and Partnerships - Objective 4:** Expand intersegmental pathways to create a seamless transition between Mesa and k-12, non-credit, Universities, and careers (**X**)
- **Scholarship - Objective 2:** Evaluate and improve Diversity, Equity, and Inclusion practice in classroom environments, campus activities, departments, schools, and administrative units (**X**)
- **Scholarship - Objective 4:** Expand the use of innovative and high-quality teaching, learning, and support practices that achieve equitable outcomes and increase student success (**X**)
- **Scholarship - Objective 5:** Reduce costs associated with instructional materials to support the elimination of equity gaps (**X**)
- **Stewardship - Objective 2:** Support processes and initiatives that prioritize environmental sustainability and reduce Mesa College's impact on climate change (**X**)
- **Stewardship - Objective 4:** Establish a college-wide practice and schedule that addresses routine maintenance and renewal of equipment, facilities and technology to ensure access to adequate resources and better serve students (**X**)
- **Stewardship - Objective 5:** Increase campus understanding, communication of and transparency in budget and resource allocation (**X**)

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

**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:** Develop activities, spaces, and programs that support a sense of belonging with a focus on antiracism, historically minoritized groups, and inclusion. (**X**)

- **Community - Objective 3:** Build a culture of communication that is evidence based, race conscious, institutionally focused, systemically aware, and equity advancing (**X**)

- **Community - Objective 4:** Remove barriers to equitable participation by developing, incentivizing and creating structures for all employees to engage in and design professional learning (**X**)

- **Completion - Objective 2:** Develop cross - functional teams that support student success and include integrated career and transfer counseling. (**X**)

- **Completion - Objective 4:** Support students' access to resources to mitigate the impact caused by technological and basic needs insecurity (**X**)

- **Pathways and Partnerships - Objective 1:** Develop and implement frameworks to create communities that can provide more targeted delivery of educational resources and support services. (**X**)

- **Pathways and Partnerships - Objective 2:** Expand partnerships with K-12 institutions to enhance program offerings and increase access for minoritized students. (**X**)

- **Pathways and Partnerships - Objective 3:** Increase community engagement, experiential learning, integrated career planning, and workforce training to prepare students for future careers (**X**)

- **Scholarship - Objective 2:** Evaluate and improve Diversity, Equity, and Inclusion practice in classroom environments, campus activities, departments, schools, and administrative units (**X**)

- **Scholarship - Objective 3:** Assess impact of prerequisites and corequisites on student success and revise curriculum, as needed (**X**)

- **Stewardship - Objective 2:** Support processes and initiatives that prioritize environmental sustainability and reduce Mesa College's impact on climate change (**X**)

- **Stewardship - Objective 4:** Establish a college-wide practice and schedule that addresses routine maintenance and renewal of equipment, facilities and technology to ensure access to adequate resources and better serve students (**X**)

- **Stewardship - Objective 5:** Increase campus understanding, communication of and transparency in budget and resource allocation (**X**)

| Action Plans | Action Plan Update |
|---|---|
| **Action Plan Status:** Active<br>**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.<br>2.　　　Reach out and work more with the following departments and programs in regards to equity and mental health:<br>1) Exercise Science<br>2) Student Health Center<br>3) Disability Support Program and Services (DSPS)<br>4) Student Success and Equity<br>5) Extended Opportunities Programs and Services (EOPS)<br>6) Tutorial Services<br>7) Umoja/Mesa Academy and Puente<br>8) Creating Rich Unique Intellectual Student Experiences (CRUISE) and Peer Navigator Program (PNP)<br>9) Financial Aid<br>10) Transfer Center<br><br>**Action Plan Cycle:** 2022 - 2023, 2023 - 2024, 2024 - 2025, 2025 - 2026 | |

## 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

**Maintain 3C4A Membership**

**Unit Goal**:
Rules, policies, and academic requirements throughout the CCCAA, NCAA, and NAIA are constantly changing and evolving.  Those changes are not the only impacts, but regulations implemented by local area entities, such as the Cal-GETC and SDCCD District general education patterns, also have an impact on our student-athletes.  Even though they are not direct governing boards or bodies residing over athletics, the mandated changes will impact how the MAAP Counselor helps students in attaining their associate degree.  Therefore, it's imperative for the MAAP Counselor to remain apprised of changes that will impact our student-athletes and the primary resource in doing so, is simply to maintain 3C4A membership.  Without membership, the MAAP counselor isn't afforded direct and immediate access to other Athletic Counselors throughout the state of California.  Maintaining membership is a critical solution, as the MAAP Counselor will benefit from having access to up-to-date information that is immediately relayed on the shared Google Docs.  Worth mentioning, Mesa College is operating with one full-time and two part-time Athletic Counselor's.  However, the full-time counselor is still solely responsible for meeting with their nearly 700 student athletes.  These contacts may be to clarify academic plans, follow up regarding graduation requirements, or meeting with new students to explain academic rules and regulations.  Therefore, in consideration of needing at least two more full-time Athletic Counselors, the greatest resource is maintaining 3C4A membership.  The yearly cost is less than $200.00 a year and the campus should have dedicated funds allocated towards this cost.

**Goal Status**: Active
**Beginning Year**: 2024 - 2025
**Projected Completion Year**: 2025 - 2026

**Maintain 3C4A Membership**

**Unit Goal**: Rules, policies, and academic requirements throughout the CCCAA, NCAA, and NAIA are constantly changing and evolving.  Those changes are not the only impacts, but regulations implemented by local area entities, such as the Cal-GETC and SDCCD District general education patterns, also have an impact on our student-athletes.  Even though they are not direct governing boards or bodies residing over athletics, the mandated changes will impact how the MAAP Counselor helps students in attaining their associate degree.  Therefore, it's imperative for the MAAP Counselor to remain apprised of changes that will impact our student-athletes and the primary resource in doing so, is simply to maintain 3C4A membership.  Without membership, the MAAP counselor isn't afforded direct and immediate access to other Athletic Counselors throughout the state of California.  Maintaining membership is a critical solution, as the MAAP Counselor will benefit from having access to up-to-date information that is immediately relayed on the shared Google Docs.  Worth mentioning, Mesa College is operating with one full-time and two part-time Athletic Counselor's.  However, the full-time counselor is still solely responsible for meeting with their nearly 700 student athletes.  These contacts may be to clarify academic plans, follow up regarding graduation requirements, or meeting with new students to explain academic rules and regulations.  Therefore, in consideration of needing at least two more full-time Athletic Counselors, the greatest resource is maintaining 3C4A membership.  The yearly cost is less than $200.00 a year and the campus should have dedicated funds allocated towards this cost.
**Goal Status**: Active
**Beginning Year**: 2022 - 2023
**Projected Completion Year**: 2025 - 2026

**MAAP Student-Athlete Grade Monitoring**

**Unit Goal**: The Athletic Retention Technicians (ART) monitors the academic progress of our student-athletes throughout the semester.  They track student-athletes attendance, their progression in scores, and they assist student-athletes in building a connection and relationship with their instructors.  In addition, ART's monitor degree progress completion and use grades as a barometer to help student-athletes adjust their study habits, time management, and approach in preparing for exams and tests.  The support from ART's truly embodies our ability to live up to our slogan at being the leading college in equity and excellence.  Furthermore, the Mesa College ART's provide support for students who are experiencing mental health crisis, in need of making career decisions, and has been instrumental in efforts of student retention.  Again, it's imperative to consider the imbalance in the close to 700 student-athletes to one full-time counselor ratio; therefore, the role of the ART's serves as a model that can be used campus-wide.
**Goal Status**: Active
**Beginning Year**: 2024 - 2025
**Projected Completion Year**: 2025 - 2026


**Counseling Academic Planning**

**Unit Goal**: Most of our student-athletes are non-qualifiers.  In order to be a qualifier, a student-athlete is required to meet those parameters while in high school.  Once a student-athlete begin their college career at Mesa College, it's unlikely that they will establish qualifying status. Therefore, the ideal goal and expectation is for our student-athletes to graduate within two years.  This will allow student-athletes the opportunity to have more eligible seasons of participation at their transfer university.  In effort to help our student-athletes achieve the goal of graduating in two-years, our team of athletic counselors meet with students individually, as a group during the student-athlete orientation, and on-demand (which are moments when coaches need the academic plan explained to a recruit).  To add, the athletic counselor may be required to fielding questions on the weekend, be ready and prepared for responding to emergencies, and it's imperative for athletic counselors to remain abreast of rules and regulations.  The stakes are high for athletic counselors and student-athletes.   Reason being, due to Name Image and Likeness (NIL), once student-athletes transfer from Mesa College, our student-athletes have opportunities at earning NIL related wages.
**Goal Status**: Active
**Beginning Year**: 2024 - 2025
**Projected Completion Year**: 2025 - 2026

| Action Plans | Action Plan Update |
|---|---|
| **Action Plan Status:** Active <br> **Action Plan:** Attend fall and Spring conferences. <br> **Action Plan Cycle:** 2024 - 2025 | |

# 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 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

**Summary and Reflection**

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](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. 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.

## 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.)**

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.

**Related Documents for Charts and Graphs**


**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.

**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 mor 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

## Summary and Reflection

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

**YEAR 2 Updates (2023 - 2024)**
**Provide any edits or updates to the prompts originally documented in the Executive Summary section for Year 2.**
Yes

**Provide any edits or updates to the prompts originally documented in the Data Reflection section for Year 2.**
Yes

**Review Outcomes Report. Review the unit's outcomes assessment process for 2022 - 2023. Discuss connections to unit goals/action plans/resource requests.**
As we have made progress towards our outlined outcomes assessments, the Umoja Program has identified growth and shortcomings in the relevant areas. Capturing data as it relates to students merely participating in the program and its various aspects has been simpler, with most notable struggles regarding the categorization of supporting documents such as education plans. The biggest struggle in capturing data to meet the SSOs has been relying on student input. I have noticed a trend that is lacking student feedback via email, so this anticipated struggle came to fruition when data was requested from students. Ultimately, we are on track with having identified data points to capture and inspect that should speak to the planned SSOs for the Umoja Program during the broader program review process.

**Provide any edits or updates to the prompts originally documented in the Practice Reflection section for Year 2.**
Yes

**YEAR 3 Updates (2024 - 2025)**
**Provide any edits or updates to the prompts originally documented in the Executive Summary section for Year 3.**

**Provide any edits or updates to the prompts originally documented in the Data Reflection section for Year 3.**

**Review Outcomes Report. Review the unit's outcomes assessment process for 2023 - 2024. Discuss connections to unit goals/action plans/resource requests.**

**Provide any edits or updates to the prompts originally documented in the Practice Reflection section for Year 3.**

**YEAR 4 Updates (2025 - 2026)**
**Provide any edits or updates to the prompts originally documented in the Executive Summary section for Year 4.**

## Summary and Reflection

**Provide any edits or updates to the prompts originally documented in the Data Reflection section for Year 4.**

**Review Outcomes Report. Review the unit's outcomes assessment process for 2024 - 2025. Discuss connections to unit goals/action plans/resource requests.**

**Provide any edits or updates to the prompts originally documented in the Practice Reflection section for Year 4.**

**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:** Build a culture of communication that is evidence based, race conscious, institutionally focused, systemically aware, and equity advancing (**X**)

- **Community - Objective 5:** Increase opportunities to be an asset and resource to the external community (**X**)

- **Completion - Objective 2:** Develop cross - functional teams that support student success and include integrated career and transfer counseling. (**X**)

- **Stewardship - Objective 6:** Develop a proactive hiring plan that includes a review of advertising, screening, and interviewing with a goal of establishing a diverse and competent workforce that is reflective of the student population and the local community (**X**)

| Action Plans | Action Plan Update |
|---|---|
| **Action Plan Status:** Archived<br>**Action Plan:** 1. Creating an "Umoja Bridge" aspect of the program to inform local feeder schools of the resources available for their graduating students.<br>2. Including Umoja in the campus Outreach efforts as a program and resource available to students for academic and personal development.<br><br>**Action Plan Cycle:** 2022 - 2023, 2023 - 2024, 2024 - 2025, 2025 - 2026 | **Submission Date**: 11/20/2023<br>**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.<br>**Update Year**: 2023 - 2024<br>**Action Plan Progress**: Barriers Encountered |
| **Action Plan Status:** Active<br>**Action Plan:** Identify a timeline to hire a full time Umoja Coordinator<br>**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:** Build a culture of communication that is evidence based, race conscious, institutionally focused, systemically aware, and equity advancing (**X**)

- **Completion - Objective 1:** Develop pathways that provide students with clarity about degree, certificate, and transfer requirements. (**X**)

- **Completion - Objective 2:** Develop cross - functional teams that support student success and include integrated career and transfer counseling. (**X**)

- **Completion - Objective 3:** Design and promote programs and services that intentionally target a reduction in equity gaps in completion outcomes (**X**)

- **Pathways and Partnerships - Objective 3:** Increase community engagement, experiential learning, integrated career planning, and workforce training to prepare students for future careers (**X**)

- **Pathways and Partnerships - Objective 4:** Expand intersegmental pathways to create a seamless transition between Mesa and k-12, non-credit, Universities, and careers (**X**)

- **Scholarship - Objective 2:** Evaluate and improve Diversity, Equity, and Inclusion practice in classroom environments, campus activities, departments, schools, and administrative units (**X**)

- **Stewardship - Objective 3:** Increase student access and schedule efficiency by coordinating schedules among departments/disciplines (**X**)

| Action Plans | Action Plan Update |
|---|---|
| **Action Plan Status:** Completed<br>**Action Plan:** 1. Individually meeting with students upon completion of interest forms to gauge commitment and area of program participation.<br>2. Providing add codes to students who qualify for Learning Community courses. | **Submission Date**: 11/20/2023<br>**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.<br>**Update Year**: 2023 - 2024<br>**Action Plan Progress**: Completed |
| **Action Plan Cycle:** 2022 - 2023, 2023 - 2024 | **Submission Date**: 11/20/2023<br>**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.).<br>**Update Year**: 2023 - 2024<br>**Action Plan Progress**: Completed |

**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:** Develop activities, spaces, and programs that support a sense of belonging with a focus on antiracism, historically minoritized groups, and inclusion. (**X**)

- **Community - Objective 5:** Increase opportunities to be an asset and resource to the external community (**X**)

- **Completion - Objective 4:** Support students' access to resources to mitigate the impact caused by technological and basic needs insecurity (**X**)

| Action Plans | Action Plan Update |
|---|---|
| **Action Plan Status:** Active<br>**Action Plan:** 1. Identifying an available space on campus that is accessible and will accommodate the needs of the program and its students.<br>2. Hosting Umoja activities – Study Jams, tutoring, Porch Talks, etc. – in this space to promote sense of belonging in engage in acceleration.<br><br>**Action Plan Cycle:** 2022 - 2023, 2023 - 2024, 2024 - 2025, 2025 - 2026 | **Submission Date**: 11/20/2023<br>**Action Plan Update**: 1. Identifying an available space on campus that is accessible and will accommodate the needs of the program and its students.<br>**Update Year**: 2023 - 2024<br>**Action Plan Progress**: Completed |
| | **Submission Date**: 11/20/2023<br>**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.<br>**Update Year**: 2023 - 2024<br>**Action Plan Progress**: On Track |
| **Action Plan Status:** Completed<br>**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<br>**Action Plan Cycle:** 2023 - 2024 | |

# 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 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.

## Summary and Reflection

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.

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

## Summary and Reflection

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.

**Related Documents for Charts and Graphs**

**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.

**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.**
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

## Summary and Reflection

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

**YEAR 2 Updates (2023 - 2024)**
**Provide any edits or updates to the prompts originally documented in the Executive Summary section for Year 2.**
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 is 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.

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.

**Provide any edits or updates to the prompts originally documented in the Data Reflection section for Year 2.**
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.

## Summary and Reflection

**Review Outcomes Report. Review the unit's outcomes assessment process for 2022 - 2023. Discuss connections to unit goals/action plans/resource requests.**


**Provide any edits or updates to the prompts originally documented in the Practice Reflection section for Year 2.**
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.

### YEAR 3 Updates (2024 - 2025)
**Provide any edits or updates to the prompts originally documented in the Executive Summary section for Year 3.**
The 2024-2025 academic year, was extremely impacted by factors outside of our control. The glitches, issues, and delays from the overhaul of the FAFSA application for the 2024-2025 year delayed admit/deny process for the Promise program, since the completion of a financial aid application is a requirement for Promise eligibility. There were also severe glitches and delays with the California Dream Act Application which forced some undocumented or mixted status students to submit a FAFSA application as a "workaround." Without knowing if financial aid or Promise would cover tuition costs, students waited on enrolling in classes and registering for CRUISE. By the time Mesa College received FAFSA information, it was too late to register for CRUISE. Additionally, drop for nonpayment was removed to accommodate students waiting for financial assistance notice which impacted many of our Promise students -- classes were so full that students could not meet the 12-unit enrollment to meet Promise eligibility. To support these students, our staff from Outreach, Promise and Assessment & Testing held additional support days that tied matriculation support and campus tours to provide some orientation to incoming students. Additionally, with some collaborative work with Counseling and Art Department, we were able to offer a late-start ARTF 100 class exclusively to our Promise students to meet their 12-unit enrollment requirement. The severe delays in financial aid applications, our staff from Outreach, Promise and Assessment & Testing have been working on troubleshooting and supporting students, especially on a one-on-one basis with financial aid, Promise, enrollment, and orientation through the end of November.

There were severe impacts experienced by all contract and student staff in our office and our students, especially in our CCAP high schools with the implementation of single sign-on. Our teams, who were already navigating how to troubleshoot financial aid and matriculation delays and issues, also had to visit our partnered high schools to help troubleshoot students who were unable to access their Canvas courses and student email accounts. We also fielded several hundreds of single sign-on inquiries and troubleshooting requests via phone and in-person at the same time.

**Provide any edits or updates to the prompts originally documented in the Data Reflection section for Year 3.**


**Review Outcomes Report. Review the unit's outcomes assessment process for 2023 - 2024. Discuss connections to unit goals/action plans/resource requests.**


**Provide any edits or updates to the prompts originally documented in the Practice Reflection section for Year 3.**
Outreach and Promise has been more strategic in focusing on certain student (or prospective student) groups with unique needs. Promise Program has been working with Borderless Scholars to promote free-tuition to our undocumented and mixed-status students and to encourage more participation in Promise programs and events. We have also noticed trends with our student athletes. Specifically, we see student athletes, who have priority registration access, late summer having difficulty finding classes to add to meet the enrollment requirement to be eligible for Promise. We also see that many student athletes are not informed about the Promise application process -- many come in, often too late, believing Promise enrollment is automatic. Finally, we see student athletes enter Mesa for what they believe is "summer practice" and not understanding that they are enrolled in EXSC classes. These classes go unpaid which results in holds on their accounts, which impacts their ability to purchase parking passes and enrolling for Fall classes. To prevent these issues in the future, we have reached out to Athletics to provide briefings about Promise program to coaches, faulty and staff and to share our observations so that we can discuss strategies for matriculating our student athletes properly.

In past years, Outreach has had concerted effort in connecting CCE students to Mesa, especially through our

website design and our CCE at Mesa Day and Jumpstart. This year, we have been working closely with CTE to strategize ways to recruit adult learners, especially through connecting CCE students to Mesa CTE programs related to their CCE programs of study, and to support them to completion. We began meeting recently and are currently at the beginning stages of planning.

**YEAR 4 Updates (2025 - 2026)**
**Provide any edits or updates to the prompts originally documented in the Executive Summary section for Year 4.**


**Provide any edits or updates to the prompts originally documented in the Data Reflection section for Year 4.**


**Review Outcomes Report. Review the unit's outcomes assessment process for 2024 - 2025. Discuss connections to unit goals/action plans/resource requests.**


**Provide any edits or updates to the prompts originally documented in the Practice Reflection section for Year 4.**

**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)*
- **Completion - Objective 1:** Develop pathways that provide students with clarity about degree, certificate, and transfer requirements. (**X**)
- **Completion - Objective 2:** Develop cross - functional teams that support student success and include integrated career and transfer counseling. (**X**)
- **Completion - Objective 3:** Design and promote programs and services that intentionally target a reduction in equity gaps in completion outcomes (**X**)
- **Completion - Objective 4:** Support students' access to resources to mitigate the impact caused by technological and basic needs insecurity (**X**)
- **Pathways and Partnerships - Objective 1:** Develop and implement frameworks to create communities that can provide more targeted delivery of educational resources and support services. (**X**)
- **Pathways and Partnerships - Objective 2:** Expand partnerships with K-12 institutions to enhance program offerings and increase access for minoritized students. (**X**)
- **Pathways and Partnerships - Objective 3:** Increase community engagement, experiential learning, integrated career planning, and workforce training to prepare students for future careers (**X**)
- **Pathways and Partnerships - Objective 4:** Expand intersegmental pathways to create a seamless transition between Mesa and k-12, non-credit, Universities, and careers (**X**)
- **Pathways and Partnerships - Objective 5:** Develop and implement technologies, including website redesign, that will make pathways information available to students so that they can effectively utilize this information in their educational and career planning (**X**)

| Action Plans | Action Plan Update |
|---|---|
| **Action Plan Status:** Active | **Submission Date**: 11/26/2024 |

| Action Plans | Action Plan Update |
|---|---|
| **Action Plan:** OUTREACH<br>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.<br>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.<br><br>**Action Plan Cycle:** 2022 - 2023, 2023 - 2024, 2024 - 2025, 2025 - 2026 | **Action Plan Update**: Outreach sends Outreach Ambassadors to assigned high schools weekly to provide matriculation support to the students there. Depending on the unique needs of the students there, they provide informational sessions on Mesa College and its offerings, Promise Program and other ways to finance college education at Mesa, and offer a sense of what Mesa student life is like. They also provide guidance on completing and submitting the Mesa College application, Promise Program application and FAFSA/California Dream Act applications. one-on-one matriculation support for students who encounter challenges and issues.<br><br>Outreach has developed unique relationships with the high schools which vary depending on the needs of the school. For example, Outreach produces a one-day on-campus event called "Madison at Mesa Day" which provides an abbreviated version of Jumpstart but with the addition of additional matriculation support for Madison students. This is done in collaboration with Promise Program, Assessment & Testing, and many of the colleagues working within the Student Services building. From conversations with the head counselor at Twain High School, we have learned that the students there, who predominantly belong to disproportionaly impacted communities, need very frequent, close, and robust supports. Twain also has expressed more interest in the career programs. Thus, we have collaborated with CTE to invite Twain to the CTE networking events, campus events and customize tours and informational sessions for the students.<br><br>There were two heavy unique challenges for the 2024-2025 year that impacted our relationships with our high schools: the severe delays and glitches from the 2024-2025 FAFSA renovations and transition to Single-Sign On. Due to the massive impacts from these two events, the Outreach team fielded hundreds of calls, LiveChat inquiries, walk-ins and emails to help resolve SSO complications and made frequent visits to our CCAP high schools to assist with troubleshooting SSO issues. The FAFSA complications delayed many of the matriculation and enrollment processes, including that of Promise since completion of FAFSA or California Dream Act Applications is a requirement for the program. Thus, our teams from Outreach and Promise created addtional contacts with the high schools and other applicants to field questions about what might happen, navigate around the delays and glitches, and provide access to other Student Services supports.<br>**Update Year**: 2024 - 2025<br>**Action Plan Progress**: On Track |

**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 2:** Develop activities, spaces, and programs that support a sense of belonging with a focus on antiracism, historically minoritized groups, and inclusion. (**X**)

- **Community - Objective 3:** Build a culture of communication that is evidence based, race conscious, institutionally focused, systemically aware, and equity advancing (**X**)

- **Community - Objective 4:** Remove barriers to equitable participation by developing, incentivizing and creating structures for all employees to engage in and design professional learning (**X**)

- **Community - Objective 5:** Increase opportunities to be an asset and resource to the external community (**X**)

- **Pathways and Partnerships - Objective 1:** Develop and implement frameworks to create communities that can provide more targeted delivery of educational resources and support services. (**X**)

- **Pathways and Partnerships - Objective 3:** Increase community engagement, experiential learning, integrated career planning, and workforce training to prepare students for future careers (**X**)

- **Scholarship - Objective 1:** Expand and prioritize professional learning experiences for all employees that create parity in outcomes across racial/ethnic groups and all disproportionately impacted groups (**X**)

- **Scholarship - Objective 2:** Evaluate and improve Diversity, Equity, and Inclusion practice in classroom environments, campus activities, departments, schools, and administrative units (**X**)

| Action Plans | Action Plan Update |
|---|---|
| **Action Plan Status:** Active<br>**Action Plan:** OUTREACH<br>Goal 2: Promote and cultivate an environment dedicated to the personal, professional, and academic development of students and staff.<br>SO: Community and Scholarship: Outreach will provide ongoing opportunities for the professional learning of classified professionals within an intentional and collaboratively developed framework.<br><br>**Action Plan Cycle:** 2022 - 2023, 2023 - 2024, 2024 - 2025, 2025 - 2026 | **Submission Date**: 11/26/2024 |

| Action Plans | Action Plan Update |
|---|---|
| | **Action Plan Update**: The Outreach Ambassador orientation was extended to 2 weeks and opened to returning Outreach Ambassadors, Project Assistants and contract staff. The orientation was also expanded to include disability awareness, improvisational activities to build trust amongst the team and build professional safety, and sessions on digital and video design for accessibility. Outreach also implemented and formalized weekly Friday meetings for our Outreach Ambassadors to include continued learning and education. For the Fall 2024 semester, we have integrated into our Friday meetings the following sessions: Art Gallery tour and Museum Studies overview, Mesa Garden tour and overview of TerraMesa, QPR Suicide Prevention training, Title IX training, training on DRC, Borderless Scholars and overview of supports for our undocumented students, and training on supporting our LGBTQIA+ students. The meetings have also been formally structured to include best-practices weekly feedback from the student ambassadors themselves to encourage continued professional self-reflection and ownership of professional development and learning. The student Outreach Ambassador team (which includes 11 Outreach Ambassadors, 4 Project Assistants, a Federal Work Study, an MIP intern, and a Veteran Work Study) are regularly encouraged to actively seek out campus programs and events to attend so that their knowledge and experience of Mesa's offerings and culture can be a resource for when they go out to represent Mesa at tabling and community events and at their respective high schools. Outreach has created an open calendar where all events are added and accessible so that team members can attend and report back. One Project Assistant has also been tasked to build upon the calendar and send out team members to events.<br><br>Outreach team members are also encouraged to take on student-leadership positions on Associated Students, club leadership and other professional or learning community-related meetings and events during their Outreach shifts. The Associated Student Leadership Retreat is now a paid event for our student staff as it is considered a professional learning event that will contribute to their abilities and skills for their Outreach Ambassador position as well as their future careers.<br><br>Contract staff is also encouraged to seek and attend professional workshops and conferences, such as the RP Group Strengthening Student Success Conference, district professional education workshops, etc.<br>**Update Year**: 2024 - 2025<br>**Action Plan Progress**: On Track |

**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)*

- **Community - Objective 1:** Use technology to improve communication and accessibility across campus. (**X**)

- **Community - Objective 2:** Develop activities, spaces, and programs that support a sense of belonging with a focus on antiracism, historically minoritized groups, and inclusion. (**X**)

- **Community - Objective 5:** Increase opportunities to be an asset and resource to the external community (**X**)

- **Completion - Objective 1:** Develop pathways that provide students with clarity about degree, certificate, and transfer requirements. (**X**)

- **Completion - Objective 3:** Design and promote programs and services that intentionally target a reduction in equity gaps in completion outcomes (**X**)

- **Completion - Objective 4:** Support students' access to resources to mitigate the impact caused by technological and basic needs insecurity (**X**)

- **Pathways and Partnerships - Objective 1:** Develop and implement frameworks to create communities that can provide more targeted delivery of educational resources and support services. (**X**)

- **Pathways and Partnerships - Objective 5:** Develop and implement technologies, including website redesign, that will make pathways information available to students so that they can effectively utilize this information in their educational and career planning (**X**)

| Action Plans | Action Plan Update |
|---|---|
| **Action Plan Status:** Active<br>**Action Plan:** OUTREACH<br>Goal 3: Create social media outlets to promote Outreach, Mesa College, and its programs and resources.<br>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.<br><br>**Action Plan Cycle:** 2022 - 2023, 2023 - 2024, 2024 - 2025, 2025 - 2026 | **Submission Date**: 11/26/2024<br>**Action Plan Update**: While the Outreach Instagram account existed, it was largely stagnant. This year, to boost our social media presence, Outreach hired a Project Assistant with social media skills and tv/cinema experience. This PA is charged with transforming the Outreach IG account into a resource for prospective students who cannot visit the campus in person to learn about the culture and offerings and to be a resource for current students to learn about campus events, opportunities, and updates on and changes to programs. Outreach also encourages our staff to actively seek and attend events on campus to gather materials for our IG account.  We have also created a campus events calendar to support this. This PA has created several reels and posts and has employed IG trends to grab interest and interaction. Some of the events covered have been the tabling event at Monarch School, the HBCU Caravan, the Terra Mesa garden tour, Transfer Day Fair,  Promise Day, FAFSA updates, and Latino/a/e Heritage Month events.<br>**Update Year**: 2024 - 2025<br>**Action Plan Progress**: On Track |

**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:** Use technology to improve communication and accessibility across campus. (**X**)

- **Pathways and Partnerships - Objective 4:** Expand intersegmental pathways to create a seamless transition between Mesa and k-12, non-credit, Universities, and careers (**X**)

- **Pathways and Partnerships - Objective 5:** Develop and implement technologies, including website redesign, that will make pathways information available to students so that they can effectively utilize this information in their educational and career planning (**X**)

| Action Plans | Action Plan Update |
|---|---|
| **Action Plan Status:** Active<br>**Action Plan:** PROMISE<br>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.<br>Focusing on the Mesa Promise webpages, and keeping the website redesign in mind, craft concise and complete Promise information.<br>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.<br><br>**Action Plan Cycle:** 2022 - 2023, 2023 - 2024, 2024 - 2025, 2025 - 2026 | **Submission Date**: 11/26/2024<br>**Action Plan Update**: The District houses the official language and the latest updates to eligibility on Promise Program. The Promise team has updated its website and Canvas to mirror the language and organization of information on the District site to streamline communication going out about the program. Additionally, the Outreach staff is currently being trained on modelling their speaking points about the program and application process to mirror what is on the District's Promise webpage. This will ensure that visitors taking campus tours, prospective students at college fairs, and students in our feeder high school all consistently receive correct and up-to-date information.<br>**Update Year**: 2024 - 2025<br>**Action Plan Progress**: On Track |

**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:** Develop activities, spaces, and programs that support a sense of belonging with a focus on antiracism, historically minoritized groups, and inclusion. (**X**)

- **Completion - Objective 3:** Design and promote programs and services that intentionally target a reduction in equity gaps in completion outcomes (**X**)

| Action Plans | Action Plan Update |
|---|---|
| **Action Plan Status:** Active<br>**Action Plan:** PROMISE<br>Goal 2 :Mesa Promise will collaborate with other offices and departments to create social events to foster community amongst students, faculty and Classified professionals.<br>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.<br>Discuss opportunities for collaborative social events to support special population Promise students.<br><br>**Action Plan Cycle:** 2022 - 2023, 2023 - 2024, 2024 - 2025, 2025 - 2026 | **Submission Date**: 12/02/2024<br>**Action Plan Update**: Promise has been able to collaborate with Rising Scholars for an outreach event at the Kearny Mesa youth Transition Campus and with Borderless Scholars in promoting Promise opportunities to our undocumented students and students from mixed status families. Now that we have made these relationships, we will plan on putting on social events. However, there have been some slow downs due to two staff transitions in Promise.<br>**Update Year**: 2024 - 2025<br>**Action Plan Progress**: On Track |

**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 2:** Develop activities, spaces, and programs that support a sense of belonging with a focus on antiracism, historically minoritized groups, and inclusion. (**X**)

- **Community - Objective 5:** Increase opportunities to be an asset and resource to the external community (**X**)

- **Pathways and Partnerships - Objective 3:** Increase community engagement, experiential learning, integrated career planning, and workforce training to prepare students for future careers (**X**)

| Action Plans | Action Plan Update |
|---|---|
| **Action Plan Status:** Active<br>**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.<br><br>**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  - 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 tremedously 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
The mentoring component also continues to grow in numbers and diversity of career fields.

## 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 only trend we continue to see that seems to be a minor equity gap is the lower amount of interest forms we recieve 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

**Related Documents for Charts and Graphs**
Chart 1.png

**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.

**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.

**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

## Summary and Reflection

**Related Documents for Charts and Graphs**

**Practice Reflection Complete**
Yes

## Mid-Cycle Updates

**YEAR 2 Updates (2023 - 2024)**
**Provide any edits or updates to the prompts originally documented in the Executive Summary section for Year 2.**
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.

**Provide any edits or updates to the prompts originally documented in the Data Reflection section for Year 2.**
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.

**Review Outcomes Report. Review the unit's outcomes assessment process for 2022 - 2023. Discuss connections to unit goals/action plans/resource requests.**

**Provide any edits or updates to the prompts originally documented in the Practice Reflection section for Year 2.**
 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 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 Bienvendia 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.

## YEAR 3 Updates (2024 - 2025)

**Provide any edits or updates to the prompts originally documented in the Executive Summary section for Year 3.**

The Puente Project at Mesa has continued to thrive and expand tremendously since the last comprehensive program 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. With the expansion of the budget allocation provided by the statewide Puente project, we have been able to expand the services, activities, and events available to our students.  We have also continued partnerships and collaborations with departments and programs such as KAPWA, UMOJA, Chicano Studies, Work-Based Learning, and Mesa Journeys. The KAPWA/UMOJA/Puente collaboration known as "KUP" has held multiple events focused on cultural solidarity, identity, and career readiness. One major change to our program has been in personnel with Patty Rodriguez joining the team as the current counselor/co-coordinator of the team.

As a Puente team, Christie Allred, Juan Bernal, and myself (Patty Rodriguez) we are working together to keep updated with gathering data not only for our campuswide initiatives, annual assessments and also work to provide data and feedback to our statewide program Puente project office which includes MIS data, and student surveys. The Puente Project at Mesa has continued to thrive and expand tremendously since the last comprehensive program 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 and persistence rates continue to be in the high 90 percent. Examples of Puente events and activities in the fall semester include the Puente Orientation which has become the Puente Bienvenida, the Puente Regional Alliance Day at the Bay, the annual Noche de Familia event, Mentor Mixer events including the Mentor Training Dinner and the Puente Posada, and the Puente Transfer Motivational Conference at University of California San Diego. Our plan for the spring includes the annual Puente Motivational Hike Challenge,  the Chicano Park tour in collaboration with Chicano Studies, 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 Regional 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.

**Provide any edits or updates to the prompts originally documented in the Data Reflection section for Year 3.**

Data collection for Fall 2024 continues to be in progress.

## Summary and Reflection

**Review Outcomes Report. Review the unit's outcomes assessment process for 2023 - 2024. Discuss connections to unit goals/action plans/resource requests.**


**Provide any edits or updates to the prompts originally documented in the Practice Reflection section for Year 3.**

· Request for Puente space

After submitting our request for a Puente Center, we have been approved to move on to the next stage of securing our Puente Center. Beginning in summer 2024 and this fall semester, we have been working closely with the Director of Events and Operations to prepare the center with KAPWA and UMOJA for an expected opening of the beginning of the Spring 2025 semester. The plan is to use a large portion of our funds for technology for the 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. This semester there has a been in an increase in more meeting among the three learning community coordinators. The three learning communities have supported each other's events throughout the fall semester.

· Puente Bienvenida

This year the Puente team rebranded the  traditional orientation session into a lively bienvenida celebration held prior to the start of the semester where students had the opportunity to get to know the Puente faculty, meet Puentistas in Phase III and get a tour of the campus. The event also included outdoor yard games, free food for attendees, and free swag including hoodies and t-shirts.

· Success rates in PERG courses

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 for the 23-24 academic year. Puente continues to have impressive retention and success rates in all Puente courses. In Spring 2025, Puente students will enroll in PERG 110 instead of PERG 140 to align with the preparation of the onboarding of the Cal-GETC requirements beginning in Fall 2025.

· Mentor Events

With the expansion of the interest in the Puente mentor pool, this fall semester we held a mentor dinner which was hosted at our 72-fifty cafe. This allowed the Puente faculty to share the importance of being a Puente mentor and review the guidelines and procedures of the mentor component. The mentor also had the opportunity to network and ask questions about their role as mentors. As we end the fall semester, we are looking forward to hosting our first annual Puente Posada where the mentors and students will have the opportunity to interact in an informal setting celebrating the holidays with some cultural elements. After this event, Puente students will continue to be matched with mentors from both the on-campus and off-campus communities from various career fields.

· Puente Statewide Faculty Conference

The Puente team consisting of Counseling, English and Math faculty continue to receive yearly training at the Puente Statewide Conferences, and are planning to attend the 2025 conference in San Diego, California.

· Puente Regional Alliance Day at the Bay

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, Imperial Valley, and Grossmont Colleges. This event has now become an annual tradition with nearly 200 Puente students participating in team-building activities and were treated to music and food.

· Latinx Heritage Month Event

Puente continues to be involved in the campus community with participation in events like the Bienvenida event held during Latinx Heritage Month, such as Poetry for Cultural Celebration and Healing with Poet Donato Martinez Event. Being part of events such as this increases visibility and further promote the program amongst the student population.

· Participated in Chicana/o Studies Department viewing of  Documentary: Chicano Love Story

Students learned about the rich history of Mesa College Alumni who not only participated first hand in the farm workers movement with Cesar Chavez but continued his legacy while creating the Cesar Chavez service club in many of our local San Diego Unified schools.

· Poetry reading with Jeff Knorr in collaboration with Chicana/o Studies and FPAC

This collaboration of bringing poet Jeff Knorr to campus allowed for students to learn about a poet who has struggled with the justice system from the point of view of a family member who wants to offer support from outside the jail cell.

· Transfer Motivational Conference at University of California, San Diego

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 was author Rafael Agustin who gave a powerful message to our Puente students regarding perseverance by sharing his personal story of how he was formerly undocumented. Students had the opportunity to pick from a variety of workshops and also receive a campus tour.
·        Art Healing workshop with Berenice Badillo
Students had an opportunity to connect with Chicano Park ground-breaking feminist artist, Berenice Badillo, who not only shared her own journey as an artist and breast cancer survivor but also offered the students an opportunity to engage by creating their own art pieces.

**YEAR 4 Updates (2025 - 2026)**
**Provide any edits or updates to the prompts originally documented in the Executive Summary section for Year 4.**

**Provide any edits or updates to the prompts originally documented in the Data Reflection section for Year 4.**

**Review Outcomes Report. Review the unit's outcomes assessment process for 2024 - 2025. Discuss connections to unit goals/action plans/resource requests.**

**Provide any edits or updates to the prompts originally documented in the Practice Reflection section for Year 4.**

**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**
<u>Mesa College Strategic Plan: Roadmap to Mesa2030:</u> *(X - Highlight the X to Align)*
- **Completion - Objective 1:** Develop pathways that provide students with clarity about degree, certificate, and transfer requirements. (**X**)
- **Completion - Objective 2:** Develop cross - functional teams that support student success and include integrated career and transfer counseling. (**X**)

| Action Plans | Action Plan Update |
|---|---|
| **Action Plan Status:** Active<br>**Action Plan:** Continue Puente structure to include English 101X & 205 and Math 119X. In Fall 2024, changed from English 101x to English 101.<br>**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**
<u>Mesa College Strategic Plan: Roadmap to Mesa2030:</u> *(X - Highlight the X to Align)*
- **Completion - Objective 1:** Develop pathways that provide students with clarity about degree, certificate, and transfer requirements. (**X**)
- **Completion - Objective 2:** Develop cross - functional teams that support student success and include integrated career and transfer counseling. (**X**)

| Action Plans | Action Plan Update |
|---|---|
| **Action Plan Status:** Active<br>**Action Plan:** Continue working with phase 1, 2, & 3 students on education and career plans. Math 119x has been continuously offered in fall semester but in 25-26 academic year the course will be offered in spring semester to allow for a math course for students with STEM majors in Fall 25.<br>**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**: 2024 - 2025

**Mapping**
Mesa College Strategic Plan: Roadmap to Mesa2030: *(X - Highlight the X to Align)*
- **Community - Objective 2:** Develop activities, spaces, and programs that support a sense of belonging with a focus on antiracism, historically minoritized groups, and inclusion. (**X**)

- **Completion - Objective 1:** Develop pathways that provide students with clarity about degree, certificate, and transfer requirements. (**X**)

- **Completion - Objective 2:** Develop cross - functional teams that support student success and include integrated career and transfer counseling. (**X**)

| Action Plans | Action Plan Update |
|---|---|
| **Action Plan Status:** Active<br>**Action Plan:** Continue working with phase 1, 2, & 3 students on education and career plans<br>**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:** Develop pathways that provide students with clarity about degree, certificate, and transfer requirements. (**X**)

- **Completion - Objective 2:** Develop cross - functional teams that support student success and include integrated career and transfer counseling. (**X**)

- **Completion - Objective 3:** Design and promote programs and services that intentionally target a reduction in equity gaps in completion outcomes (**X**)

| Action Plans | Action Plan Update |
|---|---|
| **Action Plan Status:** Active<br>**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.<br><br>**Action Plan Cycle:** 2023 - 2024, 2024 - 2025 | |

# 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 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%.

## 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.)**

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.

**Related Documents for Charts and Graphs**


**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.

**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 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

**YEAR 2 Updates (2023 - 2024)**

**Provide any edits or updates to the prompts originally documented in the Executive Summary section for Year 2.**
STAR TRIO continues to nurture partnerships with its sister programs and other equity based groups. Trainings and professional development opportunities are encouraged for our team members, and coordinated event planning with other EOPS and Special Programs is prioritized whenever possible.

**Provide any edits or updates to the prompts originally documented in the Data Reflection section for Year 2.**
STAR TRIO continues with its Annual Performance Reporting. The 2022-2023 APR is attached ("22-23 APR final"). STAR TRIO has met or exceed each of its performance objectives. The persistence goal is 63% and the actual attained rate was 90%. The good academic standing goal is 88% and attained at 88%. Degree attainment was aimed at 12% and achieved at 34%. Transfer was aimed at 6% and achieved at 22%..

**Review Outcomes Report. Review the unit's outcomes assessment process for 2022 - 2023. Discuss connections to unit goals/action plans/resource requests.**
Outcomes are achieved, consistent with the federal grant expectations and aligned with SD Mesa institutional learning outcomes

**Provide any edits or updates to the prompts originally documented in the Practice Reflection section for Year 2.**
no updates, STAR TRIO remains committed to partnerships with our colleagues serving students to reduce equity gaps

**YEAR 3 Updates (2024 - 2025)**

**Provide any edits or updates to the prompts originally documented in the Executive Summary section for Year 3.**
STAR TRIO continues its partnerships for intentional equity in action. STAR TRIO connected with the Kapwa Learning Community, AAPI and AANAPISI communities, offering admission priority and admission incentives for their students to join STAR TRIO. Similarly, we offered the same incentives to the Umoja community and Puente program participants. STAR TRIO teammates completed the Undocu Ally Training and created mutual incentives supported by Borderless Scholars and STAR TRIO to promote STAR TRIO services to our undocumented students.

**Provide any edits or updates to the prompts originally documented in the Data Reflection section for Year 3.**
STAR TRIO discussed outcomes from 23-24 in its parallel meetings, concurrent with the outcomes across campus endeavor. STAR TRIO met or exceeded its outcomes goals for 23-24 and maintained its commitment to equity according to its established grant objectives. It was agreed to utilize a semester survey for students alongside the grants prescribed outcomes again this year as its measures. As a federally funded grant program, STAR TRIO continues assessing its fiscal and student service accountability by completing its Annual Performance Report (APR). The 2022-2023 APR is attached ("22-23 APR final"), and we are currently in the process of producing our 2023-2024 APR for submission by December 6, 2024. For 23-24, STAR TRIO met or exceeded each of its performance objectives. The persistence goal is 63% and the actual attained rate was 85%. The good academic standing goal is 88% and attained at 88%. Degree attainment was aimed at 12% and achieved at 42%. Transfer was aimed at 6% and achieved at 26%. These numbers reflected the same or improved outcomes in each domain.

**Review Outcomes Report. Review the unit's outcomes assessment process for 2023 - 2024. Discuss connections to unit goals/action plans/resource requests.**
Outcomes will be assessed in Spring 2025, using results from the end of Fall and Spring semester evaluation (https://forms.gle/k9hbeuwcZHsUmQvV9). Our outcomes remain consistent with the federal grant expectations and aligned with SD Mesa institutional learning outcomes.

**Provide any edits or updates to the prompts originally documented in the Practice Reflection section for Year 3.**
Partnerships with our other equity based programs are becoming common practice. We hope to continue with Kapwa, AAPI, AANAPISI, Umoja, Borderless, EOPS, Rising, CalWorks, Care, and our former foster youth program connections. A next objective could be a more formalized connection with the Pride Center and The Stand.

**YEAR 4 Updates (2025 - 2026)**
**Provide any edits or updates to the prompts originally documented in the Executive Summary section for Year 4.**


**Provide any edits or updates to the prompts originally documented in the Data Reflection section for Year 4.**

## Summary and Reflection

**Review Outcomes Report. Review the unit's outcomes assessment process for 2024 - 2025. Discuss connections to unit goals/action plans/resource requests.**

**Provide any edits or updates to the prompts originally documented in the Practice Reflection section for Year 4.**

**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:** Develop pathways that provide students with clarity about degree, certificate, and transfer requirements. (**X**)
- **Completion - Objective 3:** Design and promote programs and services that intentionally target a reduction in equity gaps in completion outcomes (**X**)
- **Stewardship - Objective 6:** Develop a proactive hiring plan that includes a review of advertising, screening, and interviewing with a goal of establishing a diverse and competent workforce that is reflective of the student population and the local community (**X**)

| Action Plans | Action Plan Update |
|---|---|
| **Action Plan Status:** Active<br>**Action Plan:** 1. Develop Fall and Spring Academic and Student Support Workshops<br>2. Hire and train tutors and provide expanded tutoring hours.<br>3. Conduct and follow up on Mid Semester Evaluations.<br><br>**Action Plan Cycle:** 2022 - 2023, 2023 - 2024, 2024 - 2025, 2025 - 2026 | **Submission Date**: 12/02/2024<br>**Action Plan Update**: Ongoing. Fall workshops were planned and conducted. A Spring workshop series focused on supporting transfer steps after the application have been developed. Mid semester evaluations were conducted for Fall and will be conducted again in Spring. Tutoring was available for math and english, and if/when tutoring is not available, we provide service referrals to other campus tutoring resources.<br>**Update Year**: 2024 - 2025<br>**Action Plan Progress**: On Track<br><br>**Submission Date**: 12/01/2023 |

| Action Plans | Action Plan Update |
|---|---|
| | **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.<br>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.<br>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.<br>**Update Year**: 2023 - 2024<br>**Action Plan Progress**: On Track |

**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:** Develop activities, spaces, and programs that support a sense of belonging with a focus on antiracism, historically minoritized groups, and inclusion. (**X**)

- **Completion - Objective 2:** Develop cross - functional teams that support student success and include integrated career and transfer counseling. (**X**)

| Action Plans | Action Plan Update |
|---|---|
| **Action Plan Status:** Active | **Submission Date**: 12/02/2024 |

| Action Plans | Action Plan Update |
|---|---|
| **Action Plan:** 1. Create a community that supports persistence through the STAR Club, All Star Program, and the STAR Workshop Series.<br>2. Request campus support for robust staffing of the STAR Student Center, towards ongoing provision of a home base for our students.<br><br>**Action Plan Cycle:** 2022 - 2023, 2023 - 2024, 2024 - 2025, 2025 - 2026 | **Action Plan Update**: Ongoing. Fall workshops were planned and conducted. STAR Club was advertised and built a membership roster. The ALL STAR program was implemented in Fall and will be implemented again in Spring. Staffing was supported by the campus in Fall, but we expect to lose some campus support for 1 tutor, 2 project assistants, and 1 counselor. STAR TRIO will work with the EOPS and Special Programs Director to ensure office coverage, and tutoring in Spring will be outsourced to campus tutoring resources, unless we can hire tutors from FA work study. We have reached out to Skyler in Fin Aid to refer possible candidates our way and promote this option with our students.<br>**Update Year**: 2024 - 2025<br>**Action Plan Progress**: Barriers Encountered |
| | **Submission Date**: 12/01/2023<br>**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.<br>2. The campus has supported staffing for a robustly supportive environment, including campus support with our ability to hire counselors, project assistants, and tutors.<br>**Update Year**: 2023 - 2024<br>**Action Plan Progress**: On Track |

**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:** Develop activities, spaces, and programs that support a sense of belonging with a focus on antiracism, historically minoritized groups, and inclusion. (**X**)

- **Completion - Objective 1:** Develop pathways that provide students with clarity about degree, certificate, and transfer requirements. (**X**)

| Action Plans | Action Plan Update |
|---|---|
| **Action Plan Status:** Active | **Submission Date**: 12/02/2024 |

| Action Plans | Action Plan Update |
|---|---|
| **Action Plan:** 1. Support and provide the learning outcomes for 100% of STAR students having a comprehensive education plan<br>2. Provide ed planning and graduation workshops prior to key deadlines.<br><br>**Action Plan Cycle:** 2022 - 2023, 2023 - 2024, 2024 - 2025, 2025 - 2026 | **Action Plan Update**: All new students complete a counseling appointment that prioritizes completion of their education plan. Counseling appointments remain available for ed plan updates and evolutions. A workshop series has been developed for Spring to support graduation applications and other steps to support the transfer process, steps after submitting the transfer application.<br>**Update Year**: 2024 - 2025<br>**Action Plan Progress**: On Track |
| | **Submission Date**: 12/01/2023<br>**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.<br>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.<br>**Update Year**: 2023 - 2024<br>**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

# 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.

## Summary and Reflection

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.

**Related Documents for Charts and Graphs**

**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.

**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 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

<u>**YEAR 2 Updates (2023 - 2024)**</u>
**Provide any edits or updates to the prompts originally documented in the Executive Summary section for Year 2.**
There is little to add to the original Executive Summary provided during the previous review cycle; Student Affairs continues to be impacted by the socio-economic effects of the COVID pandemic, which has driven both a decrease in student engagement on campus and a sharp increase in student conduct cases. It is increasingly clear that the human resources currently available to the Student Affairs office are rapidly becoming inadequate to handle the growing number of student conduct incidents, complaints, and students of concern.

**Provide any edits or updates to the prompts originally documented in the Data Reflection section for Year 2.**
Data collection and analysis for the yearly scholarship cycle is offset compared to Program Review deadlines, since the cycle ends at the completion of the spring semester and we usually only gain access to that data during the following summer. We presume, however, that our efforts to close equity gaps by expanding scholarship application support and ongoing revisions to the applications themselves, as well as equity training for scholarship reviewers, will continue to be reflected in this data once it is available.

**Review Outcomes Report. Review the unit's outcomes assessment process for 2022 - 2023. Discuss connections to unit goals/action plans/resource requests.**
Our current assessment process is a work in progress, but shows considerable promise. We expect to have access to a wealth of data regarding the scholarship cycle, which will help inform our ongoing equity efforts. Other areas of assessment, such as community engagement and restorative practices, are a work in progress as we refine our process for collecting and analyzing data.

**Provide any edits or updates to the prompts originally documented in the Practice Reflection section for Year 2.**
There is little to add to the original reflection, as our current practices are extensions of the practices already mentioned there. Nonetheless, it is imperative to note that the trends regarding conduct and complaints remain very concerning, and indeed are likely to become even more concerning in the coming years.

<u>**YEAR 3 Updates (2024 - 2025)**</u>
**Provide any edits or updates to the prompts originally documented in the Executive Summary section for Year 3.**
The after-effects of the COVID pandemic continue to have a profound impact on Student Affairs, especially in regards to student conduct. In addition, traditional methods of community-building and communication with students, such as email and the Mesa College website, have demonstrated greatly reduced efficacy in reaching or attracting engagement from sufficient numbers of Mesa College students. This has prompted a shift towards more on-campus community-building events and activities.

**Provide any edits or updates to the prompts originally documented in the Data Reflection section for Year 3.**
UPDATE for 2023-2024 scholarship cycle: while we were successful at increasing the amount of latine/x applicants by 3.3% (from 40.5% last year to 43.8%), the amount of black students participating in the scholarship process fell by 7.5% (from 11.8% last year to 4.3%). This is clearly not the most desirable outcome under the circumstances, although it is worth pointing out that our alignment with population demographics at Mesa College is overall fairly good. Ideally, the proportions of students that participate in the scholarship process should align very closely with the population demographics as a whole (for example, if latine/x students account for 40% of the student population then ideally the proportion of latine/x students participating in the scholarship process should also be 40%). Given this, while it is clear that we can still improve our numbers in several key areas, we are not in fact far off from the hypothetical ideal. Below is a comparison of overall student population demographics compared to their participation in the scholarship process.

Black, 6.7% overall compared to 4.3% of applicants; Asian, 9.8% overall compared to 8.6% of applicants; Filipino, 4.3% overall compared to 3.7% of applicants; Latine/x, 40.8% overall compared to 43.8% of applicants; Multi-ethnic, 8% overall compared to 6.8% of applicants; White, 28.7% overall compared to 30.9% of applicants.

For the record, the Equity Gap Calculator provided by the Office of Institutional Effectiveness also provided the following results for the 2023-2024 scholarship cycle: the Multi-ethnic category reported a -4.1% equity gap, while the Asian and White categories reported +1.1% and +0.9% equity gaps, respectively. We are not well-versed in the process that resulted in this calculation of scholarship equity gaps, although at face value it implies that more work needs to be done in terms of supporting the participation of students that identify as multi-ethnic.

## Summary and Reflection

As mentioned previously, the 2024-2025 scholarship cycle is still ongoing, and relevant data from this cycle will not be available until Summer 2025 at the earliest. Nonetheless, in order to build upon the data we have from the previous cycle, we expanded our partnership with MT2C to provide even more options for assistance with scholarship applications. The Mesa College Foundation likewise continues to pursue more equitable application practices, such as reducing the importance of recommendations (previously "Letters of Recommendation") and ensuring that the prompts for personal statements are accessible to as many diverse student populations as possible.

New data regarding at least some aspects of student conduct is also available. During the 2023-2024 reporting period we had approximately 195 total complaints; 105 of which were submitted through Maxient and the rest from students who did not want to file through Maxient. The total number of conduct cases was approximately 65, with only 5 moving forward formally. In addition, between Student Affairs and the Mental Health department of Student Health Services, there were 255 students of concern (approximately 165 of those we assisted with). The comparatively small number of conduct cases that formally moved forward is a testament to the personal effort and dedication of the current College EEO, 504, Disciplinary Officer, though with the overall caseload continuing to increase it is more important than ever to direct greater human resources towards this critical element of student success and support.

**Review Outcomes Report. Review the unit's outcomes assessment process for 2023 - 2024. Discuss connections to unit goals/action plans/resource requests.**
The observable outcomes related to the goals and action plans of the Student Affairs office are well within expectations. However, there is considerable room for improvement in the way that Student Affairs formats its goals and measures their outcomes; our most comprehensive area of data collection is for the yearly scholarship cycle, but other areas like restorative practices and community engagement (currently measured through student participation in the Welcome Week events during the fall and spring semesters) present more of a challenge with regards to collecting and analyzing useful data. Refining our process for collecting and storing data in these areas should be a top priority as we approach the next comprehensive review.

**Provide any edits or updates to the prompts originally documented in the Practice Reflection section for Year 3.**
On reflection, our ongoing efforts to close equity gaps in the yearly scholarship cycle continue to be generally effective, as reflected in our data, although this is an ongoing process that will require constant monitoring and investment year-to-year to make sure those numbers stay within acceptable ranges. The trends relating to conduct violations and complaints remain deeply concerning, and our urgent resource request for additional full-time support in this area will be absolutely critical to providing the support and protection that our most vulnerable students need to feel safe and successful.

## YEAR 4 Updates (2025 - 2026)
**Provide any edits or updates to the prompts originally documented in the Executive Summary section for Year 4.**


**Provide any edits or updates to the prompts originally documented in the Data Reflection section for Year 4.**


**Review Outcomes Report. Review the unit's outcomes assessment process for 2024 - 2025. Discuss connections to unit goals/action plans/resource requests.**


**Provide any edits or updates to the prompts originally documented in the Practice Reflection section for Year 4.**

**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**: 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:** Develop activities, spaces, and programs that support a sense of belonging with a focus on antiracism, historically minoritized groups, and inclusion. (**X**)

| Action Plans | Action Plan Update |
|---|---|
| **Action Plan Status:** Active<br>**Action Plan:** 1. Volunteers / Staffing<br>2. Seek supplementary funding<br><br>**Action Plan Cycle:** 2022 - 2023, 2023 - 2024, 2024 - 2025, 2025 - 2026 | **Submission Date**: 01/10/2025<br>**Action Plan Update**: For the Fall 2024 Welcome Week, we continue to see less interest from staff and faculty in volunteering for the Welcome Week info booths, which is pushing us to rely on student workers such as Peer Navigators and Outreach Ambassadors to provide minimum coverage for the booth locations. Future Welcome Weeks will probably formalize the requests for support from student workers from Student Services departments (including project assistants in addition to the Peer Navigators and Outreach Ambassadors mentioned previously), and discontinue the campus-wide volunteer call outs for faculty and staff volunteers. The volunteer call outs have recently also seemed to cause significant confusion between volunteering to staff the info booths and submitting events to be included on the Welcome Week schedule, which is another reason to move away from the campus-wide requests for volunteers. As for the Fall 2024 Welcome Week itself, points of contact with students remained roughly the same, with a total of 527 contacts based on handout tracking. Student Affairs is also exploring additional ways to track student points of contact, although no concrete plans have been made so far and handout tracking is likely to remain the primary methodology for the near future.<br>**Update Year**: 2024 - 2025<br>**Action Plan Progress**: Barriers Encountered |
| | **Submission Date**: 12/04/2023 |

| Action Plans | Action Plan Update |
|---|---|
| | **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.<br>**Update Year**: 2023 - 2024<br>**Action Plan Progress**: Completed |
| | **Submission Date**: 09/14/2023<br>**Action Plan Update**: Welcome Week has concluded for Fall 2023<br>**Update Year**: 2023 - 2024<br>**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**: 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:** Build a culture of communication that is evidence based, race conscious, institutionally focused, systemically aware, and equity advancing (**X**)

- **Pathways and Partnerships - Objective 3:** Increase community engagement, experiential learning, integrated career planning, and workforce training to prepare students for future careers (**X**)

| Action Plans | Action Plan Update |
|---|---|
| **Action Plan Status:** Active | **Submission Date**: 12/04/2023 |

| Action Plans | Action Plan Update |
|---|---|
| **Action Plan:** Seek supplementary funding<br>**Action Plan Cycle:** 2022 - 2023, 2023 - 2024, 2024 - 2025, 2025 - 2026 | **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.<br>**Update Year**: 2023 - 2024<br>**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:** Design and promote programs and services that intentionally target a reduction in equity gaps in completion outcomes (**X**)

- **Pathways and Partnerships - Objective 1:** Develop and implement frameworks to create communities that can provide more targeted delivery of educational resources and support services. (**X**)

| Action Plans | Action Plan Update |
|---|---|
| **Action Plan Status:** Active<br>**Action Plan:** 1. Expand outreach to targeted groups<br>2. Provide equity training for reviewers<br><br>**Action Plan Cycle:** 2022 - 2023, 2023 - 2024, 2024 - 2025, 2025 - 2026 | **Submission Date**: 01/10/2025<br>**Action Plan Update**: The 2024-2025 scholarship cycle is still ongoing, and relevant data from this cycle will not be available until Summer 2025 at the earliest. Nonetheless, in order to build upon the data we have from the previous cycle, we expanded our partnership with MT2C to provide even more options for assistance with scholarship applications. The Mesa College Foundation likewise continues to pursue more equitable application practices, such as reducing the importance of recommendations (previously "Letters of Recommendation") and ensuring that the prompts for personal statements are accessible to as many diverse student populations as possible.<br>**Update Year**: 2024 - 2025<br>**Action Plan Progress**: On Track<br><br>**Submission Date**: 11/20/2024 |

| Action Plans | Action Plan Update |
|---|---|
| | **Action Plan Update**: UPDATE for 2023-2024 SCHOLARSHIP CYCLE: This action plan encountered decidedly mixed results; while we were successful at increasing the amount of latine/x applicants by 3.3% (from 40.5% last year to 43.8%), the amount of black students participating in the scholarship process fell by 7.5% (from 11.8% last year to 4.3%). While this is clearly not a desirable outcome under the circumstances, it is worth pointing out that these are not exactly big numbers, and that our alignment with population demographics is overall fairly good. Ideally, the proportions of students that participate in the scholarship process should align very closely with the population demographics as a whole (for example, if latine/x students account for 40% of the student population then ideally the proportion of latine/x students participating in the scholarship process should also be 40%). Below is a comparison of overall student population demographics compared to their participation in the scholarship process. Given this, while it is clear that we can still improve our numbers in several key areas, we are not in fact far off from the hypothetical ideal.<br><br>Black, 6.7% overall compared to 4.3% in scholarships<br>Asian, 9.8% overall compared to 8.6% in scholarships<br>Filipino, 4.3% overall compared to 3.7% in scholarships<br>Latine/x, 40.8% overall compared to 43.8% in scholarships<br>Multi-ethnic, 8% overall compared to 6.8% in scholarships<br>White, 28.7% overall compared to 30.9% in scholarships<br><br>For the record, the Equity Gap Calculator provided by the Office of Institutional Effectiveness also provided the following results for the 2023-2024 scholarship cycle: the Multi-ethnic category reported a -4.1% equity gap, while the Asian and White categories reported +1.1% and +0.9% equity gaps, respectively. We are not well-versed in the process that resulted in this calculation of scholarship equity gaps, although at face value it implies that more work needs to be done in terms of supporting the participation of students that identify as multi-ethnic. The<br>**Update Year**: 2023 - 2024<br>**Action Plan Progress**: Completed |

# 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 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

## Summary and Reflection

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 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 Medicat daily however the issue is that files from People Soft have to be manually dropped into Medicat 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 Medicat.  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.

**Related Documents for Charts and Graphs**

**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 medical/nursing/therapy practice assessing learning and agreement to the plan of care is part of each meeting.

**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

### YEAR 2 Updates (2023 - 2024)
**Provide any edits or updates to the prompts originally documented in the Executive Summary section for Year 2.**

**Provide any edits or updates to the prompts originally documented in the Data Reflection section for Year 2.**

**Review Outcomes Report. Review the unit's outcomes assessment process for 2022 - 2023. Discuss connections to unit goals/action plans/resource requests.**

**Provide any edits or updates to the prompts originally documented in the Practice Reflection section for Year 2.**

### YEAR 3 Updates (2024 - 2025)
**Provide any edits or updates to the prompts originally documented in the Executive Summary section for Year 3.**
In our first year, we faced significant challenges with COVID-19, transitioning to remote work, and adapting to the electronic medical records system, Medicat. Now, we have entered the health promotion phase of COVID, with a strong focus on vaccination efforts and outbreak prevention. As we return to the office, we are rebuilding both our health education team and the broader sense of community within our organization.

A key development was the hiring of a Mental Health Coordinator, followed by a decision to separate Mental Health from Student Health services. This decision has introduced considerable role confusion. The expectation to "collaborate" with Mental Health has been interpreted in various ways, resulting in unclear roles and responsibilities. Additionally, budgetary decisions were made outside of our standard processes, further complicating operations and communication.

This lack of clarity has led to ongoing role confusion, contributing to a fragmented office environment. Individuals have pursued separate goals, making it difficult to align our efforts. While our attempts to rebuild community connections have been slow, we have seen some intentional moments of unity. Informal leadership has at times hindered progress, delaying the formation of a cohesive and healing community.

Despite these challenges, we are working to establish professional relationships that strengthen our team and support our shared goals. Our primary focus remains on creating a healing environment for students, which is crucial to the success of our community.

We have also faced difficulties resuming events after COVID, but our persistence has paid off. Our outcomes showcase a diverse range of event topics that frequently involve collaboration with Mental Health and generally achieve their intended goals, including collecting accurate learning data.

However, managing events has presented its own challenges. Experienced staff and faculty occasionally step in with last-minute changes, disrupting carefully planned and structured learning experiences. In one instance, such a change led to the loss of nearly all learning data from an event. This taught us the importance of clear and proactive communication with all stakeholders before an event, ensuring that unplanned alterations are avoided.

## Summary and Reflection

By learning from these experiences and fostering collaboration, communication, and intentional leadership, we are making strides toward a more unified and effective community that supports the health and well-being of both our students and staff.

**Provide any edits or updates to the prompts originally documented in the Data Reflection section for Year 3.**
The data analysis for Year One highlights a notable increase in Black student representation within our patient population. However, since the separation of Student Health and Mental Health, a direct comparison of statistics between the two services is not possible. Mental Health has been conducting its independent program review without collaboration with Student Health, which limits our ability to gain a holistic view of service impact.

Our team discussions have consistently emphasized inclusivity in all aspects of office operations. While challenges remain with Medicat, our electronic medical records system, we are making significant progress toward resolving data collection issues. The recent addition of a Nurse Informatics professional to our team has been a game-changer. This expertise has enabled us to work more effectively with Medicat, bringing us closer to achieving accurate and reliable data for future analysis.

**Review Outcomes Report. Review the unit's outcomes assessment process for 2023 - 2024. Discuss connections to unit goals/action plans/resource requests.**
We have tied in our unit outcome assessment process for 2023 with connections to unit goals and action plans. We have reimagined the event process to ensure that we collect accurate data.  This, in turn, provides data to show that we are serving students with inclusivity minded action plans.  Our data shows that students respond to outdoor events making health education easily accessible.  We intentionally leave large posters and displays out on campus as an easily accessible way to educate passively.  Although we can't actually count these passive learning experiences we can see that students are looking at the posters and reading them.  Next year (2025) we will begin to place QR codes on all of our posters so students can react to a passive learning experience.  Currently we have used these QR codes on the Narcan boxes so students can learn about Narcan.  The next step is to add a survey so students can opt in and leave their demographic data.  We would like to see that the data always shows inclusivity with ethnicity.   We are writing the book, so to speak, on health education on a large community college campus.  We are advancing quickly and other campuses are keen to follow our lead.  Our resource requests have not yet been added however we plan to add a request for a technician soon.

**Provide any edits or updates to the prompts originally documented in the Practice Reflection section for Year 3.**
Equity-minded access to wellness education ensures that everyone has the opportunity to learn and thrive, with a focus on addressing inequities and removing barriers to participation. Our outcomes report demonstrates success in implementing equity-minded approaches through in-office and event-based education. These efforts emphasize recognizing differences, addressing disparities, eliminating barriers, and centering marginalized groups.

We offer low-cost and free services tailored to meet the unique needs of various ethnic communities while remaining accessible to all students. Mobile health screenings are a key component of our approach, providing free and convenient access to students campus-wide. Our events are designed to accommodate different learning styles, offering both static and active formats. Students can engage in one-on-one interactions for personalized learning or access printed materials to achieve the event's educational objectives.

We host events that address and dispel myths about physical health issues, recording and posting them on our website to expand accessibility and reach a broader audience. This strategy fosters greater connectivity between students and our services. Additionally, we now gather reliable sexual orientation data to help providers better prepare for their interactions with clients, ensuring more personalized and inclusive care.  The event planning includes another approval department.  Communication with the event approval department has resulted in cancellation of an event and moving event sites around several times.  Community Health theory and practice requires education be accessible to everyone, including those who would not usually attend an event.  We have seen concerns arise over static events due to worries that some might not respond well to what they see.  Static events are one of the major pillars of community health education and should be included in every event.  We are working toward negotiating the event approval process for smoother, consistent and timely communication.

Our commitment extends to providing equal access to preventive and curative health services for the entire Mesa community, regardless of residence, gender, economic status, race, or other factors. Through these efforts, we

strive to create an inclusive and supportive environment that promotes wellness for all.

**YEAR 4 Updates (2025 - 2026)**
**Provide any edits or updates to the prompts originally documented in the Executive Summary section for Year 4.**

**Provide any edits or updates to the prompts originally documented in the Data Reflection section for Year 4.**

**Review Outcomes Report. Review the unit's outcomes assessment process for 2024 - 2025. Discuss connections to unit goals/action plans/resource requests.**

**Provide any edits or updates to the prompts originally documented in the Practice Reflection section for Year 4.**

**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:** Develop activities, spaces, and programs that support a sense of belonging with a focus on antiracism, historically minoritized groups, and inclusion. (**X**)

- **Community - Objective 3:** Build a culture of communication that is evidence based, race conscious, institutionally focused, systemically aware, and equity advancing (**X**)

- **Community - Objective 4:** Remove barriers to equitable participation by developing, incentivizing and creating structures for all employees to engage in and design professional learning (**X**)

| Action Plans | Action Plan Update |
|---|---|
| **Action Plan Status:** Active<br>**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<br>1. Develop 2 presentations that support a sense of belonging for LGBTQIA students<br>2. Develop 2 activities that support the creation of an LGBTQI community.<br><br>**Action Plan Cycle:** 2022 - 2023, 2023 - 2024 | |

**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**: Completed
**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:** Develop activities, spaces, and programs that support a sense of belonging with a focus on antiracism, historically minoritized groups, and inclusion. (**X**)

- **Community - Objective 3:** Build a culture of communication that is evidence based, race conscious, institutionally focused, systemically aware, and equity advancing (**X**)

- **Completion - Objective 2:** Develop cross - functional teams that support student success and include integrated career and transfer counseling. (**X**)

- **Completion - Objective 3:** Design and promote programs and services that intentionally target a reduction in equity gaps in completion outcomes (**X**)

- **Pathways and Partnerships - Objective 3:** Increase community engagement, experiential learning, integrated career planning, and workforce training to prepare students for future careers (**X**)

| Action Plans | Action Plan Update |
|---|---|
| **Action Plan Status:** Active<br>**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%.<br>**Action Plan Cycle:** 2024 - 2025 | **Submission Date**: 11/20/2023<br>**Action Plan Update**: Derrick White LMFT will work with the School of Student Equity and Success to gather statistical data on student persistence.<br>**Update Year**: 2024 - 2025<br>**Action Plan Progress**: On Track |

**Goal #3: Promoting Wellness**

**Unit Goal**: Ensure all students have equity-minded access to wellness education.
**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:** Use technology to improve communication and accessibility across campus. (**X**)

- **Community - Objective 2:** Develop activities, spaces, and programs that support a sense of belonging with a focus on antiracism, historically minoritized groups, and inclusion. (**X**)

| Action Plans | Action Plan Update |
|---|---|
| **Action Plan Status:** Active<br>**Action Plan:** Hire a Professional Health Coach to run the Community Health Program.<br>**Action Plan Cycle:** 2023 - 2024 | **Submission Date**: 12/02/2024<br>**Action Plan Update**: Hired a Mesa college graduate from the professional Health Coach program at Mesa. This allowed us to implement two new program that were a Narcan dispensing box and coordinate major events on campus.<br>**Update Year**: 2024 - 2025 |

| Action Plans | Action Plan Update |
|---|---|
| | **Action Plan Progress**: Completed |

**Create sufficient support**

**Unit Goal**: Create sufficient support for the Nurse Practitioner healthcare team.
**Goal Status**: Active
**Beginning Year**: 2023 - 2024
**Projected Completion Year**: 2025 - 2026

| Action Plans | Action Plan Update |
|---|---|
| **Action Plan Status:** Active<br>**Action Plan:** Hire 12 month contract Nurse Practitioner and a contract SSSA.<br>**Action Plan Cycle:** 2023 - 2024, 2024 - 2025 | **Submission Date**: 12/02/2024<br>**Action Plan Update**: In 2023-24 we went through all of the contract hiring steps.  In the end, the selected candidate rejected the offer of employment.  We are going to try again in Spring 2025.<br>**Update Year**: 2023 - 2024<br>**Action Plan Progress**: On Track |

# 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 ourYouTube 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 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.

## Summary and Reflection

**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
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.

## Summary and Reflection

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

**Related Documents for Charts and Graphs**
Table 1.png

**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.

**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 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 impaction. 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.

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

## Summary and Reflection

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 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 my SDCCD 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

**YEAR 2 Updates (2023 - 2024)**

**Provide any edits or updates to the prompts originally documented in the Executive Summary section for Year 2.**

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 heave 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 changed at a critical time.  To adjust we created a SDMesaLInktree 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 forth coming. 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 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 impaction,  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 opened 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

## Summary and Reflection

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.

**Provide any edits or updates to the prompts originally documented in the Data Reflection section for Year 2.**
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%
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

**Review Outcomes Report. Review the unit's outcomes assessment process for 2022 - 2023. Discuss connections to unit goals/action plans/resource requests.**

**Provide any edits or updates to the prompts originally documented in the Practice Reflection section for Year 2.**
-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. Additional 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 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.

**YEAR 3 Updates (2024 - 2025)**
**Provide any edits or updates to the prompts originally documented in the Executive Summary section for Year 3.**
There are updates to the successes and challenges since the last Program Review cycle. Successes and challenges are often braided together thus due to the adaptation to a challenge there can be an unexpected success. This is the case with the Transfer space as many outside forces impact the transfer process for students and the resources the Transfer Center faculty staff have available to meet the moment.

In terms of the Transfer Center program we have built in success in the last year.  The Transfer Center was able to hire two excellent staff members for the Transfer Center in Spring of 2023 and summer 2024.  Hiring strong staff members has been a strength as it has facilitated the ability to be flexible and adjust to staffing changes that occurred in the TCE during the Fall of 2024.  These readjustments have resulted in shifting employees around which will most likely impact the level of service for the transfer center for the 2024-25 academic year as we will be forced to do more with much less. Ultimately there are limited human resources. However the positive is that we hired extremely qualified and capable team members who will have the opportunity to cross train and grow professionally. The TCE is a flexible department accustomed to adapting to change while continuing to deliver a high level of service. The spirit of teamwork is strong and this writer is confident that we can manage the inherent challenges the staffing changes present.

The theme of finding success in the challenges is revisited when examining who the campus and the Transfer Center continues to adapt to the needs of students coming out of the Pandemic and returning to the new normal as well as understanding what the new normal is.

One item on this agenda of adjusting to change has been revisiting all the videos on the YouTube channel. Average length is between 10 and 15 minutes. This appears to be too long since coming out of the Pandemic.  We are looking at ways to shorten videos and bring back more workshops. Finding a balance here is important but a work in progress.

The application open lab schedule was another area of ongoing assessment.  The team looked at attendance data

## Summary and Reflection

from 2023-24 and adjusted the modes of delivery to serve more students.  We shifted from one Zoom session per week to two Zoom sessions per week  anchored on Monday and Friday. Due to staffing issues we cut the Wednesday open lab.  We will look at the data to evaluate if this adjustment was effective.  One change was we used Wednesdays to offer on campus application partnerships with Pride, AS, VSC, DRC and Peer Navigators.  The Transfer Center will continue to review open lab data to determine the optimal application openlab times for the Fall of 2025 semester.

Access to computer labs and space has been an ongoing challenge for the Transfer Center.  For the Fall of 2024 we were not able to use the Testing Center computers which heretofore has been an excellent resource for the TC as it is in the Student Services Building and is a large space.  We were forced to use BT 206 which is a smaller work space. It was convenient for students.

As mentioned previously, challenges can force innovation and success.  One approach for the 2024-25 year was to ramp up intrusive transfer interventions to increase the level of service and continue to build a strong transfer culture at Mesa College.  The TC  built on the Anti Racism Diversity Equity and Inclusion Plan goals set during the Pandemic which was to host more application workshops with categorical programs.  After evaluating the data and outcomes the TC team ramped up the niche programming with campus partners as well as university partners. This included application workshops for the PRIDE center, Peer Navigators, and AS. The TC partnered with the Honors program to offer a PIQ workshop as well as a 3 part application workshop series with the DRC.  In partnership with the VSC we have set up weekly dropins in spring of 2023 which continue moving forward. Additionally we have set up Transfer Cafes on the first Wednesday of the month to entice more participation. We also adjusted the time from 10AM to 11AM to 11AM to 12PM which has increased traffic.  The Transfer Center coordinator has looked at all campus events such as academic senate, attending school meetings, attending Summer Cruise to promote the TSP, attending PCAB on a regular basis, joining CRC, signing up for events like Latino Heritage month, Women's History Month, Catalyst, Black Professionals Day at City College as well as planning to offer more FLEX options during FLEX weeks in the Fall and Spring.

Institutionalized out-dated funding models pose a challenge for Transfer Center especially when considering the needs of current students and unfunded mandates in the Transfer Center Guidelines published by the CCCCO. Funding Transfer Center events continues to be a challenge. The current budget lines provide funding for printing, postage, supplies, and other traditional budget formulations for example. The funding options are becoming outdated as we rely more on digital resources and social media than on paper/printing needs. Recent data from the Hopelab, RP group and other foundations have highlighted the high rates of food and housing insecurity experienced by community college students. Our current funding does not allow the TC to pay for food however we are required to host events that include food.  These unfunded mandates become particularly acute when planning events such as Transfer Day and the HBCU Caravan.  The HBCU Caravan visit was well received by the entire Region X community with students as far as Irvine Valley College attending.  However the fundamental problem is having to lobby other departments to use their funds to pay for food.  The data is widely accepted that food costs are increasing for students and almost a quarter of our students are food insecure, however we cannot use our own funds to meet a basic need and provide an incentive to attend our events. Additionally the HBCU caravan requires hosting institutions to provide food and the TCDN also has an expectation that food is provided.  Mesa College Student Services leadership has been very supportive however it is still difficult to depend on funding for food as there are many groups on campus who are requesting funds from a limited supply.

A challenge for Transfer students which becomes a challenge for Mesa College and meeting the CCCCO goals articulated in the Vision for Success is the hidden costs of applying.  There are fees associated with successful matriculation such as transcript fees, application fees, new student orientation fees,  and deposit fees. Not all students qualify for the UC or CSU fee waivers when applying or are able to get a financial aid offer to cover deposit fees when applying to a four year.  Transcript and application fees can be onerous depending on where and how many campuses the student has previously attended.  The Transfer Center applied for and received a Mesa Innovation Grant in Fall of 2020 to provide reimbursements to students who did not qualify for the fee waivers or needed support paying for transcripts. The Transfer Center coordinated continued to apply for these grants in the Fall of 2022 and 2023 but did not receive the Innovation Grant. It was communicated to the Transfer Team that the foundation does not grant "repeat" applications.  There was also a proposal to fund these through The Stand however that did not come to fruition. From this writer's perspective this is an equity issue and a huge gap in the transfer process.  The CSU and UC apps did adjust to grant more fee waivers, however the cost of living appears to be rising more quickly than the apps are adjusting to meet student needs.  Additionally students in programs like

## Summary and Reflection

EOP and PUENTE are able to receive fee waivers however there are students who are in the "donut hole" and do not qualify for any program however continue to need assistance paying or application fees. The ripple effect of the lack of fee waiver support has widespread hidden consequences. These include applying to fewer campuses, if accepted, not able to continue the matriculation process due to hidden fees which delays or ends the matriculation process for students who have the most to benefit from degree completion and gainful employment. Finally this does impact our ability for the state of California to meet its goals through the Vision for Success and other employment goals.

The connection between challenge and success is also illustrated by our webpage relaunch and social media presence.. The Office of Communication launched a redesign of our webpage in September of 2023 days before application season. This was not ideal timing however we explored other technology and were able to start SDMESALinktree for transfer information that cannot be readily added to the webpage. This is an unexpected and welcome success. We now use Linktrees for our Transfer Fairs. We also utilize QR codes for quick check in and student surveys. Adapting to the pros and cons of the new webpage forced us to explore new options like Linktree and wider use of QR codes. We are still evaluating the new layout and plan to hold focus groups with students to get feedback on the next round of webpage updates.

District changes in the 12 residency requirement per campus being changed to 12 units in the district overall have given counselors and the CRC renewed focus on rethinking our LAS degrees. The challenge for Mesa is we have approximately 30 LAS degrees. The requirements can be restrictive in some cases thus not providing the middle ground between ADTS and terminal AS/AA degrees. Other legislative issues have usurped the LAS degree discussion at CRC however with another counselor's support we have developed a task force and will use this time to finetune the LAS degrees and offer a set of options that will be thoroughly researched. The committee will use data available on The Office of Institutional Effective's Data Dashboards in addition to data requests made specifically for this project.

The roller coaster ride of state wide legislation from AB 928, AB 1705 and AB 1111 and the Dual Admissions programs for CSUs and UCS have and continue consume time and energy when trying to meet the legislative timeline and requirements. This writer and stakeholders on campus are well aware of the challenges however there elements that should be highlighted. It seems these programs on the face are noble goals by contrast in reality some are at cross purposes while others are unreasonable. At a time when STEM majors are in demand the prerequisite restrictions for the Calculus classes mandated in AB1705 are driving students away from STEM. This is problematic as the pre req courses are no longer legal to offer and most CC students cannot take a 6 unit math course that includes a tutorial. In this case it is better to take a bit more time and understand the fundamentals of calculus to ensure success in physics, chemistry and engineering. Additionally there are issues with the CSU TSP. The CSUs have programmatic requirements they would like CCs to offer such as cohort management, TSP ed plan codes and priority registration. These are not reasonable. Finally, for local transfers SDSU TAG students can now use the CVC but are in jeopardy of losing their local status and TAG. As of the October 2024 the District is working with SDSU to formulate a plan moving forward that protects local TAG students. Currently TSP students will not be penalized for using the CVC but our place bound local transfers could potentially be negatively impacted if SDSU limits the number of CVC courses or requires lists of CVC students.

While there are challenges I believe we can meet the moment and rise to the occasion. There will always be some growing pains however I agree with the philosophy of investing in our classified professionals and adjunct/full time counseling faculty to ensure we are meeting students' needs and promoting students' success.

**Provide any edits or updates to the prompts originally documented in the Data Reflection section for Year 3.**
Student Contacts
Fall 2024 Transfer openlab participants 511
Transfer Appointments 1038
Classroom visits (in Classroom or in TC) 195
University representative contacts (group and individual) 95
Workshops 857
Transfer Day Events 105
Fall 2023/Spring 2024 Transfer Applications: 736
Workshops offered during Transfer Season: 98

## Summary and Reflection

Mesa students admitted to SDSU (or UCSD, or both, if we have the data): SDSU 756
Students who participated in our transfer spotlight video: 19
Summer Cruise Workshops 24 total / Student Contacts 500
TRL: 71 students registered
Transfer Day 2023: 100 students
Transfer Day 2023 Universities: 40 universities in attendance
UCs - 9
CSUs – 9
In-State Privates – 16
Out of State – 6
Transfer Options 2024: 59 students
Transfer Options 2024 Universities: 22 universities in attendance
2 – UCs
3 – CSUs
9 - Private Schools
8 – Out of State

FYI: IMAGES OF DATA TABLES WERE NOT ABLE TO BE UPLOADED INTO THE PLATFORM.  SEE NOTES BELOW TO ACCESS IMAGES.
The Transfer Center Coordinator data from the Office of Institutional Effectiveness to examine participation application open labs comparing Fall of 2020 to Fall of 2023.   There is a significant equity gap among African American students attending workshops since the Fall of 2020. Despite this disappointing finding however after further inquiry these findings were similar to other reports  related to minoritized populations in higher education post pandemic. However, as a result of this data the Transfer Center faculty and staff will work to create plans to close these gaps using our student services and other data provided by the campus researchers.

Please use this link to view the data tables as the images were not able to inserted
https://docs.google.com/document/d/1sTL1MHxUsX4FzvpESHyNrR6pL94R_Gv7dRxPTOiPGzc/edit?usp=sharing

The last table indicates participation in all Transfer programs offered in the 2023-2024 academic year. The Transfer Team wanted a baseline moving forward for participation in all transfer programs based on Mesa headcount.  We will use this data to guide future planning and efforts to close the equity gaps that have been identified since the Fall of 2020.

**Review Outcomes Report. Review the unit's outcomes assessment process for 2023 - 2024. Discuss connections to unit goals/action plans/resource requests.**
The outcomes assessment process included revising our survey created in 2020-21 to streamline questions; check for clarity and potential duplicative questions; reassess questions as they relate to our goals and Mesa 2030. This is ongoing work as we find a balance between online and face to face delivery of services.   Additionally there was a need to adjust questions that were designed to address fully online services offered during COVID and the hybrid services offered during the return to campus.  One of the TC staff members will do additional training with the Office of Institutional Effectiveness to redesign our surveys to improve data collection and designing questions that elicit more meaningful data. There are no plans for resource requests however there will be planning sessions in Spring of 2025 for review of Transfer Center SSOs and actions plans.

**Provide any edits or updates to the prompts originally documented in the Practice Reflection section for Year 3.**
-Transitioning to full return has involved recalibrating the balance of in person,  Zoom, and asynchronous resources.  In the Fall of 2024 the Transfer Center hosted its third person transfer day since COVID and the first ever HBCU Caravan visit at Mesa college. 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 student services and clubs/organizations at their 4 year transfer school. "How to Review the Financial Aid Offer Workshop" for Transfer Students and Connecting with DRC Programs at SDSU and UCSD. All events were well received and were repeated in the spring of 2024.  The TC reviewed spring 2024 numbers to determine the viability of offering all three programs in the spring of 2025.

-In preparation for this program review cycle the Transfer team evaluated the Unit Goals and Action Plans.  There was a productive discussion resulting in adding Transfer Team meetings with adjuncts and TC staff to update the

## Summary and Reflection

entire team on current transfer trends impacting transfer counseling and programming. Action plans were also reviewed.  No action will be taken at this time to update action plans but will be included in end of year debriefing and updated during the next program review cycle.

-The Transfer Advisory Board report will continue to be recorded and posted on the Transfer Center Website and offered as Flex Credit.

-The Transfer Center also offered a Connecting with DRC workshop with UCSD and SDSU in the spring of 2024. After review of the spring events the Transfer Center decided to discontinue the Transfer Transitions events as it was not well attended but repeat the financial aid and DRC collaborations.

-HTML GE sheets were created with the support of the Office of Communication. These are linked to course descriptions,  live registration schedule and provides information on when the class is offered.  This has been a great resource for students and faculty.  It will be revised for the CalGETC. General Counseling is also using the HTML GE sheets.

-Transfer Center will collaborate with the Office of Institutional Effectiveness to redesign our surveys to elicit more meaningful data.

-Moving forward the Transfer Center will seek collaborations with Outreach to promote the Dual Admissions programs.

-Following the Fall of 2025 Transfer Application cycle the Transfer Center will continue the practice of evaluating 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. Data from the recent IE report and survey results will also inform this work.

-Inconclusive Transfer Center projects: There are some projects from the Fall of 2023 where Transfer Center worked with IE to identify two groups of students.  One request was to identify students who had transferable GPAs below 2.5.  Upon agreement with the IE  Transfer Center Coordinator was able to send 3 emails to students who could improve their transferable GPA with academic renewal.  The second email was to recruit students who have 30 to 45 transferable units to introduce transfer services and join the Transfer Tuesday email. Students identified were sent a survey from IE where students would agree to be included in the email.  We did get some positive responses but again this project needs to be reevaluated for better results.  Along with this data request the SSSA created a poster marketed to students with at least 30 units to seek Transfer Center services during the application period. Tracking these students was a challenge thus we are not clear how impactful the campaign was however it is important to find ways to connect with students through intrusive interventions versus expecting them to find us.

-Transfer student success is rooted in 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 provide 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 transfer events throughout the year; new and improved digital Transfer Library created by new Transfer SSA; partnership with the Black Leadership Fellows, Umoja, the Deans of student development and equity and the VSC to host the first ever HBCU Caravan visit for Region X;  in person TCE open house DRC orientation programs for UCSD and SDSU; the second Understanding Financial Aid Offer and Transfer Transitions (partnered with KAPWAA spring of 2024).  Other collaborations previously mentioned included VSC Transfer Cafes on the first Wednesday of the Month.

The Transfer Center will continue to focus on campus collaborations and niche programming. We hope to review data for effectiveness and explore additional campus partnerships as well as four year campus collaborations. The TC faculty and staff see these efforts as integral to building strong transfer partnerships which we hope will continue to promote transfer to an ever growing number of students thus increase the transfer volume and transfer rate as well as meet the goals in the Vision for Success.

<u>YEAR 4 Updates (2025 - 2026)</u>
**Provide any edits or updates to the prompts originally documented in the Executive Summary section for Year 4.**

**Provide any edits or updates to the prompts originally documented in the Data Reflection section for Year 4.**

**Review Outcomes Report. Review the unit's outcomes assessment process for 2024 - 2025. Discuss connections to unit goals/action plans/resource requests.**

**Provide any edits or updates to the prompts originally documented in the Practice Reflection section for Year 4.**

**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:** Use technology to improve communication and accessibility across campus. (**X**)
- **Community - Objective 5:** Increase opportunities to be an asset and resource to the external community (**X**)
- **Completion - Objective 2:** Develop cross - functional teams that support student success and include integrated career and transfer counseling. (**X**)
- **Pathways and Partnerships - Objective 5:** Develop and implement technologies, including website redesign, that will make pathways information available to students so that they can effectively utilize this information in their educational and career planning (**X**)

| Action Plans | Action Plan Update |
|---|---|
| **Action Plan Status:** Active<br>**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<br>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.<br><br>**Action Plan Cycle:** 2022 - 2023, 2023 - 2024, 2024 - 2025, 2025 - 2026 | **Submission Date**: 01/31/2025<br>**Action Plan Update**: All the items in this action plan are being addresses each semesters.  We have not done tabling in the breezeway.  We are doing monthly Transfer Cafes in the VSC in addition to Drop In counseling.  We increased collaboration during transfer season offering application workshops to AS, Pride, DRC, Vets, Peer Navigators as well as online and face to face workshops.<br>**Update Year**: 2024 - 2025<br>**Action Plan Progress**: On Track<br><br>**Submission Date**: 01/31/2025<br>**Action Plan Update**: All the items in this action plan are being addressed each semester. We have not done tabling in the breezeway. We are doing monthly Transfer Cafes in the VSC in addition to Drop In counseling. We increased collaboration during transfer season offering application workshops to AS, Pride, DRC, Vets, Peer Navigators as well as online and face to face workshops.<br><br>**Update Year**: 2023 - 2024<br>**Action Plan Progress**: On Track |

**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:** Develop pathways that provide students with clarity about degree, certificate, and transfer requirements. (**X**)

- **Pathways and Partnerships - Objective 1:** Develop and implement frameworks to create communities that can provide more targeted delivery of educational resources and support services. (**X**)

- **Scholarship - Objective 4:** Expand the use of innovative and high-quality teaching, learning, and support practices that achieve equitable outcomes and increase student success (**X**)

| Action Plans | Action Plan Update |
|---|---|
| **Action Plan Status:** Active<br>**Action Plan:** 1. Increase social media campaigns. Niche outreach for application workshops, next steps and transfer preparedness<br>2. Increase education of transfer pathways such as ADTs, CSU and UC Dual Admissions<br><br>**Action Plan Cycle:** 2022 - 2023, 2023 - 2024, 2024 - 2025, 2025 - 2026 | **Submission Date**: 01/31/2025<br>**Action Plan Update**: We are on track and meeting this goal. The Transfer Center has done extensive out reach on campus. Offering flex for the TAB report, attending school meetings, scheduling classroom visits, presenting at Catalyst, welcome week, jumpstart, women's history month, and Latino heritage month. We are working with outreach to increase participation in dual admission and attending Summer and Winter cruise to plug the program. TC offers weekly emails to counselors and sends campus wide emails. There are Transfer Tuesday emails to students and we participate in journeys.<br>**Update Year**: 2024 - 2025<br>**Action Plan Progress**: On Track |
| | **Submission Date**: 01/31/2025<br>**Action Plan Update**: We are on track and meeting this goal. The Transfer Center has done extensive out reach on campus. Offering flex for the TAB report, attending school meetings, scheduling classroom visits, presenting at Catalyst, welcome week, jumpstart, women's history month, and Latino heritage month.  We are working with outreach to increase participation in dual admission and attending Summer and Winter cruise to plug the program. TC offers weekly emails to counselors and sends campus wide emails. There are Transfer Tuesday emails to students and we participate in journeys.<br>**Update Year**: 2023 - 2024<br>**Action Plan Progress**: On Track |

## 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:** Increase opportunities to be an asset and resource to the external community (**X**)

- **Completion - Objective 2:** Develop cross - functional teams that support student success and include integrated career and transfer counseling. (**X**)

- **Pathways and Partnerships - Objective 5:** Develop and implement technologies, including website redesign, that will make pathways information available to students so that they can effectively utilize this information in their educational and career planning (**X**)

| Action Plans | Action Plan Update |
|---|---|
| **Action Plan Status:** Active<br>**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.<br><br>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.<br><br>**Action Plan Cycle:** 2022 - 2023, 2023 - 2024, 2024 - 2025, 2025 - 2026 | **Submission Date**: 01/31/2025<br>**Action Plan Update**: Both items in the action plan are being met and we continue to pursue partnerships on campus and with University partners.  We continue to host fall and spring transfer fairs. Fall of 2025 hosted the first ever HBCU Caravan visit at Mesa College.  We are hosting a CSUSM day in February. We hosted a Transfer Transition panel 2 years in a row with University partners in San Diego area. We also hosted  a workshop called, "Decoding  Your Financial Aid."  We have hosted study breaks and monthly transfer Cafes with VCS and University Partners. Transfer Center director participates in regional and statewide committees. Has been invited to join the UC Berkelely CC Advisory Board.<br>**Update Year**: 2024 - 2025<br>**Action Plan Progress**: On Track<br><br>**Submission Date**: 01/31/2025<br>**Action Plan Update**: Both items in the action plan are being met and we continue to pursue partnerships on campus and with University partners. We continue to host fall and spring transfer fairs. The Transfer Transition panel 2 years in a row with University partners in the San Diego area.The Transfer Center also hosted a workshop called, "Decoding Your Financial Aid." We have hosted study breaks and monthly transfer Cafes with VCS and University Partners. The Transfer Center director participates in regional and statewide committees.<br><br><br>**Update Year**: 2023 - 2024<br>**Action Plan Progress**: On Track |

# 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.

**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.

**Related Documents for Charts and Graphs**

**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 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.

**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

**<u>YEAR 2 Updates (2023 - 2024)</u>**
**Provide any edits or updates to the prompts originally documented in the Executive Summary section for Year 2.**
We have no edits to the Executive Summary

**Provide any edits or updates to the prompts originally documented in the Data Reflection section for Year 2.**
We have no edits to the Data Reflection

**Review Outcomes Report. Review the unit's outcomes assessment process for 2022 - 2023. Discuss connections to unit goals/action plans/resource requests.**

**Provide any edits or updates to the prompts originally documented in the Practice Reflection section for Year 2.**
We have no edits to the Practice Reflection

**<u>YEAR 3 Updates (2024 - 2025)</u>**
**Provide any edits or updates to the prompts originally documented in the Executive Summary section for Year 3.**
2024 - 2025 Update

Since our initial submission of our Executive Summary, we have had an update in personnel within Veterans Counseling. Since then, our lead Veterans Counselor has left the district, and we are currently in the hiring process of a new lead Veterans Counselor with a start date goal during the Spring 2025 term. Because of this turn over, the Veterans & Records Department and Counseling Department has increased collaboration by ensuring that the entire Counseling Department is kept up to date on VA requirements for Education Plans. We have also broaden our Academic Counseling Services within the Veterans Success Center by having 3 different counselors available to our students instead of just our lead Veterans Counselor. This shift has cause an increase in confidence in our students to see a variety of academic counselors for help instead of just relying on one official veterans counselor for all of their questions.

Since then we have also been able to have a full-time staff member who is dedicated to oversee the programing within the Veterans Success Center. This shift in responsibilities has allowed us to grow our staff's direct relationships with our students which has allowed us greater insight into their needs. From this new source of feedback, we were able to see an increase in need for help with VA Disability Claims. Since then, we have been able to establish an ongoing partnership with the San Diego Regional Outreach Team who come to our Veterans

## Summary and Reflection

Success Center once every month in order to meet with our students to help them file or clear up any confusion surrounding their initial VA Disability Claim, Award/Denial Letter, or their Supplemental/Appeal Claims. From these workshops, we have received overwhelming positive feedback about how our students feel seen and supported beyond academics, as well as feeling like they've been able to be a part of a broader veteran community and have access to more resources.

From student feedback, we have also continued working with DSPS, Transfer Counseling, and representatives from local universities to be present within our Veterans Success Center. Due to a lack of student interaction, we decided to discontinue having a Career Center representative within the Veterans Success Center. Instead, we have worked to collaborate with the Career Services team to increase awareness of the services they offer by highlighting them in our email and social media outreach efforts.

**Provide any edits or updates to the prompts originally documented in the Data Reflection section for Year 3.**
We have no edits to the Data Reflection

**Review Outcomes Report. Review the unit's outcomes assessment process for 2023 - 2024. Discuss connections to unit goals/action plans/resource requests.**

**Provide any edits or updates to the prompts originally documented in the Practice Reflection section for Year 3.**
We have no edits to the Practice Reflection

**YEAR 4 Updates (2025 - 2026)**
**Provide any edits or updates to the prompts originally documented in the Executive Summary section for Year 4.**

**Provide any edits or updates to the prompts originally documented in the Data Reflection section for Year 4.**

**Review Outcomes Report. Review the unit's outcomes assessment process for 2024 - 2025. Discuss connections to unit goals/action plans/resource requests.**

**Provide any edits or updates to the prompts originally documented in the Practice Reflection section for Year 4.**

**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:** Develop cross - functional teams that support student success and include integrated career and transfer counseling. (**X**)
- **Completion - Objective 4:** Support students' access to resources to mitigate the impact caused by technological and basic needs insecurity (**X**)
- **Scholarship - Objective 5:** Reduce costs associated with instructional materials to support the elimination of equity gaps (**X**)

| Action Plans | Action Plan Update |
|---|---|
| **Action Plan Status:** Active | **Submission Date**: 01/22/2025<br>**Action Plan Update**: We have found a low interest in student interest/engagement with Career Services within the Veterans Success Center. Because of this, we have currently discontinued Career reps within the center. However, we have continued to collaborate with the Career Center team to think of new ways to share what they have to offer. We have found some success with highlighting the importance of finding and having the experience of an internship while they are here in order to help boost our students' portfolios for when it comes time to transfer or apply for a career. We are still working on different ways that we can continue to reach more students to take advantage of the resources that their department has to offer.<br>**Update Year**: 2024 - 2025<br>**Action Plan Progress**: Barriers Encountered |
| | **Submission Date**: 01/22/2025 |

| Action Plans | Action Plan Update |
|---|---|
| **Action Plan:**<br>SO: Develop cross-functional teams that support student success and include integrated career and transfer counseling.<br>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 plan planning (with transfer center counselors and with visits from local universities).<br><br>SO: Support students' access to resources to mitigate the impact caused by technological and basic needs insecurity.<br>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.<br>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.<br><br>**Action Plan Cycle:** 2022 - 2023, 2023 - 2024, 2024 - 2025, 2025 - 2026 | **Action Plan Update**: On the other hand, we are on track to implement the programs and services required within the Veterans Success Center to help meet the needs of our students when it comes to academic counseling, transfer counseling, as well as access to resources to mitigate technological and basic needs insecurity.<br><br>We have done this by continuing to work with the Counseling Department, and have developed a schedule where we are able to host 3 academic counselors within the Veterans Success Center every Monday, Tuesday, and Thursday to ensure that as many of our students as possible are able to get their questions answered when it comes to making changes to their Education Plan and/or meeting their requirements to transfer/graduate. We have also established a program where we are able to provide our students with water, coffee, snacks, and some frozen meals in order to mitigate the impact food insecurity may have on their college experience. To strengthen this program, we have also partnered with the TierraMesa and the student run garden to have fresh produce delivered to the center on a weekly basis that are students are able to take home. We also closely partner with The Stand and help promote their programs and services, including their Food Market, in order to provide further support/awareness in this area.<br>**Update Year**: 2024 - 2025<br>**Action Plan Progress**: On Track |
| **Action Plan Status:** Active | **Submission Date**: 01/22/2025 |

| Action Plans | Action Plan Update |
|---|---|
| **Action Plan:** SO: Develop cross-functional teams that support student success and include integrated career and transfer counseling.<br>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.<br><br>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.<br>**Action Plan Cycle:** 2023 - 2024 | **Action Plan Update**: We attempted to host peer-to-peer support groups in order to better support our DI military-affiliated students. However, even with prior expressed interest in such groups by students, we had little to no turn out at our events. Since then, we have shifted our focus to help promoting already established groups such as Umoja, Punte, and Kapwa by connecting students who have expressed interest. Our Wellness Counselor has also started holding some Kapwa and Men of Color support groups within the Veterans Success Center in order to highlight these support groups to our students, as well as help our military-affiliated students engage with the broader student body.<br>**Update Year**: 2024 - 2025<br>**Action Plan Progress**: Barriers Encountered<br><br>**Submission Date**: 01/22/2025<br>**Action Plan Update**: With our lead Veterans Counselor leaving the district, as well as the shift to 3 new academic counselors within the Veterans Success Center, we are currently working to re-establish a more consistent and trackable way that we accurately gauge the amount of students that engage with the services we offer within the Veterans Success Center. These procedures will also influence the way we track engagement with transfer counseling and tutoring within the center as well.<br>**Update Year**: 2024 - 2025<br>**Action Plan Progress**: Barriers Encountered |

**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:** Use technology to improve communication and accessibility across campus. (**X**)

- **Completion - Objective 1:** Develop pathways that provide students with clarity about degree, certificate, and transfer requirements. (**X**)

| Action Plans | Action Plan Update |
|---|---|
| **Action Plan Status:** Active | **Submission Date**: 01/22/2025<br>**Action Plan Update**: Due to shifting of staff responsibilities and placement, we have not currently been able to meet the goals we had placed to implement career/internship events within the Veterans Success Center. To help correct this, we have now placed a one of our Student Services Assistants and our Administrative Technician within the Veterans Success Center so that they can dedicate more of their time and energy to plan, organize, and implement these programs throughout the 2024/2025 academic year. Because of this, we are adjusting our goal to host 2 career/internship workshops within the VSC during the Spring25 term. Based off of student engagement/interest for these events, we will re-evaluate as a team to discuss implementation for the 2025/2026 academic year.<br>**Update Year**: 2024 - 2025<br>**Action Plan Progress**: Barriers Encountered |
| | **Submission Date**: 01/22/2025<br>**Action Plan Update**: Before our lead Veterans Counselors left the district, they had meet the goals we had in place for participating in transfer workshops for the 2023/2024 academic year and were on scheduled to meet our goals set for the 2024/2025 year. With the hiring process still in place for their replacement, this goal will be re-evaluated once the new lead Veterans Counselor is hired. We have been successful with improving our communication with our broader military-affiliated student population by establishing an Instagram and Constant Contact account in order to help us disseminate information to our students. After discussing the success of other departments, as well as receiving feedback through our VA Work Studies, we have been establishing an SDMesa Veterans Services CANVAS shell to continue to use new communication services to reach more of our students. Our goal is to have this service launched during the Spring25 term.<br>**Update Year**: 2024 - 2025 |

| Action Plans | Action Plan Update |
|---|---|
| **Action Plan:**<br>SO: Develop cross-functional teams that support student success and include integrated career and transfer counseling.<br>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.<br><br>SO: Use technology to improve communication and accessibility across campus.<br>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.<br>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 academic year. | **Action Plan Progress**: On Track |

| Action Plans | Action Plan Update |
|---|---|
| **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 |
|---|---|
| **Action Plan Status:** Active<br>**Action Plan:** Increase community engagement through developing targeted educational resources and support services.<br><br>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.<br>**Action Plan Cycle:** 2023 - 2024, 2024 - 2025, 2025 - 2026 | **Submission Date**: 01/22/2025<br>**Action Plan Update**: We have successfully established relationships with the Education Office on the Marine Corps Recruit Depot San Diego and participate in their annual Career and Education Fair in order to showcase the programs and services that we have to offer to prospective students. We also have continued to solidify our relationship with Liberty Military Housing by presenting during their annual virtual meeting that allows us to provide information about Mesa and VA Educational benefits to active duty families. With the hire of our new lead Veterans Counselor, we will look at re-evaluating this goal to see how else we can improve our engagement with the broader San Diego community.<br>**Update Year**: 2024 - 2025<br>**Action Plan Progress**: On Track |

# 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 loose 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 is 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 in 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 ware 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 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.

## Summary and Reflection

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 wat list form 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 od charter schools and effective January 1, 2023, county offices od 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/ courses
     Continue to provide in-person services and engage students with campus resources


**Related Documents for Charts and Graphs**

## Summary and Reflection

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

**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

**YEAR 2 Updates (2023 - 2024)**
**Provide any edits or updates to the prompts originally documented in the Executive Summary section for Year 2.**

**Provide any edits or updates to the prompts originally documented in the Data Reflection section for Year 2.**

**Review Outcomes Report. Review the unit's outcomes assessment process for 2022 - 2023. Discuss connections to unit goals/action plans/resource requests.**

**Provide any edits or updates to the prompts originally documented in the Practice Reflection section for Year 2.**

**YEAR 3 Updates (2024 - 2025)**
**Provide any edits or updates to the prompts originally documented in the Executive Summary section for Year 3.**

**Summary and Reflection**

**Provide any edits or updates to the prompts originally documented in the Data Reflection section for Year 3.**
In 2024, we continue to see an increase in the number of applications getting stuck in the spam filter through the CCC Apply website. This is impacting new and returning students equally. Stuck applications are not being processed within the 48 hour time frame and therefore, it is impacting students from obtaining a registration appointment and registering for courses within the add/drop period.

In addition to stuck applications, another issue that negatively affected students was the launch of the single sign on for Canvas at the start of the fall semester. The single sign on MFA authenticator impacted continuing/current students from accessing their student email, canvas and student portal.

**Review Outcomes Report. Review the unit's outcomes assessment process for 2023 - 2024. Discuss connections to unit goals/action plans/resource requests.**
2024 Admissions services data:

Student Contacts - Email, In- Person, Phone and Zoom meeting - 13960
High School Dual Enrollment Contacts: Spring, Summer and Fall 2024- 991
CCAP & ACP Enrollment: Spring, Summer and Fall 2024- 4549
ID Cards - 3657
JIRA Personal Student Updates and Petitions- 1692
MFA Reset - 37
Stuck Apps- 171

**Provide any edits or updates to the prompts originally documented in the Practice Reflection section for Year 3.**


**YEAR 4 Updates (2025 - 2026)**
**Provide any edits or updates to the prompts originally documented in the Executive Summary section for Year 4.**


**Provide any edits or updates to the prompts originally documented in the Data Reflection section for Year 4.**


**Review Outcomes Report. Review the unit's outcomes assessment process for 2024 - 2025. Discuss connections to unit goals/action plans/resource requests.**


**Provide any edits or updates to the prompts originally documented in the Practice Reflection section for Year 4.**

**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:** Use technology to improve communication and accessibility across campus. (**X**)

- **Community - Objective 4:** Remove barriers to equitable participation by developing, incentivizing and creating structures for all employees to engage in and design professional learning (**X**)

- **Scholarship - Objective 1:** Expand and prioritize professional learning experiences for all employees that create parity in outcomes across racial/ethnic groups and all disproportionately impacted groups (**X**)

| Action Plans | Action Plan Update |
|---|---|
| **Action Plan Status:** Active | **Submission Date**: 12/04/2023<br>**Action Plan Update**: Addressing issues with CCC Apply for new and returning students<br>**Update Year**: 2023 - 2024<br>**Action Plan Progress**: On Track |

| Action Plans | Action Plan Update |
|---|---|
| **Action Plan:** Our goal continues to be maintaining exemplary quality of services to the entire student body and faculty.<br>Student will articulate needs, issues or concerns to staff members.<br>Students will identify other campus services needed at the time of service as staff will redirect as appropriate<br>Students will establish a college connection in regards to registration issues.<br><br>Actions:<br>1. Focus on our call to action to strategically target underrepresented groups<br>2. Engage in more team development activities and continuing to maintain a collaborative partnership with other departments<br>3. Continue to provide the necessary staff training and support as the college continues to work increasing enrollment numbers<br><br><br>SSO #1: Students are able to complete college application.<br>SSO #2: Students complete college application online and call or email for assistance and for follow up questions.<br><br>**Action Plan Cycle:** 2022 - 2023, 2023 - 2024, 2024 - 2025, 2025 - 2026 | |

**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:** Expand and prioritize professional learning experiences for all employees that create parity in outcomes across racial/ethnic groups and all disproportionately impacted groups (**X**)

- **Stewardship - Objective 6:** Develop a proactive hiring plan that includes a review of advertising, screening, and interviewing with a goal of establishing a diverse and competent workforce that is reflective of the student population and the local community (**X**)

| Action Plans | Action Plan Update |
|---|---|
| **Action Plan Status:** Active<br>**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.<br>Actions:<br>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<br>2. Evaluate performance of the selected employees<br><br>**Action Plan Cycle:** 2022 - 2023, 2023 - 2024, 2024 - 2025 | **Submission Date**: 12/04/2023<br>**Action Plan Update**: SST's were successfully hired fall of 2023<br>**Update Year**: 2023 - 2024<br>**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<br>**Action Plan:** Hire an SST and an SSA for the College and Career Access Pathways (CCAP) Program.<br>**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 programing 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 programing 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 semester. The campus agreed to have this fund available through the existing basic needs programing. 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. Student 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 programing. 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.

**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.

## 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.**
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.

Successful Launch of Fresh Success
Soft launch of Fresh Success in Spring of 2024 with full launch in 2025. Our FS counselor left mid semester and we are onboarding a new team member to increase participation. Spring 2024 we had 2 students, fall 2024 we had 18 students. We are anticipating more growth for spring 2025.

Direct Student Support
For the 23-24 academic year and fall of 2024  we were able to provide bus passes to ALL students requesting one. Beginning spring 2025, due to a decrease in funds we will be limiting the number of passes to those not receiving the PELL
Direct Student Support Served 393 students for 23-24 academic year and 412 in Fall 2024

Pantry and Clothing Closet
For fall 23-24 Served 2505 unique students. For fall 2024 we served 2880 unique students.

Implementation of TBH
In fall 2024 The Stand implemented a new case management system to streamline student tracking and MIS reporting.

Soft Opening of the FRC
In spring 2024 The Stand opened the FRC (Family Resource Center) to serve as a community space for the roughly 23% of students who are also providing care for dependents.
1.466M Grant from HUD
With support from the District office of resource development San Diego Mesa was the recipient of a HUD grant to help improve spaces on campus to support student parents
20k Grant from Generation Hope
In June of 2024 at the Family U Completion Ceremony SD Mesa was informed that they would receive a grant of 20k. Funds will be used to endow the Joyce Hamilton Student Parent Scholarship

Emergency Aid
95K in grants were provided to 190 students through Basic Needs Emergency Funding in Fall 2024
47K in $500 Grants were provided to 94 Undocumented students to support them in Fall 2024 due to delay of Financial Application processing. Support for these funds are from Lotto.
15k in $500 grants were provided to 30 students that are housing insecure. Support from these funds are from Resiliency Funds.
22k in $500 grants provided to 44 students with housing insecurity through Conrad Prebsy Funds.
11k in $500 grants provided to 22 students with housing insecurity through the Molina Funds.

Workshops

## Summary and Reflection

The Stand has partnered with multiple areas on campus to provide workshops for students. Including CalWorks, CARE, EOPS, Dreamers, Culinary, and other faculty

**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%)

**Related Documents for Charts and Graphs**

23-24 Direct Support Equity Gap.pdf;
23-24 Pantry Equity Gap.pdf;
Direct Support Usage 2019-2024.pdf;
Org Chart for The Stand.docx;
Stand Usage 2019-2024.pdf;
The Stand 2023 Program Review.docx;
23-24 Direct Support outcomes.pdf;
23-24 Pantry Outcomes.pdf

**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.

**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

## Summary and Reflection

is already stretched to the seems could lead to burnout and turnover, which could have a detrmental impact on program growth.

**Related Documents for Charts and Graphs**

**Practice Reflection Complete**
Yes

## Mid-Cycle Updates

**YEAR 2 Updates (2023 - 2024)**
**Provide any edits or updates to the prompts originally documented in the Executive Summary section for Year 2.**

**Provide any edits or updates to the prompts originally documented in the Data Reflection section for Year 2.**

**Review Outcomes Report. Review the unit's outcomes assessment process for 2022 - 2023. Discuss connections to unit goals/action plans/resource requests.**

**Provide any edits or updates to the prompts originally documented in the Practice Reflection section for Year 2.**

**YEAR 3 Updates (2024 - 2025)**
**Provide any edits or updates to the prompts originally documented in the Executive Summary section for Year 3.**
The Stand: Dr. Pamela T Luster Resource Center has continued to grow in number of students served and services provided. We provide Food and Clothing to 2505 students in 23-24. This marks an increase of 523 students over the previous year.. Through Direct Student Support, students meet with a Basic Needs Counselor who provide holistic support for students in all areas of Basic Needs. In 23-24 we  served 393 students. This is a decrease from 22-23  (533)  but a significant increase from 21-22 (197).

**Provide any edits or updates to the prompts originally documented in the Data Reflection section for Year 3.**
Basic Needs Counselors –  In order to support the increasing numbers of students seeking basic needs supports, The Stand began using a case management system, tbh,
Workshops – We continue to offer workshops as a means of engaging students in community; HeART Circles gives students a a safe space to decompress and grab a snack. Scholarship Workshop providing students with information about scholarships primarily available outside of the institution; a Conscious Spending Clinic in partnerships with instructional faculty to provide students with information on how to consciously manage the income they have; A time Management workshop in partnership with Dreamers; Parent Cafe in partnership with CalWorks and CARE;
Engaging in Student Parent Work – In August 2023 we were informed that we were the recipients of Generation Hope's National Family U Seal which recognizes colleges that have made significant improvements on campus in regards to supporting student parents on campus.  In November 2023 we hosted a campus visit with Generation Hope to presenting to the campus community on the the why and what of the work the team was doing. In the spring 2024 we held a soft opening for our brand new Family Resource Center.  In May 2024 we had our executive visit were the executive team from Generation Hope presented to campus leadership the importance of the work the campus has been doing.   In June 2024 the campus graduated from Generation Hope's  Family U cohort Program with a final presentation at the executive offices of Generation Hope.
Engaging in Fresh Success Program – We spent the 23-24 academic year building the Fresh Success Program As of June 2024 we have 20 students enrolled in Fresh Success

**Review Outcomes Report. Review the unit's outcomes assessment process for 2023 - 2024. Discuss connections to unit goals/action plans/resource requests.**
The pantry outcomes continue to show higher success rates across the board for all students. For the first year outcomes for Direct Student Support show a marked decrease in success. The team has discussed the reasons for this and has reviewed guidelines for direct support.

## Summary and Reflection

**Provide any edits or updates to the prompts originally documented in the Practice Reflection section for Year 3.**

**YEAR 4 Updates (2025 - 2026)**
**Provide any edits or updates to the prompts originally documented in the Executive Summary section for Year 4.**

**Provide any edits or updates to the prompts originally documented in the Data Reflection section for Year 4.**

**Review Outcomes Report. Review the unit's outcomes assessment process for 2024 - 2025. Discuss connections to unit goals/action plans/resource requests.**

**Provide any edits or updates to the prompts originally documented in the Practice Reflection section for Year 4.**

**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**: 2026 - 2027

**Mapping**
Mesa College Strategic Plan: Roadmap to Mesa2030: *(X - Highlight the X to Align)*
- **Community - Objective 2:** Develop activities, spaces, and programs that support a sense of belonging with a focus on antiracism, historically minoritized groups, and inclusion. (**X**)

- **Community - Objective 3:** Build a culture of communication that is evidence based, race conscious, institutionally focused, systemically aware, and equity advancing (**X**)

- **Community - Objective 4:** Remove barriers to equitable participation by developing, incentivizing and creating structures for all employees to engage in and design professional learning (**X**)

- **Community - Objective 5:** Increase opportunities to be an asset and resource to the external community (**X**)

- **Completion - Objective 3:** Design and promote programs and services that intentionally target a reduction in equity gaps in completion outcomes (**X**)

- **Completion - Objective 4:** Support students' access to resources to mitigate the impact caused by technological and basic needs insecurity (**X**)

- **Scholarship - Objective 2:** Evaluate and improve Diversity, Equity, and Inclusion practice in classroom environments, campus activities, departments, schools, and administrative units (**X**)

- **Scholarship - Objective 4:** Expand the use of innovative and high-quality teaching, learning, and support practices that achieve equitable outcomes and increase student success (**X**)

| Action Plans | Action Plan Update |
|---|---|
| **Action Plan Status:** Active<br>**Action Plan:** 1. Pantry/markets (including pantry hot spots)<br>2. CalFresh Ambassador Program<br>3. Direct Student Support<br>4.Emergency Aid –ECMC/Project Success and Resiliency Funds<br><br>**Action Plan Cycle:** 2022 - 2023, 2023 - 2024, 2024 - 2025, 2025 - 2026 | **Submission Date**: 12/02/2024 |

| Action Plans | Action Plan Update |
|---|---|
| | **Action Plan Update**: 1. Pantry usage has continued to grow we have served we have gone from 1,982 (22-23) students to 2,505 (23-24) students and we appear to surpassed that number already in 24-25 have served over 2700 unique students in fall 2024.<br>2. We continue providing twice monthly food distributions to the entire community.<br>3. We have a County Health and Human Services technician on campus weekly to help support students with signing up for CalFresh<br>4. Direct Student Support - While we saw a decrease in the number of students receiving direct support from 22-23, 533 individual students to 23-24, 393 individual students we anticipate a slight growth as to date in 24-25, we have provided services to 339 individual students.<br>5. Emergency Aid - we continue to grow our Emergency aid supports in 23-24 we were able to use Molina funds to provide grants to Dreamer students, our Resiliency Funds to provide some emergency aid, and we continue to utilize Project Success funds to support students. In 24-25 we have once again used a number of campus funding resources to providing emergency housing grants to students including Molina Funds, Conrad Presby, Resiliency, and Lotto Funds<br>6. Workshop attendance has continued to grow in part to providing food during workshops as well as intentionally incentivizing events for participation (student must attend and participate in the workshops)<br>7. implemented the usage of a new case management system, tbh, that provides students with immediate community resources they may qualify for and provides a 24/7 live support for students in urgent need.<br>8. We have discontinued the CalFresh Ambassador program.<br>**Update Year**: 2024 - 2025<br>**Action Plan Progress**: On Track |
| | **Submission Date**: 11/30/2023<br>**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.<br>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.<br>Direct Student Support - for the 22-23 Academic year we served 533 students through our direct aid program.<br>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<br>**Update Year**: 2023 - 2024<br>**Action Plan Progress**: On Track |

**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:** Develop activities, spaces, and programs that support a sense of belonging with a focus on antiracism, historically minoritized groups, and inclusion. (**X**)

- **Community - Objective 3:** Build a culture of communication that is evidence based, race conscious, institutionally focused, systemically aware, and equity advancing (**X**)

- **Community - Objective 4:** Remove barriers to equitable participation by developing, incentivizing and creating structures for all employees to engage in and design professional learning (**X**)

- **Community - Objective 5:** Increase opportunities to be an asset and resource to the external community (**X**)

- **Completion - Objective 3:** Design and promote programs and services that intentionally target a reduction in equity gaps in completion outcomes (**X**)

- **Completion - Objective 4:** Support students' access to resources to mitigate the impact caused by technological and basic needs insecurity (**X**)

- **Pathways and Partnerships - Objective 1:** Develop and implement frameworks to create communities that can provide more targeted delivery of educational resources and support services. (**X**)

- **Scholarship - Objective 2:** Evaluate and improve Diversity, Equity, and Inclusion practice in classroom environments, campus activities, departments, schools, and administrative units (**X**)

- **Scholarship - Objective 4:** Expand the use of innovative and high-quality teaching, learning, and support practices that achieve equitable outcomes and increase student success (**X**)

| Action Plans | Action Plan Update |
|---|---|
| **Action Plan Status:** Active<br>**Action Plan:** 1. Working with Family U – Develop and sustain practices on campus that relate with Data, Policy, People, and Culture on campus.<br>2. Expanding existing spaces and places on campus for student parents<br>3. Engage the campus community in discussions about student parents using data that is being and has been being collected since spring 2021 | **Submission Date**: 12/02/2024<br>**Action Plan Update**: We have opened a Family Resource Center on campus and have been building out the space to be fully functional. In May 2024 we received 1.466 million in funding from the federal government due to advocation from our congressperson Sara Jacobs. We have mapped student parent resources like changing tables and Lactation spaces on our campus map, we have a student parent task force, we have reached out to the campus community highlighting this population and their specific needs, and we are actively working on expanding the physical footprint on campus as a visual nod to let student parents know we see them.<br>**Update Year**: 2024 - 2025<br>**Action Plan Progress**: On Track |

| Action Plans | Action Plan Update |
|---|---|
| **Action Plan Cycle:** 2022 - 2023, 2023 - 2024, 2024 - 2025, 2025 - 2026 | |
| | **Submission Date**: 11/30/2023<br>**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.<br>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.<br>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.<br>**Update Year**: 2023 - 2024<br>**Action Plan Progress**: On Track |

**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:** Develop activities, spaces, and programs that support a sense of belonging with a focus on antiracism, historically minoritized groups, and inclusion. (**X**)
- **Community - Objective 3:** Build a culture of communication that is evidence based, race conscious, institutionally focused, systemically aware, and equity advancing (**X**)
- **Community - Objective 4:** Remove barriers to equitable participation by developing, incentivizing and creating structures for all employees to engage in and design professional learning (**X**)
- **Community - Objective 5:** Increase opportunities to be an asset and resource to the external community (**X**)
- **Completion - Objective 3:** Design and promote programs and services that intentionally target a reduction in equity gaps in completion outcomes (**X**)
- **Completion - Objective 4:** Support students' access to resources to mitigate the impact caused by technological and basic needs insecurity (**X**)
- **Pathways and Partnerships - Objective 1:** Develop and implement frameworks to create communities that can provide more targeted delivery of educational resources and support services. (**X**)
- **Scholarship - Objective 2:** Evaluate and improve Diversity, Equity, and Inclusion practice in classroom environments, campus activities, departments,

schools, and administrative units (**X**)

- **Scholarship - Objective 4:** Expand the use of innovative and high-quality teaching, learning, and support practices that achieve equitable outcomes and increase student success (**X**)

| Action Plans | Action Plan Update |
|---|---|
| **Action Plan Status:** Active<br>**Action Plan:** 1. Assign Staff to support Fresh Success Program<br>2. Working with the CCC Foundation - Attend trainings<br><br>**Action Plan Cycle:** 2022 - 2023, 2023 - 2024, 2024 - 2025, 2025 - 2026 | **Submission Date**: 12/02/2024<br>**Action Plan Update**: We did a soft launch in the spring of 2024 and are currently navigating onboarding of new students for the 24-25 academic year.  We have grown from zero Fresh Success students to a count of 20 by the end of 2023-2024. This has been accomplished via outreach at campus events, department presentations, and programmatic  orientations. We have had a change in staffing but anticipate being back on track  and having a minimum of 75 active students by the end of 2024-2025.<br>**Update Year**: 2024 - 2025<br>**Action Plan Progress**: On Track |
| | **Submission Date**: 11/30/2023<br>**Action Plan Update**: 1. Staff has been assigned<br>2. training have been attended.<br>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<br>**Update Year**: 2023 - 2024<br>**Action Plan Progress**: Barriers Encountered |

# 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. 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

## Summary and Reflection

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)
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

## 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.)**
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

**Related Documents for Charts and Graphs**

**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.

**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

**YEAR 2 Updates (2023 - 2024)**
**Provide any edits or updates to the prompts originally documented in the Executive Summary section for Year 2.**
Successes:
We have increased student numbers since 22-23 academic year

Challenges:
Hired a new adjunct counselor that started in July 2023, but lost one month later
Counseling appointments decreased with loss of counselor
Counselors were in charge of taking on project assistant duties from June 2023-October 2023 until new project assistant was hired

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 hired a new project assistant in October 2023 who will continue in Spring 2024

## Summary and Reflection

3 students have received laptops to borrow for the semester
Office hours are consistent throughout the week Mon-Thur 9am-5pm, Fri 9am-1pm

New Project Assistant Hire: Guadalupe Mendez provided front desk duties and operations including scheduling counseling appointments, office coverage, answering phones and email correspondences

Spring 2024:
Served 63 students
Maintained new project assistant
Hired new adjunct counselor in January 2024
Office coverage have maintained consistency Mon-Thur 9am-6pm, and Fri 9am-1pm
New adjunct counselor allowed for more appointment availability for students

Identified 3 CalWORKs students and provided CalWORKs Work-Study opportunities in Student Success and Equity Office and STAR TRIO

Summer 2024:
Served 38 students
Hired a second project assistant in July 2024
Office coverage matched Student Services Building hours

Increased student engagement with increased offerings of workshops and events

Fall 2023:
Events/Workshops:
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 had 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 not including Parent Cafe (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 tied to completion of CalWORKs requirements:
Welcome/September 2023 - $100 grocery card, $100 book card, $50 Amazon card
October 2023 - $100 Amazon card, $100 grocery card
Provided one End-of-Semester CalWORKs Grant tied to completion of CalWORKs requirements: $250

Tabling/Outreach Opportunities:
Welcome Week
Black Excellence Symposium
Utilized Instagram Page for posting all events and workshops

Spring 2024:
Events/Workshops:
Parent Cafe continued with first 3 Wednesdays February, March, and April from 10am-11:30am with May 2024 providing a special end-of-year Parent Cafe - all in partnership with CARE and The Stand
Provided $50 Amazon cards for CalWORKs students and $25 non-CalWORKs/non-CARE students for attendees
Maintained 20+ student attendees at each Parent Cafe workshop
Welcome Back/Meet and Greet had 50 attendees
Counselors and project assistants were provided 4 professional development opportunities through attending

conferences
Inner Child Healing Workshop had 46 attendees
Relaxation Massage had 40 attendees
Student Parent Brunch had 60 attendees
End-of-Year Celebration had 84 attendees
Provided 17 workshops and events for CalWORKs students not including Parent Cafe (most in partnership with The Stand and CARE)
Amazon Card, Transportation Card, and Grocery Card were incentives provided for student attendees

Provided 1 Educational Package for February 2024/Welcome - $100 bookstore, $50 Amazon
Provided 1 CalWORKs Grant for May 2024/Completion of all CalWORKs Requirements - $250

Tabling/Outreach Opportunities:
Welcome Week
Financial Aid Info Fair
Jumpstart/Continuing Education Resource Fair

Summer 2024:
Events/Workshops:
Provided 4 Parent Cafe Workshops with one located at community park for parents and their children providing engagement in outdoor activities and connecting with local community recreational spaces

**Provide any edits or updates to the prompts originally documented in the Data Reflection section for Year 2.**


**Review Outcomes Report. Review the unit's outcomes assessment process for 2022 - 2023. Discuss connections to unit goals/action plans/resource requests.**


**Provide any edits or updates to the prompts originally documented in the Practice Reflection section for Year 2.**
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

<u>**YEAR 3 Updates (2024 - 2025)**</u>
**Provide any edits or updates to the prompts originally documented in the Executive Summary section for Year 3.**
Successes:
Continuously increasing our student numbers since 2022-2023 academic year

Challenges:
With increase in student numbers and ensuring students complete their CalWORKs requirements – completing onboarding documents, completing Individualized Training Plans (ITPs), and updating/creating a comprehensive educational plan by our recommended timeframes along with Financial Aid appeals and county support appointments, there are limited counseling appointments available each week
There are 3 adjunct counselors and 1 adjunct counselor/coordinator - one adjunct counselor works 9 hours a week, second counselor works 10 hours a week, third counselor works 15 hours a week, and counselor/coordinator works 20 hours a week but has limited counseling availability due to coordination duties. All of these factors limit availability for counseling appointments with a growing CalWORKs Program.

Fall 2024:
Served 83 students
10 laptops loaned to students
Provided office coverage in sync with Student Services Building hours
CalWORKs Team includes 2 project assistants and 4 adjunct counselors

Increased student engagement with increased offerings of workshops, events, and opportunities

Fall 2024:

## Summary and Reflection

Events/Workshops

Parent Café dates and times continued with Wednesdays from 10am-11:30am for the first 3 Wednesdays of September, October, November and one end-of-semester Parent Cafe in December in continuous partnership with CARE and The Stand. Location changed from previous location of AS Conference Room to new Family Resource Center (FRC) located in the LRC

Provided $50 Amazon Cards, $50 Grocery Card, and/or $50 Transportation Card to CalWORKs student attendees and $25 meal cards for non-CalWORKs/CARE student attendees. All student attendees provided lunch, coffee, and other beverages

Maintained 25 student attendee average each week

CalWORKs Welcome/ Meet & Greet event had 53 attendees

Student Parent Family Night event had over 100 attendees

Partnered with The Old Globe and was a hosting site for their Fall mobile tour of "As You Like It" play which prioritized CalWORKs students and other student parents and was open to the Mesa College campus community, The Old Globe partners and donors, and members from the community with approximately 200 attendees

Student Parent Holiday Event had approximately 200 attendees

FRC hosted many workshops including the monthly Student Parent Healing Circle

Provided a total of 15 workshops and events for CalWORKs students not including Parent Cafe (many workshops and events were in partnership with CARE, The Stand/Family U and Student Parent Healing Circle in partnership with Student Health Services, CARE, and The Stand/Family U)

Transportation Card, Grocery Card, Amazon Card, 72Fifty Card were the incentive cards offered to student attendees

CalWORKs Incentive Cards provided by Equity Funds, Retention Funds, and Lotto Funds

Hire UP Program provided grants up to $10,000 for many CalWORKs students in Fall 2024 semester

Identified 5 CalWORKs students and provided CalWORKs Work-Study opportunities in Student Success & Equity Office and STAR TRIO

Provided one educational package tied to completion of CalWORKs requirements:

Welcome/September 2024 - $100 book card, $50 transportation, $50 Amazon card

Provided two CalWORKs Grants tied to completion of CalWORKs requirements: $150 each grant

Tabling/Outreach Opportunities:

Welcome Week

Latino/a/e Bienvenida! Tabling

Black Student Success Meet & Greet

Samoan Cultural Wellness Wednesday

Financial Aid

Domestic Violence

**Provide any edits or updates to the prompts originally documented in the Data Reflection section for Year 3.**

Data Reflection

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, End-of-Year Celebration, Family Night, Holiday Event)

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

Summary:

Increase in student numbers - 2021-2022 served 40 students. 2022-2023 served 54 students, 2023-2024 served 77

**Summary and Reflection**

students. Currently in Fall 2024, served 83 students.
Degree/Certificate of Achievement completion in Spring 2024 - 7 graduates
Counselors maintained high level of booked appointments each week
Used end-of-semester student surveys to inform relevant educational workshop offerings and observed an increase in student attendees
Increase in event engagement and doubling of attendee numbers
Continued providing incentive cards for most events and workshops attended
Significant increase in student drop-ins in the office

**Review Outcomes Report. Review the unit's outcomes assessment process for 2023 - 2024. Discuss connections to unit goals/action plans/resource requests.**


**Provide any edits or updates to the prompts originally documented in the Practice Reflection section for Year 3.**


**YEAR 4 Updates (2025 - 2026)**
**Provide any edits or updates to the prompts originally documented in the Executive Summary section for Year 4.**


**Provide any edits or updates to the prompts originally documented in the Data Reflection section for Year 4.**


**Review Outcomes Report. Review the unit's outcomes assessment process for 2024 - 2025. Discuss connections to unit goals/action plans/resource requests.**


**Provide any edits or updates to the prompts originally documented in the Practice Reflection section for Year 4.**

**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:** Increase community engagement, experiential learning, integrated career planning, and workforce training to prepare students for future careers (**X**)

| Action Plans | Action Plan Update |
|---|---|
| **Action Plan Status:** Active<br>**Action Plan:** 1. Reviewing Parent Cafe Survey data to inform changes to Parent Cafe dates/times<br>2. Maintain partnerships with CARE and The Stand for Parent Cafes<br>3. Review End-of-Semester Survey data building upon workshops series topics<br>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<br>5. Expand relationship with Old Globe to provide opportunities for students to attend plays with an educational and historical component<br><br>**Action Plan Cycle:** 2022 - 2023, 2023 - 2024, 2024 - 2025, 2025 - 2026 | |
| **Action Plan Status:** Completed<br>**Action Plan:** Student numbers were met for 2022-2023 academic year<br>**Action Plan Cycle:** 2022 - 2023 | |

**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:** Develop cross - functional teams that support student success and include integrated career and transfer counseling. (**X**)

| Action Plans | Action Plan Update |
|---|---|
| **Action Plan Status:** Active<br>**Action Plan:** 1. Increase counseling appointment availability to provide academic, career, personal, and CalWORKs related counseling services<br>2. Hiring an additional adjunct counselor and a project assistant to further provide access and availability to counseling support services and resources<br>3. Increasing office hour coverage with additional hired support for more opportunities allowing students to schedule appointments<br><br>**Action Plan Cycle:** 2022 - 2023, 2023 - 2024, 2024 - 2025, 2025 - 2026 | |

**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:** Build a culture of communication that is evidence based, race conscious, institutionally focused, systemically aware, and equity advancing (**X**)

| Action Plans | Action Plan Update |
|---|---|
| **Action Plan Status:** Active | **Submission Date**: 12/03/2023 |

| Action Plans | Action Plan Update |
|---|---|
| **Action Plan:** 1. Outreach and inreach opportunities throughout the semester by tabling, district announcements, website, social media promotion, flyers, communications through canvas, email, partnerships<br>2. Purchasing of promotional items to give to students<br>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<br><br>**Action Plan Cycle:** 2022 - 2023, 2023 - 2024, 2024 - 2025, 2025 - 2026 | **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.<br>2. Providing promotional items for attendees at Meet & Greet event, Family Night event, tabling events, classroom presentations, and the Joint School Meeting<br>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<br><br>**Update Year**: 2023 - 2024<br>**Action Plan Progress**: On Track |

**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 |
|---|---|
| **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<br>2. Maintain partnerships with CARE and The Stand for Parent Cafes<br>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<br>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<br>5. Expand relationship with Old Globe to provide opportunities for students to attend plays with an educational and historical component throughout the semester<br>6. Maintain partnership with CARE, The Stand, Family U student representative, and Student Health Services that provide a monthly Student Parent Healing Circle<br>**Action Plan Cycle:** 2023 - 2024 | |

# 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

**Related Documents for Charts and Graphs**
[Course Outline of Record LCOM 120E.pdf](Course Outline of Record LCOM 120E.pdf)

**Executive Summary Complete**
Yes

**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 fo 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.

**Related Documents for Charts and Graphs**

**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 Careering While Asian Panel each semester.

**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.

**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

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### YEAR 2 Updates (2023 - 2024)
**Provide any edits or updates to the prompts originally documented in the Executive Summary section for Year 2.**
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.


**Provide any edits or updates to the prompts originally documented in the Data Reflection section for Year 2.**
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 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.

**Review Outcomes Report. Review the unit's outcomes assessment process for 2022 - 2023. Discuss connections to unit goals/action plans/resource requests.**


**Provide any edits or updates to the prompts originally documented in the Practice Reflection section for Year 2.**
In 2024-2025 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.

### YEAR 3 Updates (2024 - 2025)
**Provide any edits or updates to the prompts originally documented in the Executive Summary section for Year 3.**
Since the change in leadership of the Kapwa Learning Community, the new coordinators have been working to define the mission, vision, and values to create additional structure. They hosted a meeting in Summer 2024 and invited previous students, faculty, and supporters to share their experiences. Kapwa Scholars described Kapwa's

## Summary and Reflection

mission as:

  " - to uplift AAPI scholars and help them figure out college, their academic identity, and racial/ethnic identity
  - to create and support community
  - to have AAPI students be seen and heard, learn to love themselves
  -for students to realize that this is something they didn't grow up and now they are finally getting in college, to give students representation, to see themselves in academia, to stop hating themselves, to love themselves, to help them find themselves. "

Kapwa's values are kapwa, love-centered, empathy, decolonial practices, community, solidarity, and collaboration. This is an ongoing process for Kapwa to strengthen its foundation and to define how it contributes to the overall effort to support Asian American, Native Hawaiian, and Pacific Islander students and initiatives.

Additionally, data has been requested from Institutional Effectiveness to measure the retention, persistence, and success rates of all Kapwa students. Since Fall 2019, 217 students have enrolled in the Kapwa Learning Community. Beginning in the summer of 2024, disaggregated data for AAPI populations became available. This insight is relevant as we continue to focus and adapt support for specific AAPI subpopulations.

Kapwa is now serving its 6th cohort of students. This year we have 26 students enrolled in the PERG 120: College Success course and 24 students enrolled in the ENGL 101 portion. In addition, the Kapwa Counselor continues to offer support to past Kapwa students to ensure that they receive appropriate academic, transfer, career, and personal support.

**Provide any edits or updates to the prompts originally documented in the Data Reflection section for Year 3.**

In 2023-2024, 79% of students in the Kapwa (K5) cohort successfully passed both of their Kapwa Fall courses. 10% of the students passed only their ENGL 101 class with a C or better. 86% of the students were retained. An additional 5 students were added to the Spring Kapwa cohort. These students indicated that they would greatly benefit from being in a learning community and were a great addition.

At the end of the 2023/24 academic year, the KAPWA counselor requested a study from Institutional Research to track the outcomes of the KAPWA Learning Community (LCOM). KAPWA, which started in 2019, required students to enroll in ENGL101 and PERG120 in the Fall, and ENGL205 in the Spring. AAPI124 was recently added for the 2024-25 academic year.

• Since Fall 2019, 217 students have enrolled in KAPWA LCOM.
• The largest cohort was K1 (19-20) with 44 unduplicated students. The smallest cohort is K6 (24-25) with 27 unduplicated students (data as of 08/30/24).
• Fall-to-Spring persistence (students re-enrolled in courses the next term) is high among KAPWA students, with the highest persistence at 93% for both K1 (19-20) and K2 (20-21) cohorts. The lowest persistence, 88%, was for cohort K4 (22-23).
• Fall-to-Fall persistence (students returning the next Fall) was highest at 90% for cohort K5(23-24) and lowest at 70% for cohort K1 (19-20).
• Overall KAPWA course success rate is high, averaging 84% across all cohorts, with cohort K1 achieving the highest success rate of 93%.
• The average retention rate for all KAPWA courses is 96%, with cohort K5 (23-24) achieving a 100% retention rate in 3 of the 4 courses offered.
• The average GPA for KAPWA courses is 2.73, with cohort K1 (19-20) achieving an average GPA of 3.33.
• Among KAPWA students, 82% are in good academic standing, 8% are on progress probation, and 1% are disqualified. The status of 13% of students is unknown.
• KAPWA students have an average load of 12.94 units per term, an average GPA of 3.00 per term, and an average of 20.37 cumulative units earned per academic year.
• Of the 217 KAPWA students, 23 (11%) have received an award within three years or fewer. First-time students received 12 (52%) of those awards. It's important to note that not all students opt to receive an award before transferring to a 4-year university.
• The majority of students are full-time (81%), under 18 years old (69%), AAPI (66%), have an educational goal of a bachelor's degree after completing an associate degree (65%), are not first-generation (61%), and are female

(57%).

Kapwa Coordinators will use this information to help shape Kapwa's practices.

**Review Outcomes Report. Review the unit's outcomes assessment process for 2023 - 2024. Discuss connections to unit goals/action plans/resource requests.**
Kapwa submitted a request for an affinity space in Fall 2023. It was approved in Spring 2024 as a shared space amongst the Kapwa x Umoja x Puente (KUP) Learning Communities.  Kapwa, Umoja, and Puente (KUP) will be opening at the beginning of Spring 2025, which is one of Kapwa's unit outcomes. The shared space will be located in the Student Services Building next to AVANZA.

The KUP team has continued to strengthen their collaboration by meeting regularly throughout the Fall semester, attending joint meetings with Outreach to improve our outreach strategies, and Facilities to create the shared space.

Kapwa's Learning Community information was added to the College Catalog in 2023-2024. AANAPISI has also created an AAPI Resource Guide which helps promote Kapwa and other AAPI courses and resources. Additionally, Kapwa continues to open its events to the campus community such as the annual Careering While Asian American Pacific Islander (formerly Careering While Asian) and guest speakers.

**Provide any edits or updates to the prompts originally documented in the Practice Reflection section for Year 3.**
In 2023-2024, Kapwa added AAPI 124 in the Spring semester. This new addition improved students' understanding to the AAPI experience. As of Fall 2024, AAPI 124 is now approved as a General Education: Ethnic Studies course.

Kapwa students also attended two conferences last year. 15 of the Kapwa (K5) students were selected to attend the Asian Pacific Americans in Higher Education Conference in April 2024. Students shared that the experience was life changing, inspiring, and affirming. These students have persisted from fall-to-fall, stepped into student leadership positions with the Asian Pacific Diversity Student Club, and overall are more confident about their academic goals. All Kapwa students attended the annual Student Transfer Outreach & Mentorship Program (STOMP) Conference hosted by UCLA. Puente and Umoja students also participated with Kapwa. Students who attended found this trip also inspiring, informative, and increased their interest in transferring to a 4-year university.

**YEAR 4 Updates (2025 - 2026)**
**Provide any edits or updates to the prompts originally documented in the Executive Summary section for Year 4.**

**Provide any edits or updates to the prompts originally documented in the Data Reflection section for Year 4.**

**Review Outcomes Report. Review the unit's outcomes assessment process for 2024 - 2025. Discuss connections to unit goals/action plans/resource requests.**

**Provide any edits or updates to the prompts originally documented in the Practice Reflection section for Year 4.**

**AAPI Space Creation**

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**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:** Use technology to improve communication and accessibility across campus. (**X**)

- **Community - Objective 2:** Develop activities, spaces, and programs that support a sense of belonging with a focus on antiracism, historically minoritized groups, and inclusion. (**X**)

- **Community - Objective 3:** Build a culture of communication that is evidence based, race conscious, institutionally focused, systemically aware, and equity advancing (**X**)

- **Community - Objective 4:** Remove barriers to equitable participation by developing, incentivizing and creating structures for all employees to engage in and design professional learning (**X**)

- **Community - Objective 5:** Increase opportunities to be an asset and resource to the external community (**X**)

- **Completion - Objective 1:** Develop pathways that provide students with clarity about degree, certificate, and transfer requirements. (**X**)

- **Completion - Objective 2:** Develop cross - functional teams that support student success and include integrated career and transfer counseling. (**X**)

- **Completion - Objective 3:** Design and promote programs and services that intentionally target a reduction in equity gaps in completion outcomes (**X**)

- **Completion - Objective 4:** Support students' access to resources to mitigate the impact caused by technological and basic needs insecurity (**X**)

- **Pathways and Partnerships - Objective 1:** Develop and implement frameworks to create communities that can provide more targeted delivery of educational resources and support services. (**X**)

- **Pathways and Partnerships - Objective 2:** Expand partnerships with K-12 institutions to enhance program offerings and increase access for minoritized students. (**X**)

- **Pathways and Partnerships - Objective 3:** Increase community engagement, experiential learning, integrated career planning, and workforce training to prepare students for future careers (**X**)

- **Pathways and Partnerships - Objective 4:** Expand intersegmental pathways to create a seamless transition between Mesa and k-12, non-credit, Universities, and careers (**X**)

- **Scholarship - Objective 1:** Expand and prioritize professional learning experiences for all employees that create parity in outcomes across racial/ethnic groups and all disproportionately impacted groups (**X**)

- **Scholarship - Objective 2:** Evaluate and improve Diversity, Equity, and Inclusion practice in classroom environments, campus activities, departments,

schools, and administrative units (**X**)

- **Stewardship - Objective 1:** In collaboration with students, develop a climate action plan aligned with state and city goals that includes a timeline to reduce Mesa College's carbon footprint, focuses on climate literacy and student action, and mitigates Mesa's impact on climate change (**X**)

- **Stewardship - Objective 2:** Support processes and initiatives that prioritize environmental sustainability and reduce Mesa College's impact on climate change (**X**)

- **Stewardship - Objective 3:** Increase student access and schedule efficiency by coordinating schedules among departments/disciplines (**X**)

- **Stewardship - Objective 4:** Establish a college-wide practice and schedule that addresses routine maintenance and renewal of equipment, facilities and technology to ensure access to adequate resources and better serve students (**X**)

- **Stewardship - Objective 5:** Increase campus understanding, communication of and transparency in budget and resource allocation (**X**)

- **Stewardship - Objective 6:** Develop a proactive hiring plan that includes a review of advertising, screening, and interviewing with a goal of establishing a diverse and competent workforce that is reflective of the student population and the local community (**X**)

| Action Plans | Action Plan Update |
|---|---|
| **Action Plan Status:** Active<br>**Action Plan:** Continue Kapwa structure to include ENGL 101 & 205<br>**Action Plan Cycle:** 2022 - 2023, 2023 - 2024, 2024 - 2025, 2025 - 2026 | **Submission Date**: 11/27/2023<br>**Action Plan Update**: Kapwa continues to include ENGL 101 and 205.<br>**Update Year**: 2023 - 2024<br>**Action Plan Progress**: On Track |
| **Action Plan Status:** Active<br>**Action Plan:** Survey AAPI students to identify what they want to see in an AAPI Space Submit Affinity Space Request.<br>**Action Plan Cycle:** 2023 - 2024, 2022 - 2023, 2024 - 2025, 2025 - 2026 | **Submission Date**: 11/27/2023<br>**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.<br>**Update Year**: 2023 - 2024<br>**Action Plan Progress**: On Track |
| **Action Plan Status:** Completed<br>**Action Plan:** Submit request for Affinity Space<br>**Action Plan Cycle:** 2023 - 2024 | **Submission Date**: 12/02/2024<br>**Action Plan Update**: Affinity space was approved in 2024 to include three learning communities: Kapwa, Puente, and Umoja. Space planning meetings have occurred with target opening for Spring 2025.<br>**Update Year**: 2024 - 2025<br>**Action Plan Progress**: On Track |
| **Action Plan Status:** Active | **Submission Date**: 12/02/2024 |

| Action Plans | Action Plan Update |
|---|---|
| **Action Plan:** Meet with facilities and Umoja & Puente team to design affinity space. Open space in Spring 2025.<br>**Action Plan Cycle:** 2024 - 2025 | **Action Plan Update**: Designed space, furniture, and technology requests submitted. Kapwa, Umoja, and Puente have also partnered with AANAPISI grant to fund center.<br>**Update Year**: 2024 - 2025<br>**Action Plan Progress**: On Track |

**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:** Develop activities, spaces, and programs that support a sense of belonging with a focus on antiracism, historically minoritized groups, and inclusion. (**X**)

- **Community - Objective 3:** Build a culture of communication that is evidence based, race conscious, institutionally focused, systemically aware, and equity advancing (**X**)

- **Community - Objective 4:** Remove barriers to equitable participation by developing, incentivizing and creating structures for all employees to engage in and design professional learning (**X**)

- **Community - Objective 5:** Increase opportunities to be an asset and resource to the external community (**X**)

- **Completion - Objective 2:** Develop cross - functional teams that support student success and include integrated career and transfer counseling. (**X**)

- **Completion - Objective 3:** Design and promote programs and services that intentionally target a reduction in equity gaps in completion outcomes (**X**)

- **Completion - Objective 4:** Support students' access to resources to mitigate the impact caused by technological and basic needs insecurity (**X**)

- **Pathways and Partnerships - Objective 1:** Develop and implement frameworks to create communities that can provide more targeted delivery of educational resources and support services. (**X**)

- **Pathways and Partnerships - Objective 3:** Increase community engagement, experiential learning, integrated career planning, and workforce training to prepare students for future careers (**X**)

- **Scholarship - Objective 1:** Expand and prioritize professional learning experiences for all employees that create parity in outcomes across racial/ethnic groups and all disproportionately impacted groups (**X**)

- **Scholarship - Objective 2:** Evaluate and improve Diversity, Equity, and Inclusion practice in classroom environments, campus activities, departments, schools, and administrative units (**X**)

- **Scholarship - Objective 4:** Expand the use of innovative and high-quality teaching, learning, and support practices that achieve equitable outcomes and increase student success (**X**)

- **Scholarship - Objective 5:** Reduce costs associated with instructional materials to support the elimination of equity gaps (**X**)
- **Stewardship - Objective 3:** Increase student access and schedule efficiency by coordinating schedules among departments/disciplines (**X**)
- **Stewardship - Objective 5:** Increase campus understanding, communication of and transparency in budget and resource allocation (**X**)

| Action Plans | Action Plan Update |
|---|---|
| **Action Plan Status:** Active<br>**Action Plan:** 1. Pilot Kapwa structure to include AAPI 124 with ENGL 205<br>2. Continue Kapwa structure to include Math 119 with Juan Bernal in Spring 2024<br>3. Coordinate with Puente and Umoja to engage in cross-cultural collaborations and increase racial and ethnic solidarity<br>**Action Plan Cycle:** 2022 - 2023, 2023 - 2024, 2024 - 2025 | **Submission Date**: 11/27/2023<br>**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.<br>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.<br>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.<br>**Update Year**: 2023 - 2024<br>**Action Plan Progress**: On Track |
| **Action Plan Status:** Active<br>**Action Plan:** Collaborate with Puente & Umoja to design the shared affinity space that is reflective of each community's values.<br>**Action Plan Cycle:** 2024 - 2025 | |

**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:** Use technology to improve communication and accessibility across campus. (**X**)
- **Community - Objective 2:** Develop activities, spaces, and programs that support a sense of belonging with a focus on antiracism, historically minoritized groups, and inclusion. (**X**)
- **Community - Objective 3:** Build a culture of communication that is evidence based, race conscious, institutionally focused, systemically aware, and equity advancing (**X**)
- **Community - Objective 5:** Increase opportunities to be an asset and resource to the external community (**X**)
- **Completion - Objective 1:** Develop pathways that provide students with clarity about degree, certificate, and transfer requirements. (**X**)

- **Completion - Objective 2:** Develop cross - functional teams that support student success and include integrated career and transfer counseling. (**X**)
- **Completion - Objective 3:** Design and promote programs and services that intentionally target a reduction in equity gaps in completion outcomes (**X**)
- **Completion - Objective 4:** Support students' access to resources to mitigate the impact caused by technological and basic needs insecurity (**X**)
- **Pathways and Partnerships - Objective 1:** Develop and implement frameworks to create communities that can provide more targeted delivery of educational resources and support services. (**X**)
- **Pathways and Partnerships - Objective 2:** Expand partnerships with K-12 institutions to enhance program offerings and increase access for minoritized students. (**X**)
- **Pathways and Partnerships - Objective 3:** Increase community engagement, experiential learning, integrated career planning, and workforce training to prepare students for future careers (**X**)
- **Pathways and Partnerships - Objective 4:** Expand intersegmental pathways to create a seamless transition between Mesa and k-12, non-credit, Universities, and careers (**X**)
- **Pathways and Partnerships - Objective 5:** Develop and implement technologies, including website redesign, that will make pathways information available to students so that they can effectively utilize this information in their educational and career planning (**X**)
- **Scholarship - Objective 2:** Evaluate and improve Diversity, Equity, and Inclusion practice in classroom environments, campus activities, departments, schools, and administrative units (**X**)
- **Scholarship - Objective 4:** Expand the use of innovative and high-quality teaching, learning, and support practices that achieve equitable outcomes and increase student success (**X**)
- **Stewardship - Objective 1:** In collaboration with students, develop a climate action plan aligned with state and city goals that includes a timeline to reduce Mesa College's carbon footprint, focuses on climate literacy and student action, and mitigates Mesa's impact on climate change (**X**)
- **Stewardship - Objective 3:** Increase student access and schedule efficiency by coordinating schedules among departments/disciplines (**X**)
- **Stewardship - Objective 5:** Increase campus understanding, communication of and transparency in budget and resource allocation (**X**)

| Action Plans | Action Plan Update |
|---|---|
| **Action Plan Status:** Active<br>**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.<br>**Action Plan Cycle:** 2023 - 2024 | **Submission Date**: 11/27/2023<br>**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.<br>**Update Year**: 2023 - 2024<br>**Action Plan Progress**: Completed |
| **Action Plan Status:** Active<br>**Action Plan:** Improve media presence through social media and newsletter<br>**Action Plan Cycle:** 2023 - 2024 | **Submission Date**: 11/30/2024<br>**Action Plan Update**: Kapwa Honors Scholars are assisting with managing the social media accounts.<br><br>Kapwa hired a new Project Assistant who will assist with creating a newsletter for Kapwa.<br>**Update Year**: 2024 - 2025 |

| 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 Mental Health Services

# Executive Summary

**Describe the successes and challenges your unit has faced since the last comprehensive review.**
In the beginning of 2022/2023, Student Health Services combined both entities for Mental and Physical Health. In the 2023/2024 year, services were separated. We have included the initial executive summary for Mental Health Services.

"Mental Health services received a grant however; we were faced with difficulty in finding a therapist who can work for SDCCD under low pay. We were able to coordinate many events to address the equity in Mental Health, such as Urban Restoration Counseling 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 to 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

## Summary and Reflection

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. "

Other challenges faced

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.

**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.**
As of 2022, we transitioned from the SARS system to MEDICAT. This included the notes system, charting, scheduling appointments and encrypted communication with clients. Additionally, Zoom was implemented to allow for HIIPA-compliant telehealth services. This transition streamlined our ability to provide services to clients and facilitated scheduling, billing, and documentation. Unfortunately, this transition produced a myriad of technical issues and other logistical errors, requiring the department to manage the additional workload equating to the job of a full-time professional.

The Urban Restoration Counseling Center contract is designed to promote mental health awareness and support among the Black student community at Mesa College. Student Health Services is funding URCC presentations and therapy services 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 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.

**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.**
Trends in our data are by observation for these reasons:

Providers are reluctant to lock files because it prevents them from modifying the files in the future. This tendency leads to flawed data collection, as unlocked notes are not included in the statistics.

## Summary and Reflection

PeopleSoft feeds one way data (demographics including ethnicity) into Medicat daily, however the issue is that files from PeopleSoft must be manually dropped into Medicat which is not always accomplished.

When students register to become a SDCCD student, they often opt out of ethnicity reporting through PeopleSoft. As a result, we see a lot of "decline to state" and "unknown/other." This is a prevalent problem as it does not provide accurate data from Medicat. We do ask for ethnicity data as students enter our office, however, faced with a limited budget/staff, we struggle to gather and analyze that data at the end of the year.

The Student Health Fee has not been required of students for 3+ years now, so our budget is impacted. We do not receive any General College funds.

Over the past 3 years, while we were working from home and students were off campus, we mostly saw COVID patients. Students were not interested in Zoom appointments for counseling. Since Fall of 2022, we have seen students return to in-person counseling appointments. Some students were reluctant to engage in Zoom therapy despite efforts to affirm compliance with confidentiality. Unfortunately, our full-time contract therapist resigned due to her refusal to return in person. Upon our attempt to replace the position, most of the adjunct applications were from therapists that did not have their COVID vaccinations, causing their ineligibility as determined by the district. Currently, we have contracted a full-time therapist to begin in the Summer of 2023.

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

**Related Documents for Charts and Graphs**


**Describe the discussion(s) that took place about the unit's learning outcomes assessment data.**
The discussions regarding our learning outcomes have confirmed that they remain relevant and valuable. We assess learning through events and one-on-one meetings with students. As part of our professional mental health practice, evaluating students' understanding and ensuring agreement on the plan of care is an integral part of each interaction.

**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 related to Black students and their mental health needs. We have been fortunate to hire Black adjunct therapists, and a Black contract faculty member is in the onboarding process. We have seen an increase in the number of Black students utilizing our mental health services, which we believe is due to the fact that the providers are Black, and the students feel safer and more comfortable with 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**


## Mid-Cycle Updates

**<u>YEAR 2 Updates (2023 - 2024)</u>**
**Provide any edits or updates to the prompts originally documented in the Executive Summary section for Year 2.**
Since the last comprehensive review, Mesa Mental Health Center has made significant strides in responding to the evolving mental health needs of our students. In the wake of the COVID-19 pandemic, we have worked diligently to

## Summary and Reflection

adapt and provide essential services in a landscape that is continually changing. Throughout this period, we have prioritized increasing awareness, reducing stigma, and ensuring that our services are accessible to all students. Despite these efforts, there remain several challenges, particularly in the areas of staffing,  data collection,   space and etc, which continue to require attention and innovation. Below, we highlight both the successes we've experienced and the challenges we've faced in meeting the growing demand for mental health support.

Success:
 1. Increased Engagement and Awareness: Since the last comprehensive review, one of our biggest successes has been the substantial increase in the number of students seeking mental health support from the previous two academic school years.  Data as follows show increased in appointments with mental health counselors:

| School year | Appointment Scheduled |
|---|---|
| 2021 - 2022 | 903 |
| 2022 - 2023 | 539 |
| 2023 - 2024 | 2248 |

2.This is a direct result of our efforts to raise Awareness and Reduce stigma surrounding mental health services. We have done this through  the following steps:

-We have  perform  over 16 training with faculty instructing them   on mental health resources on campus and how to connect students.
-We conducted a social media campaign around suicide prevention that garner over 21,000  views on Instagram
- We conducted over 50 outreach events to student body

3.Team Expansion: Welcomed four adjunct counselors, significantly boosting capacity to provide high-quality, timely support to students while being readily available for crises and emergencies.

4. New Partnerships: Forged impactful collaborations with school organizations such as Dreamers, Rising Scholars, FAST, and Pride, broadening the scope and inclusivity of services offered.

5. Successful Mentorship Program: Launched the More Than an Athlete mentorship program, delivering over 224 hours of guidance and support and empowering participants to achieve personal and academic growth for student athletes. The program enhanced academic confidence, improved time management skills, and significantly reduced anxiety among participants.

6. Mental groups- To help the student body deal with the isolation created by covid the decided to put a focus on creating/ developing  more  psycho-educational and process groups where students are able to come together to discuss feeling and develop sense of community

 Challenges

Transitioning post-COVID

The return from the COVID-19 pandemic has posed significant challenges. While student engagement has increased this has place a strain on  mental health staff .  The percentage of appointments  has  increase from 2021/22 school year to 2023/2024 by  222.2 percent increase.

Lack of Space and Overbooked Therapists, and shortage of adjunct
As student appointments increase, our clinic is becoming overcrowded and a lack of private, soundproof rooms, which compromises care quality and confidentiality. The growing demand has created a critical need for expanded

resources. In 2023-2024 alone, the demand of students needing services nearly doubled. This dramatic increase has pushed our clinic beyond capacity, highlighting the urgent need for additional office space and staff to handle the influx.

Addressing Student Input Gaps and System Update Challenges

One of the challenges we are facing is accuracy of ethnic-related data in the data collection system (Medicat). This issue arises because students often skip this section when filing out the sign-in forms. Additionally, the Medicat system updates daily, defaulting certain demographic information to "unknown" which skews our data.

As student appointments increase, our clinic is becoming overcrowded, and the lack of private, soundproof rooms is affecting care quality and confidentiality. The rise in appointment requests, especially among male, female, Hispanic, Black African American and "unknown" students, highlights the urgency of the situation.

In 2023, visits from female students surged from 95 to 482, and visits from Hispanic students grew from 79 to 252. This rapid growth, combined with high demand, underscores the need for expanded office space to maintain effective, confidential care. Additionally, the shortage of adjunct therapists is further challenging our ability to meet the increasing demand for services. To continue providing quality care, securing additional space and resources is critical

Addressing Student Input Gaps and System Update Challenges

One of the challenges we are facing is accuracy of race-related data in Medicat system. This issue arises because students often skip completing this section when filing out the sign-in forms. Additionally, Medicat system updates daily, and some race and ethnicity data defaults to unknown during the update process.

**Provide any edits or updates to the prompts originally documented in the Data Reflection section for Year 2.**

Since the last review, the new full-time Mental Health Coordinator has started in his position. The Student Health Services Department was separated into two service departments, mental and physical health. The current data collection system(medicat) was updated, and staff have been transitioned to the new medicat system. Students prefer to have in-person sessions rather than online sessions. We have seen a dramatic increase in appointments since coming out of COVID restrictions.

We are still having difficulty collecting the demographic data of the students. The majority of our students were placed in the unknown category. We are working with the medicat system to fix this problem.

**Review Outcomes Report. Review the unit's outcomes assessment process for 2022 - 2023. Discuss connections to unit goals/action plans/resource requests.**
Previous unit goal was to " 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%."

The medicat system reported a drop in African American students  showing us serving 3   but this information is incorrect due to system integration error and student not filling out demographic section.  Currently in our mentorship program we have served over  68 African American students ,  Empowering minds groups we serve over 271 African American students.  We have significant increase in our numbers for African american students

and have a strong partnership with the school of student success and equity.

**Provide any edits or updates to the prompts originally documented in the Practice Reflection section for Year 2.**
Update for practice reflection was provide in " review outcomes report update."

<u>**YEAR 3 Updates (2024 - 2025)**</u>
**Provide any edits or updates to the prompts originally documented in the Executive Summary section for Year 3.**
This is the first year that mental health services is a standalone department in on Mesa campus. Mental health services currently working to maintain with growing demands for services. We have already a 30% percent increase in the demand for services. We are requesting for additional staff to meet the growing demand for services.

**Provide any edits or updates to the prompts originally documented in the Data Reflection section for Year 3.**
We are currently working with staff to improve in the collection of demographic information for students. When students are checking in for counseling appointment staff are encouraging and reviewing demographic section to ensure it is fill out.

**Review Outcomes Report. Review the unit's outcomes assessment process for 2023 - 2024. Discuss connections to unit goals/action plans/resource requests.**
We are currently working on improving our outcome data collection. Counselors have been giving their students surveys to evaluate mental health services. Additionally, QR codes and paper surveys have been made to give out during events. We currently have collected over 200 surveys from our events to be reflected in the next program review.

**Provide any edits or updates to the prompts originally documented in the Practice Reflection section for Year 3.**

<u>**YEAR 4 Updates (2025 - 2026)**</u>
**Provide any edits or updates to the prompts originally documented in the Executive Summary section for Year 4.**

**Provide any edits or updates to the prompts originally documented in the Data Reflection section for Year 4.**

**Review Outcomes Report. Review the unit's outcomes assessment process for 2024 - 2025. Discuss connections to unit goals/action plans/resource requests.**

**Provide any edits or updates to the prompts originally documented in the Practice Reflection section for Year 4.**

**Hire a Adjunct LGBTQI**

**Unit Goal**: The Counseling Coordinator,  will work to identify/hire adjunct counselor who specializes on LGBTQI+ concerns
**Goal Status**: Completed
**Beginning Year**: 2023 - 2024
**Projected Completion Year**: 2023 - 2024

**Mapping**
Mesa College Strategic Plan: Roadmap to Mesa2030: *(X - Highlight the X to Align)*
- **Community - Objective 2:** Develop activities, spaces, and programs that support a sense of belonging with a focus on antiracism, historically minoritized groups, and inclusion. (**X**)

- **Completion - Objective 2:** Develop cross - functional teams that support student success and include integrated career and transfer counseling. (**X**)

- **Scholarship - Objective 2:** Evaluate and improve Diversity, Equity, and Inclusion practice in classroom environments, campus activities, departments, schools, and administrative units (**X**)

| Action Plans | Action Plan Update |
|---|---|
| **Action Plan Status:** Active<br>**Action Plan:** -The Counseling Coordinator, will identify/hire adjunct counselor who specializes on LGBTQI+  concerns<br>- Coordinator will reach out to Pride office to identify counselors that have training working with LGBTQI+ community<br>**Action Plan Cycle:** 2023 - 2024 | **Submission Date**: 10/24/2024<br>**Action Plan Update**: Coordinator hired Beatriz Molina AMFT who specializes in identifying and addressing LGBTQI+ issues and concerns<br>**Update Year**: 2023 - 2024<br>**Action Plan Progress**: Completed |

**Hire additional fulltime faculty**

**Unit Goal**: Hire two additional fulltime faculty mental health counselors
**Goal Status**: Active
**Beginning Year**: 2024 - 2025
**Projected Completion Year**: 2026 - 2027

**Mapping**
Mesa College Strategic Plan: Roadmap to Mesa2030: *(X - Highlight the X to Align)*
- **Community - Objective 2:** Develop activities, spaces, and programs that support a sense of belonging with a focus on antiracism, historically minoritized groups, and inclusion. (**X**)

- **Community - Objective 3:** Build a culture of communication that is evidence based, race conscious, institutionally focused, systemically aware, and

equity advancing (**X**)

- **Community - Objective 4:** Remove barriers to equitable participation by developing, incentivizing and creating structures for all employees to engage in and design professional learning (**X**)

- **Completion - Objective 2:** Develop cross - functional teams that support student success and include integrated career and transfer counseling. (**X**)

- **Stewardship - Objective 3:** Increase student access and schedule efficiency by coordinating schedules among departments/disciplines (**X**)

| Action Plans | Action Plan Update |
|---|---|
| **Action Plan Status:** Active<br>**Action Plan:** We will be submitting a Resource Need request in the 2024 program review. Upon approval we will start the hiring process<br>**Action Plan Cycle:** 2023 - 2024 | |

**Create/develop Process and Psycho-educational groups**

**Unit Goal**: Mental health services will work to create monthly process/psycho-educational groups
**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)*
- **Community - Objective 2:** Develop activities, spaces, and programs that support a sense of belonging with a focus on antiracism, historically minoritized groups, and inclusion. (**X**)

- **Community - Objective 3:** Build a culture of communication that is evidence based, race conscious, institutionally focused, systemically aware, and equity advancing (**X**)

- **Completion - Objective 2:** Develop cross - functional teams that support student success and include integrated career and transfer counseling. (**X**)

- **Completion - Objective 3:** Design and promote programs and services that intentionally target a reduction in equity gaps in completion outcomes (**X**)

- **Pathways and Partnerships - Objective 1:** Develop and implement frameworks to create communities that can provide more targeted delivery of educational resources and support services. (**X**)

| Action Plans | Action Plan Update |
|---|---|
| **Action Plan Status:** Active | **Submission Date**: 11/26/2024<br>**Action Plan Update**: We have begun to develop partnership with our affinity groups to provide services to underserve communities<br>**Update Year**: 2023 - 2024 |

| Action Plans | Action Plan Update |
|---|---|
| **Action Plan:** Mental Health Services will strive to create at least 3 process/psycho-educational groups a month. Groups will aim to consider the needs of our underrepresented population.<br>**Action Plan Cycle:** 2023 - 2024 | **Action Plan Progress**: On Track |

**Expanded office space**

**Unit Goal**: Mental Health Services will work to acquire additional office space to accommodate the growing demand for services while ensuring it is fully complaint with confidentiality standards.
**Goal Status**: Active
**Beginning Year**: 2024 - 2025
**Projected Completion Year**: 2025 - 2026

**Mapping**
Mesa College Strategic Plan: Roadmap to Mesa2030: *(X - Highlight the X to Align)*
- **Community - Objective 2:** Develop activities, spaces, and programs that support a sense of belonging with a focus on antiracism, historically minoritized groups, and inclusion. (**X**)

| Action Plans | Action Plan Update |
|---|---|
| **Action Plan Status:** Active<br>**Action Plan:** Mental Health Services will work with the facilities department to identify potential office spaces for clinical use.<br>**Action Plan Cycle:** 2024 - 2025 | **Submission Date**: 11/26/2024<br>**Action Plan Update**: Reached out to facilities to begin locating a potential office space.<br>**Update Year**: 2024 - 2025<br>**Action Plan Progress**: On Track |

**Increase partnership with the athletic teams**

**Unit Goal**: Mental health services will work to increase partnerships with the athletic teams to increase access to mental health/basic need resources for student athletes
**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)*
- **Community - Objective 2:** Develop activities, spaces, and programs that support a sense of belonging with a focus on antiracism, historically minoritized groups, and inclusion. (**X**)

- **Completion - Objective 3:** Design and promote programs and services that intentionally target a reduction in equity gaps in completion outcomes (**X**)

- **Scholarship - Objective 2:** Evaluate and improve Diversity, Equity, and Inclusion practice in classroom environments, campus activities, departments, schools, and administrative units (**X**)
- **Stewardship - Objective 3:** Increase student access and schedule efficiency by coordinating schedules among departments/disciplines (**X**)

| Action Plans | Action Plan Update |
|---|---|
| **Action Plan Status:** Active<br>**Action Plan:** The Mental Health Services department will work with Mesa College sports teams to increase access of mental health services for athletes despite their demanding schedules.  Mental Health Services will do outreach to each individual team, alerting them of mental services and will perform drop-in counseling sessions.  Our goal is to conduct at least 100 sessions per year with our student athletes.<br>**Action Plan Cycle:** 2023 - 2024 | |

# Program Review

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

Student Services - The Pride Center

## 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 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.

## Summary and Reflection

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.

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.

## Summary and Reflection

-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](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.

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

## Summary and Reflection

QAAPI: 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

Transgender and Non-Binary – Summer 2019 to Spring 2022
Transgender by Ethnicity
African Amercan – 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

## Summary and Reflection

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

**Related Documents for Charts and Graphs**

**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 LBGTQIA+ 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.

**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.
- 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.

## Summary and Reflection

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

<u>**YEAR 2 Updates (2023 - 2024)**</u>
**Provide any edits or updates to the prompts originally documented in the Executive Summary section for Year 2.**
New information is included in the attached file above.

**Provide any edits or updates to the prompts originally documented in the Data Reflection section for Year 2.**
New information is included in the attached file above.

**Review Outcomes Report. Review the unit's outcomes assessment process for 2022 - 2023. Discuss connections to unit goals/action plans/resource requests.**

**Provide any edits or updates to the prompts originally documented in the Practice Reflection section for Year 2.**
New information is included in the attached file above.

<u>**YEAR 3 Updates (2024 - 2025)**</u>
**Provide any edits or updates to the prompts originally documented in the Executive Summary section for Year 3.**
The Pride Scholars program aims to support the academic journey of queer students by closing identified equity gaps. Following the EOPS program model, the program has four milestones dedicated to targeting the following researched-based needs: (1) counseling/guidance/case management, (2) community building/sense of belonging, (3) wellness check-in, (4) end of the semester check-in/student feedback. Completing these milestones provides students with bookstore financial assistance, food/transportation support, and school/self-care materials.

In the fall of 2023, the Pride Scholars program started with 90 and ending spring 2024 with 116 mesa college queer students. Over 213 counseling appointments were provided during this academic year, 61 case management meetings were conducted, and over 50 students participated in two or more Pride Center events. 141 bookstore vouchers were provided to 141 students, translating to $21,150 in direct aid. In addition, 84 meal cards were provided to combat food insecurity, totaling $2,100.

In the 2024-2025 academic year, the Pride Scholars program increased by 66% serving 193 queer students. This number may increase during the spring 2025 g due to its positive influence on students' educational journeys. This program highlights the diversity of realities and identities existing in the queer community. The program supports students who are in or use the following programs and subprograms: EOPS (NextUp, Borderless Scholars, Rising Scholars, STAR TRIO, CARE), CalWORKs, Puente, Umoja, Kapwa, AANAPISI, The Stand, DSPS, MESA Center, Veterans, Athletics, Honors, and Promise Program.

In the fall 2024, 150 counseling appointments were provided, and over 30 students participated in two or more events on campus. This academic year highlights an evident increase in student participation and guidance through counseling services.

**Provide any edits or updates to the prompts originally documented in the Data Reflection section for Year 3.**
During the Fall 2024 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 2024 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 total of these appointments were completed by Pride Scholars as well non-

Pride Scholars students. The breakdown of appointments provided is below:

Overall Counseling Appointments: 160

**Review Outcomes Report. Review the unit's outcomes assessment process for 2023 - 2024. Discuss connections to unit goals/action plans/resource requests.**
The 2023-2024 outcomes serve as a foundation to develop new goals for the Pride Center.  These new goals are reflected in the services created such as the Gender Affirming Gear.  This service aim to increase student support for those who need to align with an affirming gender expression, may need any accessories to feel comfortable in their body, decrease body dysmorphia, and increase support services to trans and non-binary students.

**Provide any edits or updates to the prompts originally documented in the Practice Reflection section for Year 3.**


**YEAR 4 Updates (2025 - 2026)**
**Provide any edits or updates to the prompts originally documented in the Executive Summary section for Year 4.**


**Provide any edits or updates to the prompts originally documented in the Data Reflection section for Year 4.**


**Review Outcomes Report. Review the unit's outcomes assessment process for 2024 - 2025. Discuss connections to unit goals/action plans/resource requests.**


**Provide any edits or updates to the prompts originally documented in the Practice Reflection section for Year 4.**

**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:** Develop activities, spaces, and programs that support a sense of belonging with a focus on antiracism, historically minoritized groups, and inclusion. (**X**)

- **Scholarship - Objective 2:** Evaluate and improve Diversity, Equity, and Inclusion practice in classroom environments, campus activities, departments, schools, and administrative units (**X**)

| Action Plans | Action Plan Update |
|---|---|
| **Action Plan Status:** Active<br>**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.<br><br>**Action Plan Cycle:** 2022 - 2023, 2023 - 2024, 2024 - 2025, 2025 - 2026 | **Submission Date**: 01/02/2025 |

**Action Plan Update**: The Pride Scholars program aims to support the academic journey of queer students by closing identified equity gaps.  Following the EOPS program model, the program has four milestones dedicated to targeting the following researched-based needs: (1) counseling/guidance/case management, (2) community building/sense of belonging, (3) wellness check-in, (4) end of the semester check-in/student feedback.  Completing these milestones provides students with bookstore financial assistance, food/transportation support, and school/self-care materials.

In the fall of 2023, the Pride  Scholars program started with 90 and ending spring 2024 with 116 mesa college queer students.  Over 213 counseling appointments were provided during this academic year, 61 case management meetings were conducted, and over 50 students participated in two or more Pride Center events.  141 bookstore vouchers were provided to 141 students, translating to $21,150 in direct aid.  In addition, 84 meal cards were provided to combat food insecurity, totaling $2,100.

In the 2024-2025 academic year, the Pride Scholars program increased by 66%  serving 193 queer students.  This number may increase during the spring 2025 g due to its positive influence on students' educational journeys.  This program highlights the diversity of realities and identities existing in the queer community.  The program supports students who are in or use the following programs and subprograms: EOPS (NextUp, Borderless Scholars, Rising Scholars, STAR TRIO, CARE), CalWORKs, Puente, Umoja, Kapwa, AANAPISI, The Stand, DSPS, MESA Center, Veterans, Athletics, Honors, and Promise Program.

In the fall 2024, 150 counseling appointments were provided, and over 30 students particpated in two or more events on campus. This academic year highlights an evident increase in student participation and guidance through counseling services.

In addition, the Pride Scholars program supports a diverse group of students.  Below is the breakdown of the identified identities students (N=193) disclose as they complete the program's application. the following students in t

Gender Identity*
Cisgender: 84
Transgender: 33
Non-Binary: 52
Genderfluid: 2
Bigender: 1
Unknown: `

Sexual Orientation*
Gay or Lesbian: 76

| Action Plans | Action Plan Update |
|---|---|
| | Bisexual: 17<br>Pansexual: 40<br>Heterosexual: 1<br>Demisexual: 4<br>Omnisexual: 1<br>Asexual: 13<br>Aro-ace: 2<br>Queer: 3<br>Demiromantic: 1<br>Questioning: 10<br><br>Ethnicity<br>Asian/East Asian/Southeast Asian: 10<br>African American/Black: 22<br>Latinx/Chicanx: 58<br>Middle Eastern: 1<br>Pacific Islander/Native Hawaiian: 2<br>Native American/Indigenous: 2<br>Samoan: 1<br>Aztec: 1<br>White or Caucasian: 44<br>Mixed Ethnicity/Race    52<br><br>Variables marked with a (*) are not mutually exclusive, and program participants may choose multiple options in their initial program application.<br>**Update Year**: 2024 - 2025<br>**Action Plan Progress**: On Track<br><br>**Submission Date**: 01/12/2024 |

**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 weel as feeling like I was in a place where I was |

accepted.

-Great counselors.

If the program did not help you, what resources/services do you recommend to improve our Pride Scholars program?

-More group events

-More advertising over the Z buildings.

-More group and community building events geared towards the scholars

-A mentor program and more external resources to provide to students.

-Personal mentoring

What would you like to see in the Pride Scholars program in future semesters?

-Fieldtrips, giveaways, fundraisers, movie nights

-Fundraisers would be cool and off campus events.

-More opportunities to earn Food Cards and other financial help.

-Further opportunities to get meal cards.

-I believe the scholars program needs more of a sense of community. I do not know any of the other scholars.

-More events to make our community stronger.

-Ways to connect with peers in pride scholars.

-More community events for the program.

-Much more food, community events.

| Action Plans | Action Plan Update |
|---|---|
| | 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 supporting students in ways that matter. This feedback will be acknowledged and practiced improving the services provided in upcoming semesters.<br>**Update Year**: 2023 - 2024<br>**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:** Develop activities, spaces, and programs that support a sense of belonging with a focus on antiracism, historically minoritized groups, and inclusion. (**X**)

- **Scholarship - Objective 2:** Evaluate and improve Diversity, Equity, and Inclusion practice in classroom environments, campus activities, departments, schools, and administrative units (**X**)

| Action Plans | Action Plan Update |
|---|---|
| **Action Plan Status:** Active<br>**Action Plan:** 1. Semester assessment of students' experiences on what worked and did not work during their academic journey.<br>2. Student participation in Pride Center activities and events.<br><br>**Action Plan Cycle:** 2022 - 2023, 2023 - 2024, 2024 - 2025, 2025 - 2026 | **Submission Date**: 01/02/2025 |

**Action Plan Update**: During the Fall 2024 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 2024 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 total of these appointments were completed by Pride Scholars as well non-Pride Scholars students. The breakdown of appointments provided is below:

Overall Counseling Appointments: 160

Career Advising: 4

Community Resources: 4

Counseling Advising: 105

Educational Plan: 86

Financial Support: 3

Mental Health: 5

Transfer: 5

Transportation Assistance: 1

Wellness/Personal: 39

FALL 2024 STUDENT EXPERIENCES
At the end of the fall semester, students have an opportunity to express with the Pride Center how their semester went for students. The following themes were identified by 27 responses from Pride Scholars students:

Academic Achievement
--Completing classes
--Getting good grades (e.g., all A's, passing classes)
--Taking major-related courses

--Learning challenging content (e.g., Java coding)
--Successfully balancing academics and other commitments

Social Connections and Relationships
--Making new friends and strengthening existing friendships
--Participating in student clubs and organizations (e.g., Pride Scholars, Kapwa, interior design club)
--Building a supportive campus network

Campus Events and Activities
--Attending campus events (e.g., Queersgiving, club-hosted events)
--Enjoying special opportunities (e.g., Geology field trips, ornament-making)

Support Systems and Resources
--Benefiting from academic support programs (e.g., Pride Scholars, support for part-time students)
--Grateful for campus resources and services

Career and Future Planning
--Working on transfer applications
--Building a plan for future goals
--Gaining experience through campus jobs or tutoring

Personal Growth and Gratitude
--Balancing responsibilities (e.g., college schedule, work, personal life)
--Being grateful for opportunities and support systems

Cultural and Community Engagement
--Joining identity-based programs and organizations (e.g., Pride Scholars, Students for Justice in Palestine)
--Attending culturally significant events (e.g., Queersgiving)

These responses reflect how student participation in Pride Center events, campus services and programs, and counseling services aid in students' academic experience, thus influencing their sense of belonging Ing and academic persistence.

PRIDE CENTER EVENTS
During the fall 2024 semester, the Pride Center hosted 32 events.  These events highlighted themes such as mental health, intersectionality of identities (e.g., race and gender identity), physical wellness, community building, and academic related topics.  Below is the list of events with the total number of attendees:

| | August |
| --- | --- |
| | --Pride Center Open Haus: 20 |
| | --Positivi-Tea Time: 28 |
| | --HIV Mobile Testing: Pending |
| | |
| | September: |
| | --GSA Club First Meeting: 21 |
| | --HIV Mobile Testing: Pending |
| | --Positivi-Tea Time: 15 |
| | --Honors Program Orientation: 7 |
| | --Uplifting Latine Queer Voices: 19 |
| | |
| | October |
| | -- GSA Club Meeting: 13 |
| | --UC/CSU Transfer Workshop: 9 |
| | --Positivi-tea Workshop: 26 |
| | --HIV Mobile Testing: Pending |
| | --AFT Celebrates Coming Out Day: 15 |
| | --Safe Zone Training: 4 |
| | --San Diego Gay Bar History: 7 |
| | --You Are Study Abroad, Going Abroad: 6 |
| | --Using Queer Epistemologies to Explore Equity and Justice: 9 |
| | --CA Policy and LGBTQIA+ Community: 30 |
| | --Guide to Graduate Workshop: 7 |
| | --GSA Costume Contest: 27 |
| | |
| | November |
| | --Positivi-Tea Time: Support Group: 17 |
| | --Red Cross Blood Drive: Pending |
| | --Weaving: Engaging Community Through the Power of 2Spirit, Indigenous Queer Stories: 23 |
| | --The Power and Beauty in Chosen Names:  9 |
| | --Pride in Service: 13 |
| | --Trans Day of Remembrance: 4 |
| | --HIV Mobile Testing: Pending |
| | --QueersGiving: 50 |
| | |
| | December |
| | --Positivi-Tea Time: 16 |
| | --Haus of Study: 17 |
| | --HIV Mobile Testing: Pending |

| Action Plans | Action Plan Update |
|---|---|
| | --Pride Scholars End of the Year Mixer: 18 |
| | These events were created from student feedback provided in the spring 2024 semester. The numbers demonstrate high attendance from students and their participation to building community as they also explore resources on and off campus. |
| | **Update Year**: 2024 - 2025 |
| | **Action Plan Progress**: On Track |
| | **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.

| Action Plans | Action Plan Update |
|---|---|
| | Safe Zone Trained People: 52 |
| | HIV Testing: 81 |
| | Gender and Sexuality Club Meetings: 20 |
| | Gender Affirming Clothing Service: 50 |
| | Food Pantry/Snacks: 300 |
| | Study at the Pride Center: 400 |
| | Events/Activities: 74<br>**Update Year**: 2023 - 2024<br>**Action Plan Progress**: On Track |
| | **Submission Date**: 01/12/2024 |

| Action Plans | Action Plan Update |
|---|---|
| | **Action Plan Update**: Creating sense of belonging – Fall 2023<br>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.<br><br>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.<br><br>New Gender Affirming Clothing Service<br>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.<br>**Update Year**: 2023 - 2024<br>**Action Plan Progress**: On Track |

**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:** Build a culture of communication that is evidence based, race conscious, institutionally focused, systemically aware, and equity advancing (**X**)

- **Community - Objective 4:** Remove barriers to equitable participation by developing, incentivizing and creating structures for all employees to engage in and design professional learning (**X**)

| Action Plans | Action Plan Update |
|---|---|
| **Action Plan Status:** Active<br>**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.<br>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.<br><br>**Action Plan Cycle:** 2022 - 2023, 2023 - 2024, 2024 - 2025, 2025 - 2026 | **Submission Date**: 01/12/2024<br>**Action Plan Update**: Pride Center Counselor Coordinator<br>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.<br><br>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.<br><br>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.<br><br>SDCCD LGBTQIA+ Leads Partnerships<br>The new CCCCO 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.<br>**Update Year**: 2023 - 2024<br>**Action Plan Progress**: On Track |
| **Action Plan Status:** Active | |

**Action Plan:** Increase campus-wide awareness of LGBTQIA+ culture, issues, and joy.

In 2024, more than 500 legislative bills continue to target the queer community in the United States. These legislative bills impact queer members in many areas, including healthcare, civil rights, public accommodations, and education. The new 2025 presidential leadership has expressed the implementation of additional measures neglecting the rights of trans and non-binary members. This increasing awareness of these legislative bills on our Mesa College campus is critical to ensure a supportive, equitable, and social justice environment for our LGBTQIA+ members and those who can be directly/indirectly impacted.

Actions to increase awareness of the LGBTQIA+ community:
--Increase Safe Zone Trainings and adapt them with important information that aligns with the current state and country-wide sociopolitical climate.
--Increase collaboration with other departments on campus to highlight the intersection of queerness and race, identity-based programs, and other academic resources.
--Work with local organizations to stay updated on resources and information that could impact the LGBTQIA+ community at Mesa College.
--Provide more mental health/wellness spaces for Mesa College LGBTQIA+ community members to find community, process the current situation, and share other community resources.

ACTIONS TAKEN IN FALL 2024
--Second annual Pride Flag raising at Mesa College.
--Celebrated LGBTQIA+ History Month in October, where resources, queer culture, and advocacy information were shared with Mesa's community.
--Participated in the Latine and Indigenous/Native American Heritage Months celebration to highlight

| Action Plans | Action Plan Update |
|---|---|
| intersectionality.<br>--Provided a healing circle to students after the elections, emailing all students who use our Pride Center and those who have signed up for the Pride Center newsletter.<br>--Mesa College President and SDCCD Chancellor expressed their support and stand after the election, sharing how leadership will work to support our queer community members.<br>**Action Plan Cycle:** 2024 - 2025, 2025 - 2026 | |