

Program Review 2021-2022

Counseling

Created on: 11/09/2021 11:54:00 AM PST
Last Modified: 12/01/2021 09:45:19 AM PST

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General Information (Program Review 2021-2022)

2021/22 Program Review

2021/22 PROGRAM REVIEW FORM

Form: 2021/2022 Program Review (See appendix)

File Attachments:

- 1. 2021 2022 Counseling Department program review responses.docx** (See appendix)
Word Document of Counseling Department Program Review Responses

Reference Section

MESA2030 COMPREHENSIVE MASTER PLAN

ROADMAP TO MESA2030: STRATEGIC PLAN 2021-2026

MESA DATA DASHBOARDS

Requests Forms

REQUEST PORTAL

Appendix

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- A. **2021/2022 Program Review** (Form)
 - B. **2021 2022 Counseling Department program review responses.docx** (Word Document (Open XML))
-

Form: "2021/2022 Program Review"

Created with : Taskstream

Participating Area: Counseling

2021/2022 Program Review

(REQUIRED) Name of Lead Writer and Manager/Service Area Supervisor

The Lead writer is Dr. Cynthia Rico and Service Area Supervisor is Dr. Ailene Crakes

(REQUIRED) In what ways (if any) did changes to an online/remote modality due to COVID-19 impact student success and equity in your area/program? Please provide evidence.

March

March 13, 2020 is a memorable date as the country declared the state of pandemic with COVID-19. As such the District/Colleges, closed its campuses and offices by March 16, 2021. WE (the entire SDCCD personnel) scrambled and with all its best intentions to switch instruction and services to a remote/virtual/online environment. The impact to the department was monumental as little guidance was given from the college on how to proceed, however, the ingenuity of the counseling faculty and classified professionals rose to the occasion.

A small workgroup was formed that hammered out business processes and best practices in using Google Voice, Zoom, Microsoft Teams, support pods, department phone tree and *67 to either continue working with students and to connect with the counseling team. The department had laptops which were used during the in-person student pre-registration workshops which the department was able to re-purpose to check-out to the department team, if needed.

There were some demonstrative changes as a result and are categorize as silver linings and challenges/maybe opportunities.

Silver linings:

Prior to the pandemic, the department was slowly increasing its online presence with approximately 8 to 10 hours per week dedicated to these efforts which were assigned to two counselors conducted through Zoom or by phone. From August 1, 2018 through March 13, 2020, there were a total of 33 online/virtual counseling contacts and appointments. All other students had to come in person to receive services. For some students this meant having to ask for a day off from work (maybe not paid), find child care for their children (or bring them to campus) or come rushing after work. An additional challenge was trying to find limited parking during the hours of 8:00am to 1:00pm and not be late for the appointment. Students called asking if they can speak to

a counselor by phone and the department had a strict policy that counselors do not advise by phone, however e-mail was the best option.

On March 16, 2021 many business processes were flipped immediately, and services had to be delivered via phone, email or Zoom. From March 23, 2020 to October 31, 2020 there have been a total of 17,904 student contacts through appointments and drop in services. All 17,904 student contacts have been conducted in a remote modality. A small workgroup was established to provide services the most efficient way possible, and this workgroup identified a business process to how students can seek drop-in services (first come, first serve). For example, students placed their name on the drop-in list by calling the office, e-mailing (sdmesafollowup@gmail.com), or checking in the virtual lobby via Cranium Café. Cranium Café is a new software implemented during the summer of 2021. The business process defined by the workgroup helped to ensure that students are called in order, not called by multiple counselors, that students are aware calls will be made from an undisclosed/unidentified number, and that students will be called twice if they cannot be reached the first time. A silver lining to this new practice is that services are being disseminated and counselors are able to meet with students when they are available. As highlighted in the screenshot of our drop-in queue below, students can now be contacted when they request to be seen.

(Aformentioned chart is illistrated in the attached word document)

Prior to the pandemic, the student could always e-mail their questions (Ask a Counselor at mesacoun@sdccd.edu for quick questions regarding general topics, such as summer/fall registration dates and form processing assistance.

It was fortunate that the department had implemented an integration between zoom and E-SARS. This allowed the ability to book hour counseling appointments though our webpage (E-SARS) and create a zoom invite all in one step. Once the appointment is booked, a Zoom link is generated and the counseling faculty and student are e-mailed a confirmation of the appointment.

What were students' responses to these changes? It was mixed, as shown below by the attached results of a district survey conducted September 9 to September 14, 2021 with 4, 251 Mesa students. The charts (which can be accessed at the URL listed below page 1 and page 11) demonstrates hows a preference of services (counseling included) be delivered both virtual and in person.

<http://file:///C:/Users/crico/AppData/Local/Microsoft/Windows/INetCache/Content.Outlook/UEMSGQRV/Course%20Preferences%20Survey%20Report-Mesa-v2.pdf>

As such, the department also has worked on a process to offer face to face drop-ins following CDC safety Covid-19 protocols, and district policy. November 2021 was a start of face-to-face drop in and piloting SARS TEXT, which is a new feature of SARS for the fall of 2021. This feature sends a text message to the student when they are

next to see a counseling/faculty at the drop-in counter, while the student is either waiting outside the building, at the LRC or in another area of the campus. Students are assigned a time for quick questions at the counter.

Challenges and Maybe Opportunities:

Dissemination of remote/virtual counseling services will now complement pre-pandemic modalities of offering face to face drop-ins. One anecdotal finding in providing remote/virtual service, at its initial stages that it was taking a bit longer to work with students. As the semesters progressed and students found ways to adapt to remote/virtual services some issues improved. However, it is still meaningful to share what Counseling faculty reported the following challenges as not all has been mitigated:

- *Student did not have access to a computer or cellphone

- *Limited or no access to WIFI or limited cellular data packages

- *Student having some difficulties manipulating the technology of Zoom, audio, attaching documents, use of adobe acrobat, or scanning documents

- *Counseling faculty also having WIFI issues

Moving into the future, the department will have to focus discussion on how to balance the staffing to support both modalities. This is not a new discussion, almost yearly, and reflected in prior program reviews, the department grapples with the student to counselor ratio. For 2019-2020, the ratio was 837:1 and 822:1 respectively. The Counseling/Faculty full-time contract for this academic year stood at 25 counselors, irrespective of all counseling faculty also serving as project leaders on numerous campus services/initiative/programs (Umoja, Puente, Kapwa, Honors, Transfer Center, Career Center, International Students, Student Athletes, Fast-Track, Met, Promise, Second Year Students, MESA Pathways, Credit for Prior Learning, Veterans, program/department liaisons, STEM Core/HSI, Department Chair)

The table below (which can be accessed at the URL below) is taken from a publication of the SDCCD Office of Institutional Research and Planning for the San Diego Community College District. The table below and highlighted in yellow is Mesa's census headcount for fall 2019 and spring 2020. (oVerview tab)

<https://public.tableau.com/app/profile/sdccd.institutional.reseach/viz/StudentProfiles-CreditColleges2019-2020Census/Cover>

(REQUIRED) What practices has your area/program implemented since the last program review cycle that you would like to improve/continue? Identify impacts on student success and equity.

As previously mentioned, having to move immediately of providing remote/virtual Counseling impacted prior years, is a positive change. Supporting this work could be the use of Cranium Café, which is currently being used solely by classified professionals as a virtual lobby. The virtual check in lobby is another way for students to access counseling services. It connects the student with a classified professional, and allows for a live chat between the student and the counseling staff. Since Cranium Café uses a single sign on incorporated with the mySDCCD student portal, it is a secure and FERPA compliant connection with the student.

In efforts to support Mesa's Call to Action, to better serve our black students, counseling faculty from general counseling department and EOPS formed a collaborative, titled Black Faculty Counselors Collaborative to discuss action items in addressing the needs of black students. The black faculty in the general counseling promoted specific times (HOTSPOTS) targeted to black students to check in with the counselors for education planning, semester planning, personal counseling, and follow up services. Since the start of these efforts, there has been 111 students that have utilized counseling services through the support of the Black Faculty Counselors' Collaborative. (This number may include a duplicate headcount) (Sample of flyer can be viewed in the attached word document)

Another practice that was implemented was streamlining the onboarding to Mesa College for those Kearny High School Students identified as "early graduates". The process was identified by one of the counseling faculty designing the check list below for Kearny High School students and in an e-mail correspondence that follows, a business process to follow when working with the students. (Sample of checklist can be viewed in the attached word document)

" Hi Colleagues,

I am sure that you have noticed that the Kearny Early Grads are starting to come in for a 2 semester ed plan on drop in so they can get priority registration for spring 2021 (I believe there are about 300 students total). Normally Mesa does not shepherd these students through the matriculation process, but due to COVID-19, in order to prevent long waits after the schedule comes out and stress for our department, we created a virtual process to help these students.

Early Grads were asked to follow the procedure created by Jaci on the attached flyer.

Just as a reminder, the 'Early Grads' break down into three groups:

1. Kearny Fast Track Students - have Mesa College Classes (may also have Legacy and credit by exam courses at SDCCD)
2. Legacy (CCAP) students - students who took Mesa courses offered at Kearny High (last year Mesa was offering over 17 courses per semester at Kearny as well as ENGL 47A in the summer)
3. Kearny students with no Mesa College coursework

The placement levels may be incorrect depending on when they signed up for a SDCCD ID. You may want to refer students to the Assessment Office if they did not take the Accuplacer.

Finally, Celiene in Admissions is working with Kearny to internally clear their holds (the HS Letter). Kearny Counselors have been asked to take care of this and are working with Celiene directly. Direct the student to talk to their Kearny Counselor if they have a question about that."

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The last program review cycle was pre-pandemic given all that department implemented to meet students during the pandemic, we want to discontinue the practice that counseling services can only be delivered in person.

(REQUIRED) What college-wide practices implemented since the last program review cycle have affected your area/program positively or negatively? Identify impacts on student success and equity.

Positive Implemented practices:

a. Implementation of the Web-based student system-Campus solutions was implemented during the last program review cycle, but it is mentioned again, as this transition to a new student information software served to be a "lifesaver" in providing remote/virtual support services. Campus Solutions is a lynchpin to our work. The ability to see the student's records and all that information recorded made the transition to home, a bit easier. Colleges in region X struggled in the transition and found using VPN's was the solution, however, that took some time.

b. Submissions of student petitions online via JIRA went live on March 30, 2021. We Cannot report if JIRA was something the district was going to implement prior to the pandemic and assumption is yes, as two weeks later the access to have students submit petitions via online was implemented and essential. Given that the campuses were closed, an online process was mandatory. Once the petition was submitted, it was routed to the appropriate personnel so they may review, recommend and sign. The student was then sent an e-mail of the decision. Students were also sent e-mails confirming of submission and a confirmation number of that submission. A golden nugget of this process was the confirmation number as this presented a way to track where the petition is in the process. If the process was delayed, the tracking allowed to find where this delay was present, to then contact the person if there were any further questions or send a gentle reminder.

Negative impacts:

a) Not having faculty virtual office hours readily available for students to view on the Mesa Website, at minimal through the pandemic.

b) Not having phone access to call directly to support services offices and instructional departments during March 16, 2020 until July of 2021.
asdfa

2021-2022 Program Review
San Diego Mesa Counseling Department

In what ways (if any) did changes to an online/remote modality due to COVID-19 impact student success and inequity in your area/program? Please provide evidence.

March 13, 2020 is a memorable date as the country declared the state of pandemic with COVID-19. As such the District/Colleges, closed its campuses and offices by March 16, 2021. WE (the entire SDCCD personnel) scrambled and with all its best intentions to switch instruction and services to a remote/virtual/online environment. The impact to the department was monumental as little guidance was given from the college on how to proceed, however, the ingenuity of the counseling faculty and classified professionals rose to the occasion.

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Student ID	Student Name	Meeting With	Check-in Time	Reason Code(s)	☐ Comments
0005653219	GRAY,GUNNAR ERIC	Next Available	6:53:21 AM	ADVISING, WALKIN	GAbriel 12:30 F2F
0005568747	MIYOSHI,MORGAN LEIL...	Next Available	6:59:36 AM	ADVISING, WALKIN	GAbriel 1:00
5550068551	LAYTON,LYNDA JEAN	Next Available	7:02:16 AM	ADVISING, WALKIN	GAbriel 1:30
0005687805	JACKSON,EMMA GREY	Next Available	8:28:08 AM	ADVISING, TRANSFER, ...	req. Ramiro at 1:30
0005490190	MUNOZ,DIANA	Next Available	8:39:22 AM	ADVISING, WALKIN	Gabriel anytime between 1-2
0005660957	BADER,SAMMY	Next Available	8:49:59 AM	ADVISING, WALKIN	Call after 1pm
0005761484	MORRISSETTE,LEILANI...	Next Available	9:01:45 AM	ADVISING, ALLIED HLT...	req. Kari Parker after 6:30
5550010871	GONZALEZ,SHECCID LI...	RAMIRO HERNANDEZ	9:13:35 AM	ADVISING, WALKIN	Ramiro call back anytime after 11am
5550068636	NGUYEN,NANCY TANG	Next Available	9:23:39 AM	ADVISING, WALKIN	After 12:00
0001923220	BARBAKH,MONTASER	Next Available	9:27:27 AM	ADVISING, WALKIN	After 12:00
5G629397	PERICH, CHRIS	Next Available	9:58:20 AM	ADVISING, ALLIED HLT...	req. Nick between 2 pm - 4 pm added from email
0005767940	BACHIE,WELLA GURMU	Next Available	10:21:50 AM	ADVISING, F2F, WALKIN	F2F
0005438280	ANDRE,ENIR	Next Available	10:28:21 AM	ADVISING, F2F, WALKIN	F2F @ 10:30
0005589580	AMIRI,IMANE A	Next Available	10:32:35 AM	ADVISING, WALKIN	Nick between 2-4pm
5550091931	ELIAS,LUKE SUHAIL	Next Available	10:40:57 AM	ADVISING, WALKIN	0-1hrs; spring
5550064836	TALLERMAN,JORDAN C...	Next Available	10:42:03 AM	ADVISING, SEP-A, WAL...	0-1hr
5G630277	LEWIS, MADISON	Next Available	10:43:06 AM	ADVISING, ALLIED HLT...	rad tech questions; req call after 4:15
5550090610	CAJUCOM,CHERYL-LAU...	Next Available	10:43:21 AM	ADVISING, WALKIN	0-1hrs;

Prior to the pandemic, the student could always e-mail their questions (Ask a Counselor at mesacoun@sdccd.edu for quick questions regarding general topics, such as summer/fall registration dates and form processing assistance.

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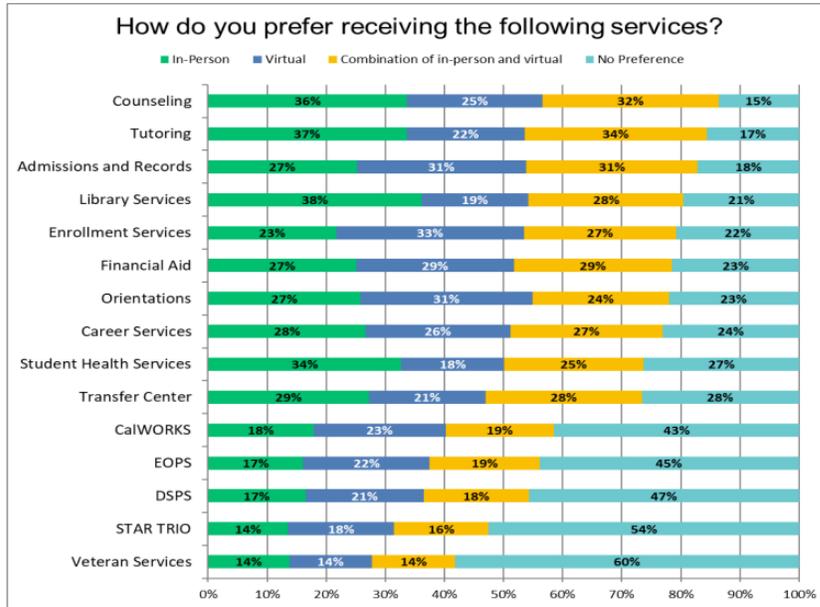
What were students' responses to these changes? It was mixed, as shown below by the attached results of a district survey conducted September 9 to September 14, 2021 with 4, 251 Mesa students. The chart shows a preference of services (counseling included) be delivered both virtual and in person.

This briefing presents the data for **San Diego Mesa College**.

Survey Methodology

Target Audience	Students that enrolled in any of the colleges on or after Spring 2020 . This included students who did not enroll in Fall 2021.
Survey Distribution	Student Services Server via email campaign. Three reminders were sent.
Survey Dates	September 9th to September 30th (14 days)
Total Sample (students)	117,458
Survey Responses (students)	13,864 (total) Mesa: 4,251 City: 2,867 , Miramar: 2,341 , SDCCE: 3,026 Not enrolled in Fall at SDCCD: 1.379
Response Rate	12% (overall) Mesa:12% , City: 11% , Miramar: 8% , SDCCE: 10%

11. Most services are preferred in its majority as "virtual" or "combination of in-person/virtual".



As such, the department also has worked on a process to offer face to face drop-ins following CDC safety Covid-19 protocols, and district policy. November 2021 was a start of face-to-face drop in and piloting SARS TEXT, which is a new feature of SARS for the fall of 2021. This feature sends a text message to the student when they are next to see a counseling/faculty at the drop-in counter, while the student is either waiting

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The table below is taken from a publication of the SDCCD Office of Institutional Research and Planning for the San Diego Community College District. The table below and highlighted in yellow is Mesa's census headcount for fall 2019 and spring 2020.

**Census Headcount
2019-2020 Academic Year**

	Fall 2019	Spring 2020
City College/ECC	14,292	14,818
Mesa College	20,938	20,552
Miramar College	14,471	14,311
All Colleges	42,377	41,517
Percentage of students enrolled in multiple colleges	16%	17%

Note 1. Drops, cancelled classes, credit by exam and challenge by exam classes are excluded from the colleges.

Note 2. All Colleges headcount is unduplicated across the colleges. Students sometimes enroll at multiple campuses, so the sum of each colleges' headcount exceeds the All Colleges headcount.

What practices has your area/program implemented since the last program review cycle that you would like to improve/Continue? Identify impacts on student success and equity.

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SAN DIEGO MESA COLLEGE



Black Faculty
Counseling Collaborative

BFCC Hot Spots

Every week: Feb 1st thru May 21st

Judy Sundayo	Mon 10:00am - 11:00am
Michael Temple	Tue 4:00pm - 5:00pm
Terrence Hale	Tue 5:00pm - 6:00pm
Mary Eden	Wed 2:00pm - 3:00pm
Leroy Johnson	Thur 11:00am - 12:00pm
Kimberly Williams-Kee	Fri 2:00pm - 3:00pm

Sign up for a 30 min session ▶ <https://bit.ly/3kw5RLr>

Information contact: **Terrence Hale**: thale@sdccd.edu or (619) 388-2672

Similarly, in fall of 2021, counselors wanting to extend targeted counseling services to Mesa Latin@s students formed the Consejeros Collaborative encompassing interested counseling faculty in the department. Data was requested from the District Institutional Research Office of those students who identify themselves as Latin@s, currently enrolled for fall 2021, low income, first-generation and on probation or disqualified status. Targeted e-mails were sent to the students on this list inviting them to two virtual hour check-in's titled the Cafecito Hour.

SAN DIEGO MESA COLLEGE
Counseling

CAFECITO Y CONSEJOS

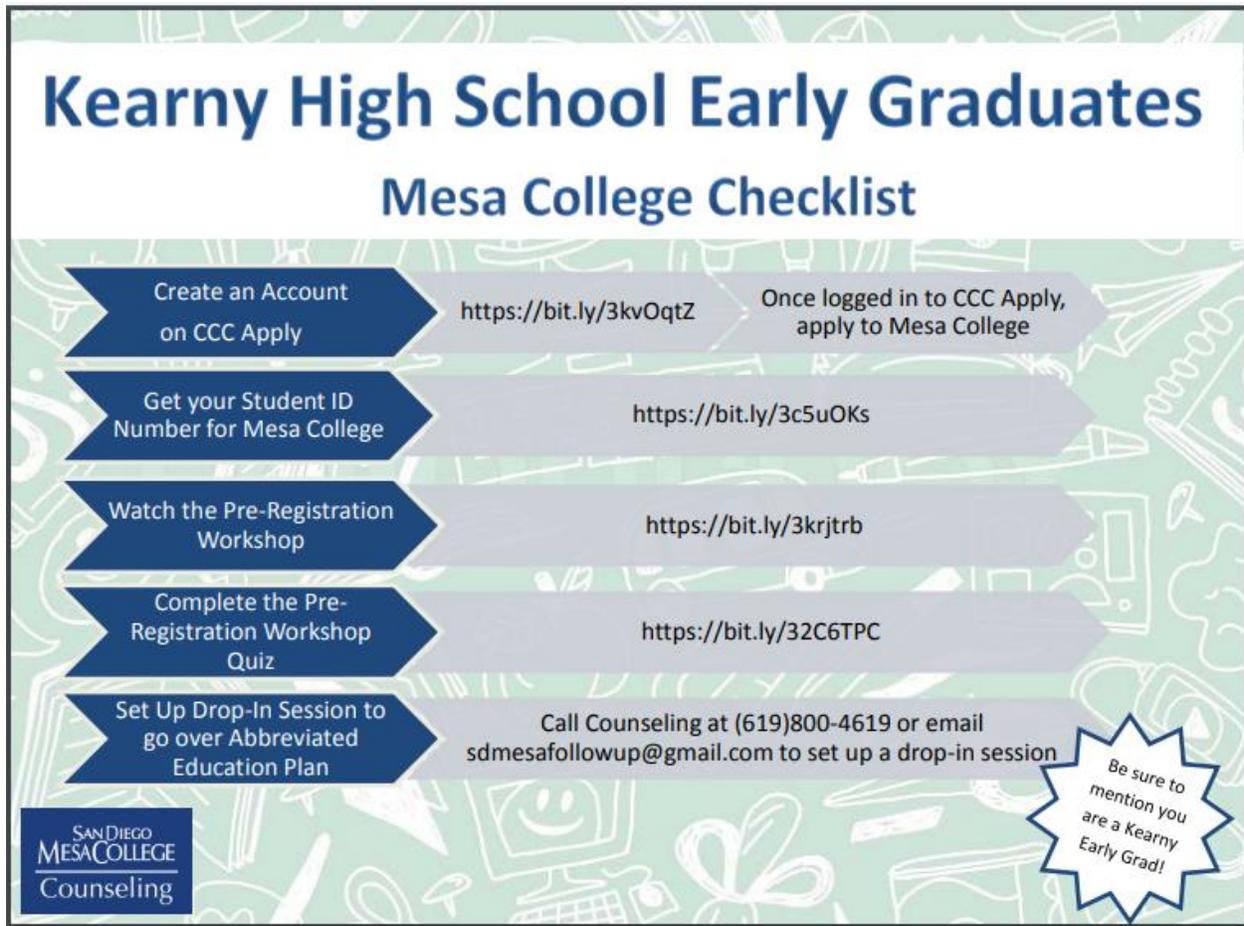
Meet your counselors
Guillermo Marrujo and Ramiro Hernandez

FRIDAY, JULY 23
9-10:00 AM
ON ZOOM
955 1705 1414

Our goal is simple, we want to ensure you have a successful Fall 2021 semester. Bring your questions/preguntas and we can help. We hope you can stop by to chat!



Another practice that was implemented was streamlining the onboarding to Mesa College for those Kearny High School Students identified as “early graduates”. The process was identified by one of the counseling faculty designing the check list below for Kearny High School students and in an e-mail correspondence that follows, a business process to follow when working with the students.



E-Mail Announcement:

“ Hi Colleagues,

I am sure that you have noticed that the Kearny Early Grads are starting to come in for a 2 semester ed plan on drop in so they can get priority registration for spring 2021 (I believe there are about 300 students total). Normally Mesa does not shepherd these students through the matriculation process, but due to COVID-19, in order to prevent long waits after the schedule comes out and stress for our department, we created a virtual process to help these students.

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1. Kearny Fast Track Students - have Mesa College Classes (may also have Legacy and credit by exam courses at SDCCD)
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What college-wide practices implemented since the last program review cycle have affected your area program positively or negatively? Identify impacts on student success and equity.

Positive Implemented practices:

a. Implementation of the Web-based student system-Campus solutions was implemented during the last program review cycle, but it is mentioned again, as this transition to a new student information software served to be a “lifesaver” in providing remote/virtual support services. Campus Solutions is a lynchpin to our work. The ability to see the student’s records and all that information recorded made the transition to home, a bit easier. Colleges in region X struggled in the transition and found using VPN’s was the solution, however, that took some time.

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Negative impacts:

a) Not having faculty virtual office hours readily available for students to view on the Mesa Website, at minimal through the pandemic.

b) Not having phone access to call directly to support services offices and instructional departments during March 16, 2020 until July of 2021.