2022-23 Program Review Template

Directions for Lead Writers: Please use this template to complete your Unit's Program Review for this cycle. After you complete this template, please click here to upload this word document.

Click here to view our Glossary of Terms.

Other Resources:
Program Review Handbook
Acronym Dictionary
Resource Link Library
Mesa 2030
Program Review Archives

DEI Discussions: as part of your reflection with your unit, a workgroup has developed a Diversity, Equity, Inclusion, and Accessibility Discussion Guide. Please use this in your unit-level discussions as we move toward becoming more diverse, equitable, inclusive, and accessible through intentional and ongoing campus-wide reflections and revisions of policies and practices.
View the guide here. Have reflections or feedback to share? Click here.

Program Information & Executive Summary		
Prompt	Guidance	Program Response
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.

Prompt	Guidance	Program Response
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.	Optional	- 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.	Optional	- 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
Please confirm that the department has reviewed the Course Learning Outcomes listed in CurricuNet for each course and verify accuracy.	Select One	☐Reviewed and accurate ☐Reviewed not accurate, update in progress ☐Reviewed not accurate, need support

Data Reflection

Prompt	Guidance	Program Response
Describe the trends you see in your program/service area's data.	Instructional Data you may consider: enrollment trends, course & program learning outcomes, Institutional Learning Outcomes, course success and retention rates, degree completion, transfer, employment, labor market analysis, other data relevant to your unit's work	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**
	Service/Admin Area Data you may consider - service usage, service access, demand for services, student service/administrative unit outcomes, types of services offered and used, headcount of services usage, trends in reason for	

service use, other data relevant to your unit's work

Unduplicated Count	
Drop-Ins Only	5549
Appointments Only	1893
Total Unduplicated Contacts	6603

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)

Unduplicated Count	
Drop-Ins Only	3170
Appointments Only	793
Total Unduplicated Contacts	3748

Unduplicated Count	
Drop-Ins Only	4670
Appointments Only	1501
Total Unduplicated Contacts	5585

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

Describe any equity gaps you see in these data. Are there differences and/or patterns	Equity gaps refer to disparities in educational outcomes and student success metrics across race/ethnicity, socioeconomic status, gender, and	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

observed by demographics (e.g. race/ethnicity, gender, age, etc.)?	other demographic traits and intersectionalities.	through counseling, campus community engagement, classroom presentation, and ed planning support/ promotion and outreach.
Describe the discussion(s) that took place about the unit's learning outcomes assessment data.	Department Outcomes Coordinators (DOCs) facilitate a department wide discussion on learning outcomes data each year during "Outcomes Across Campus". DOC's may helpful in supporting this section.	General Counseling has a new Department Outcomes Coordinator. 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. Current outcomes are still adopted and relevant to the counseling; however further discussion is needed to make the outcomes succint and measureable.
Practice Reflection		
Prompt	Guidance	Program Response
Describe current practices your unit has engaged in that you believe impact the above data trends and equity gaps.	Items to consider: new actions specifically focused on issues of equity, major curricular changes, professional learning, policy or process changes, data-informed unit dialogue, community outreach.	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?	Items to consider: legislative changes, fiscal changes, staffing changes, recruitment, hiring, and retention practices.	• 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.

Unit Goals and Action Plans

Prompt	Guidance	Program Response
Unit Goals	Goals should connect to Data and Practice Reflections. Goals should be Specific, Measurable, Attainable, Relevant, and Time-bound.	Goal 1: Increase comprehensive education plans for DEI students by 2% Goal 2: Increase Associate Degree attainment by 5% Goal 3: Increase community culture and racial campus climate by 3%
Mesa2030 Roadmap Strategic Objective (SO) Alignment	Review Mesa2030 and the Roadmap to Mesa2030, only link to SO's that your goal clearly and intentionally is meant to contribute to, each goal should link to 1 or more SOs	Goal 1: Increase comprehensive education plans for DEI students by 2% should align with *Completion—Design and promote programs and services that intentionally target a reduction in equity gaps in completion outcomes. Goal 2: Increase Assoicate Degree attainment by 5% should align with *Completion-Develop pathways that provide students with clarity about degree, certificate and transfer requirements and Develop cross-functional teams that support student success and include integrated career and transfer counseling. Goal 3: Increase community culture and racial campus climate by 3%

		should align with *Community-Develop activities, spaces and programs that support a sense of belonging with a focus on antiracism, historically minoritized groups and inclusion.
		
		Alignment to Dept SSOs
		Goal 1 : Increase comprehensive education plans for DEI students by 2%
		    SO: Utilize Intellectual growth in decision making to develop, personal, education and career goals
		
		Goal 2: Increase Associate Degree attainment by 5%
		    SO: Justify major and career choices based on accumulated information or data
		
		Goal 3: Increase community culture and racial campus climate by 3%
		    SO: Adopt behaviors or satisfying and productive lifestyles and communicated the effects of these behavior

Identify specific actions your program/service area will engage in to accomplish this goal.	Examples may include: policy or practice changes; unit initiatives, curricular changes, etc.	Goal 1 Increase comprehensive education plans for DEI students by 2% 1. Receive semester data pull of DEI students who have not completed comprehensive education plan and outreach to schedule appointment or attend a hotspot Goal 2 Increase Associate Degree attainment by 5% 1. Continue to work with Faculty and Deans to support enrollment management and conduct enrollment workshops during enrollment cycles Goal 3: Increase community culture and racial campus climate by 3% 1. Support the student engagement events coordinated by counseling faculty for the special programs
Does this Action Plan require	if yes, complete resource request form	

resources		☒No
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Lead writer Name(s)	Cynthia Rico and Patricia Guevarra	
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