

SAN DIEGO
MESA COLLEGE



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

Summary and Reflection

Practice Reflection

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

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.

Summary and 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.

Unit Goals, Action Plans, and Updates

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

Unit Goals, Action Plans, and Updates

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

Unit Goals, Action Plans, and Updates

Increase Academic Performance

Unit Goal: In order to increase academic performance, the standardized 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)

Unit Goals, Action Plans, and Updates

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

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Goal Status: Active

Beginning Year: 2022 - 2023

Projected Completion Year: 2025 - 2026

Unit Goals, Action Plans, and Updates

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

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Goal Status: Active

Beginning Year: 2022 - 2023

Projected Completion Year: 2025 - 2026

Unit Goals, Action Plans, and Updates

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 Action Plan: Attend fall and Spring conferences. Action Plan Cycle: 2024 - 2025	