SAN DIEGO MESA COLLEGE

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

Summary and Reflection

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

If applicable, describe any major curricular or service changes your unit has engaged in and the impact of those changes since the last comprehensive review.
Since the last comprehensive evaluation, the Mesa Evaluations and District Student Services offices have converted all paper SDCCD academic petitions to electronic forms through Jira, improving access and expediting processing.

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

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

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

If applicable, describe the impact of any new resources (human, fiscal, etc) on the unit and/or action plan implementation.
No SST August 2021- July 2022
-Duties were distributed between Supervisor, Student Services Assistant, and Project Assistants.

New hires- SST in July 2022, 1 SSA in April
-Learning curve/extensive training

No Evaluations budget for printing/marketing.
-The evaluations budget is allotted for diplomas and diploma covers. However, our outreach efforts to increase completion requires a budget for Eval marketing and events.

Updated Computers
-Windows 10 features are updated
-Web Version of Office 365 allows for access to shared documents in one application

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

Related Documents for Charts and Graphs

Executive Summary Complete
Yes

Data Reflection

Trends observed in program/service area's data.
Apply for Graduation Survey
Commencement Survey– understanding graduation vs commencement

Summary and Reflection

Compare Unique Grads Fall to Summer
2018-2019 = 2,283
2019-2020 = 1,649
2020-2021 = 1,714
2021-2022 = 1,572
*2022-2023 = 1,571
*Report pulled 4/12 includes grads and potential grads

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

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

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

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

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

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

Ethnicity gaps: 2018-2022
-African Americans
--Consistent negative gap
--Negative gap increased after the pandemic
-Asian/Pacific Islander
--Positive gap
-Native American
--Negative gap increasing
-Filipino
--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.

Summary and Reflection

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

Practice Reflection

Describe current practices your program/service area has engaged in that you believe impact the above data trends and equity gaps.
Apply for Graduation Workshops - providing a space for students to come with questions
Tabling at campus events such as summer cruise, transfer talks, pride center opening, career fairs, etc
Spotlighting Community Celebrations for Cultural Unity Week
2023 Eval Binder - educating campus community on academic petitions
Increased marketing efforts
Make Your Major Matter interventions, contacting students on track to graduate

What other factors (internal or external) might also impact the above data trends and equity gaps?
Lack of staffing/evaluators at district office, current policies of not being able to award degrees, lack of automation on many policies that we have, lack of progress tracking to intervene, student centered funding formula, Lack of knowledge and understanding of processes around applying for graduation.

Related Documents for Charts and Graphs

Practice Reflection Complete
Yes

Mid-Cycle Updates

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)
Presented at Joint School Meeting - provided clarifying information to student services faculty and staff regarding graduation and evaluations policies (Fall 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.

Summary and Reflection

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

YEAR 3 Updates (2024 - 2025)

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

Successes:
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)
Presenting in classrooms – Fall 2024
Collaboration: graduation workshops with Latino/a/e heritage month events.
Collaboration: graduation workshops with Pride center for LGBTQIA+ history month
Collaboration with New Faculty Institute to share graduation information and deadlines

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)
Summer 2024 -Vacant information officer caused delays in graduation marketing

Curricular Changes:
Fall 2024: Updates for CCC Apply – students will automatically get an Associate Degree for Transfer ed plan if they select an ADT major.

Resources:
Fall 2024- Vacant Dean of Student Development; acting position filled by Chair of Counseling
Fall 2024 – TCE Supervisor took on an acting position at another campus. This shift moved the evaluations SST to acting supervisor over transfer, career, and evaluations offices, and opened an acting position for the evaluations SST. Acting SST filled by Sr. SSA from Transfer center

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.
Number of students who RSVP to 2024 commencement ceremony: 720

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.

YEAR 4 Updates (2025 - 2026)

Provide any edits or updates to the prompts originally documented in the Executive Summary section for Year 4.

Spring 2025 successes:
-Collaborate/share graduation deadlines with Mesa Success Coaches
-Collaboration with Mesa Journeys
-Increase in number of unique graduates
-Increase in number of students participating in commencement

Fall 2025 Successes
-Created a presentation scheduler for faculty, staff an club advisors to schedule presentation for their area.
- Presented at Chair of Chairs regarding petition for modification of graduation requirements- this covered the purpose of mods, the data per school, and the process for students to graduate.
- Presented at academic senate to share information about graduation and commencement
- Request approved to change in language at academic advising for Apply for Graduation to change to Apply for Degree/Certificate. We hope this language will help students better understand the
-Request in progress for district to send an email to students "on track to graduate"
-Three classrooms visited the TCE open house and learned about graduation and commencement.
-Make you Major Matter collaboration with Year of Transfer- MYMM shirts and flyers given to counseling, chairs, classified senate. Etc.
-Request for transcript evaluation handout for staff and counseling.

Ongoing Challenges:
-90-120 business days for transcript evaluation continues to be a challenge for students, staff, counseling, and other student services-
-Students cannot see whether their transcripts are desired, received, or evaluated in the mySDCCD portal; as a result they submit their request for transcript evaluation too early an it is canceled.
- No evaluations budget for printing- we must rely online marketing efforts or request printing through other department funds to print media.

Fall 2025 Challenges
Education plan codes/Academic plans were not released until late September which caused delays entering ADTs before the October 1 ADT deadline
New office of communications team/process for editing marketing materials- delays in getting aframes and marketing materials out before Oct 1 ADT deadline.

Major curricular/ Service changes:
Fall 2025:
CalGETC launched Fall 2025
GE Certification changes IGETC to Cal GETC

Resources:

Summary and Reflection

Summer 2025: Student services assistant reclassified to student assistance technician
Fall 2025- Supervisor on leave from end of July 2025 to January 2026.
Acting SST filled by transfer center Sr. SSA
5999 budget was decreased from 712 to 425 -smaller budget to promote grad and commencement
4999 diploma budget was increased from $10,000 to $20, 000
New GFU $2381 5999 budget for marketing

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

Update: 2024-2025 Unique Fall- Summer Grads 1573; Our graduate numbers continue to increase.
2025 Commencement: Number of students who RSVP to commencement: 772
2025 Grad Workshops- Spring 2025: 12 workshops 32 students attended; Fall 2025: 8 workshops, 11 students attended
2025 Classroom Presentations - New for Fall 2025: 9 Presentations 238 students attended;
Based on the San Diego Mesa College Awards dashboard, we continue to see under representation with our black and latine populations. However, we do see the equity gaps closing. For example 23-24 our black students completion rates within the dashboard were labeled with disproportionate impact, and in 24-25 the equity gap has reduced to underrepresentation.

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

The Evaluations department surveys students during fall open house, after graduation workshops/presentations, and after commencement. Based on 2024-2025 surveys 80-90% students agree they understand our outcomes. We feel our goals of accurate and accessible information, outreach, and rebranding have helped students understand these outcomes and has improved awareness about applying for graduation across the entire campus.

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

Describe current practices your program/service area has engaged in that you believe impact the above data trends and equity gaps.
-Reaching out to faculty, chair of chairs, and academic senate to share about graduation in their classrooms.
-Spreading awareness about Make your major matter- giving out shirts and tabling before the grad deadline in the breezeway.
-Offering to present at student services departments
-Creating the presentation scheduler so faculty, staff, and advisors can schedule & adding this to presidents weekly update
-Continuing to table at on campus events
-Continuing to collaborate with heritage months
-Collaborating with KUP village
-Continuing to email affinity groups
-Continuing to share workshops and events on mesa website, mesa journeys, and through emails to DL
-Contributing to Liberal Arts and Sciences Committee to reduce and revamp LAS degrees so that students can earn degrees at Mesa.
-Providing feedback in districtwide academic advising meetings
-Sharing information about transcript evaluation process early, and with all student services staff as this can be a barrier to graduation.

Attending/Tabling at Events:
2025 Events
Winter Cruise – Spring 2025
Welcome Week Tabling – Spring 2025
Early Educators Lunch & Learn – Spring 2025
Jumpstart – Spring 2025
Umoja Kickback in Quad – Spring 2025
Summer Cruise – Summer 2025
Umoja Summer Bridge- Summer 2025

Summary and Reflection

Olympian Olympics on Friday, Fall 2025
TCE Open House – Fall 2025
4th Annual Olympian Olympics – Fall 2025
Presentation on petitions for modification of graduation requirements to Dean's Council –Fall 2025
Presentation to Chair of Chairs on Mods and Apply for Grad- Fall 2025
Latinx Heritage Month Kickoff Event Fall 2025
Financial Aid Fair-Fall 2025
International Student Week Fall 2025
Presentation to Academic Senate – Fall 2025

Through these combined strategies, our goal is to reach students both in person and online—along with instructional faculty, counseling faculty, and classified professionals—to promote equitable access to graduation information and support all students in achieving their academic goals.

Other factors that might also be impacting data trends and equity gaps:
Current political climate
-executive order (EO 14173):Rollback of DEI inclusion; Dear Colleague letter
- Massive staff cuts /workforce reduction to federal department of education
- 43 day government shutdown Oct 1 2025-Nov 12, 2025
- Trump Administration rescinded the Sensitive Locations Policy that restricted ICE and CBP from conducting immigration enforcement in sensitive location like school churches hospitals, etc.

Current Campus Climate
-Student affairs has seen a 200% increase in mental health cases
-Basic Needs office has had to deplete funds to make up for the government shutdown etc.

Taken together, these factors create an environment that makes it more difficult for students—especially marginalized, low-income, and undocumented students—to stay enrolled continuously and earn their degrees. Specifically:

-Reduced safety and belonging (due to DEI rollbacks and immigration enforcement changes) lowers student engagement.
-Financial instability (from the shutdown and reduced federal capacity) disrupts enrollment.
-Increased mental-health needs reduce academic persistence.
-Depleted basic-needs resources limit the college's ability to support students during crises.

Although this is not a comprehensive list, these pressures may increase the likelihood of stop-out, part-time enrollment, course withdrawal, and decreased completion, contributing to widening equity gaps and declining graduation rates.

YEAR 5 Updates (2026 - 2027)

Provide any edits or updates to the prompts originally documented in the Executive Summary section for Year 5.

Provide any edits or updates to the prompts originally documented in the Data Reflection section for Year 5.

Review Outcomes Report. Review the unit's outcomes assessment process for 2025 - 2026. 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 5.

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:

- **Community - Objective 1:** Use technology to improve communication and accessibility across campus. (✓)
- **Community - Objective 2:** Develop activities, spaces, and programs that support a sense of belonging with a focus on antiracism, historically minoritized groups, and inclusion. (✓)
- **Community - Objective 3:** Build a culture of communication that is evidence based, race conscious, institutionally focused, systemically aware, and equity advancing (✓)
- **Community - Objective 4:** Remove barriers to equitable participation by developing, incentivizing and creating structures for all employees to engage in and design professional learning (✓)
- **Community - Objective 5:** Increase opportunities to be an asset and resource to the external community (✓)
- **Completion - Objective 1:** Develop pathways that provide students with clarity about degree, certificate, and transfer requirements. (✓)
- **Completion - Objective 2:** Develop cross - functional teams that support student success and include integrated career and transfer counseling. (✓)
- **Completion - Objective 3:** Design and promote programs and services that intentionally target a reduction in equity gaps in completion outcomes (✓)
- **Completion - Objective 4:** Support students' access to resources to mitigate the impact caused by technological and basic needs insecurity (✓)
- **Pathways and Partnerships - Objective 1:** Develop and implement frameworks to create communities that can provide more targeted delivery of educational resources and support services. (✓)
- **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 (✓)
- **Scholarship - Objective 4:** Expand the use of innovative and high-quality teaching, learning, and support practices that achieve equitable outcomes and increase student success (✓)
- **Stewardship - Objective 3:** Increase student access and schedule efficiency by coordinating schedules among departments/disciplines (✓)

Unit Goals, Action Plans, and Updates

Action Plans	Updates
Action Plan Status: Active **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. 2.Provide training to staff and faculty on the updated systems to ensure they are well-equipped to support students. **Action Plan Cycle:** 2025 - 2026, 2024 - 2025, 2023 - 2024, 2022 - 2023	**Submission Date**: 09/24/2025 **Action Plan Update**: Significant progress has been made from 2023 through 2025. In 2023, the petition for exception to course repetition was updated to automatically route from Evaluation to Committee to Admissions, streamlining the approval process. Throughout 2024-2025 collaboration with the District Business Systems Analyst led to the implementation of a routing system for diploma reissue requests, improving coordination between Evaluation and Accounting. Additionally, a request was submitted to include certificates of achievement and common course numbers, ensuring accuracy and alignment with systemwide changes. In Fall 2025, evaluations proposed rewording “Apply for Graduation” to “Apply for your Degree/Certificate” to make language clearer and more student-friendly in the September Academic Advising meeting. These efforts directly reduce administrative and informational barriers for students by simplifying complex processes, making language more intuitive, and increasing system automation. As a result, students can more easily navigate essential academic procedures, reducing confusion and delays that can impact their educational progress and completion timelines. Although these efforts are ongoing, we feel we have completed the goal for this program review cycle. **Update Year**: 2025 - 2026 **Action Plan Progress**: On Track
	Submission Date: 01/06/2025 **Action Plan Update**: Shared issues in campus solutions regarding what if report and official academic advisement report Worked with accounting office to improve request to reissue diploma process. Continuously provide feedback in monthly districtwide academic advising meetings **Update Year**: 2024 - 2025 **Action Plan Progress**: On Track
	Submission Date: 11/19/2024 **Action Plan Update**: Updated petition for exception to course repetition to automatically route to admissions for enrollment, streamlining the process for students. **Update Year**: 2023 - 2024 **Action Plan Progress**: On Track

Unit Goals, Action Plans, and Updates

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:

- **Community - Objective 1:** Use technology to improve communication and accessibility across campus. (✓)
- **Community - Objective 2:** Develop activities, spaces, and programs that support a sense of belonging with a focus on antiracism, historically minoritized groups, and inclusion. (✓)
- **Community - Objective 3:** Build a culture of communication that is evidence based, race conscious, institutionally focused, systemically aware, and equity advancing (✓)
- **Community - Objective 4:** Remove barriers to equitable participation by developing, incentivizing and creating structures for all employees to engage in and design professional learning (✓)
- **Community - Objective 5:** Increase opportunities to be an asset and resource to the external community (✓)
- **Completion - Objective 1:** Develop pathways that provide students with clarity about degree, certificate, and transfer requirements. (✓)
- **Completion - Objective 2:** Develop cross - functional teams that support student success and include integrated career and transfer counseling. (✓)
- **Completion - Objective 3:** Design and promote programs and services that intentionally target a reduction in equity gaps in completion outcomes (✓)
- **Completion - Objective 4:** Support students' access to resources to mitigate the impact caused by technological and basic needs insecurity (✓)
- **Pathways and Partnerships - Objective 1:** Develop and implement frameworks to create communities that can provide more targeted delivery of educational resources and support services. (✓)
- **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 (✓)

Action Plans	Updates
Action Plan Status: Active	**Submission Date**: 09/24/2025

Unit Goals, Action Plans, and Updates

Action Plans	Updates
Action Plan: 1. Develop a plan for outreach efforts that includes targeted messaging to students about evaluations services and processes. 2. Establish partnerships with student services and instructional areas to coordinate efforts and provide consistent messaging to students. 3. Utilize multiple channels to reach students, including social media, email, and in-person events. 4. Create materials that explain the value and importance of evaluations services and how they can support students in achieving their academic goals. 5. Survey students after workshops and at commencement for feedback on the graduation and commencement process 6. Review survey results at the end of each academic year during department meeting. **Action Plan Cycle:** 2025 - 2026, 2024 - 2025, 2023 - 2024, 2022 - 2023	**Action Plan Update**: Evaluations has committed to becoming more intentional in its outreach by actively collaborating with student services and instructional areas to improve understanding of evaluation services and processes. A detailed action plan was developed, focusing on targeted messaging, cross-departmental partnerships, and multi-channel communication strategies. Starting in 2023, the internal Graduation and Commencement timeline was revised to incorporate intentional outreach efforts to affinity groups. In 2024, coordination increased with student success coaches, EOPS adjuncts, and Mesa Journeys, while Spring 2025 saw widespread dissemination of graduation information through presentations, emails, and updates to key stakeholders, including Chairs, Deans, and the President's Office. Evaluations staff also presented directly to student groups (e.g., Child Development's Lunch and Learn) and joined the Liberal Arts & Sciences (LAS) Committee to support degree completion pathways. In 2025, outreach efforts continue to expand, including planned presentations at Academic Senate, Dean's Council, and Chair of Chairs, as well as launching a scheduling link for faculty and departments to request customized Evaluations presentations. Additionally, we created a request for transcript evaluation flyer for staff within student services to reference. These outreach efforts have significantly reduced barriers by proactively bringing information to both students and campus partners, rather than relying on students to seek it out independently. By embedding evaluations messaging within various academic and student services spaces, the department is helping to demystify complex processes such as graduation, petitions, and degree planning. This not only empowers students with clearer guidance and timely information but also ensures consistency across campus communications—ultimately fostering a more supportive and navigable academic experience. Although this goal is ongoing, we feel it is complete for the program review cycle. **Update Year**: 2025 - 2026 **Action Plan Progress**: On Track **Submission Date**: 01/06/2025

Unit Goals, Action Plans, and Updates

Action Plans	Updates
	Action Plan Update: Moved guide to graduation workshops from in person to zoom Collaborated with Mesa Success Coaches to share graduation information and resources to their cohorts Offered workshop during Latino/a/e Heritage Month Offered workshop during LGBTQIA+ history month Collaborated with math faculty to add graduation information in faculty newsletter Emailed affinity groups to offer tabling at their events and to share graduation information (DSPS, EOPS, PRIDE CENTER, PROMISE, VETERANS, AAPI, UMOJA, PUENTE) Shared graduation workshops with Mesa Journeys Newsletter Presented at Fall 2024 Student Services Joint School Meeting to share graduation applications are open for Spring and Summer. Collaborated with Office of Communications to create graduation and commencement campaign Shared workshops through social media, campus newletters, visix, and posters Regularly discuss outreach and collaboration efforts in monthly department meetings **Update Year**: 2024 - 2025 **Action Plan Progress**: On Track
	Submission Date: 06/01/2024 **Action Plan Update**: Presented at Fall 2023 Student Services Joint School Meeting covering jira processes, graduation and commencement, and campus solutions changes. Provided counselor training Fall 2023 & Spring 2024 to train, refresh, and address questions or complex student issues Presented at Dean's Council in Spring 2024 to review graduation processes and petition for modification of graduation requirements Provided report to Dean of Student Development outlining the most common petitions for modification per major **Update Year**: 2023 - 2024 **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: 2025 - 2026

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Mapping
Mesa College Strategic Plan: Roadmap to Mesa2030:

- **Community - Objective 1:** Use technology to improve communication and accessibility across campus. (✓)
- **Community - Objective 4:** Remove barriers to equitable participation by developing, incentivizing and creating structures for all employees to engage in and design professional learning (✓)
- **Community - Objective 5:** Increase opportunities to be an asset and resource to the external community (✓)
- **Completion - Objective 1:** Develop pathways that provide students with clarity about degree, certificate, and transfer requirements. (✓)
- **Completion - Objective 2:** Develop cross - functional teams that support student success and include integrated career and transfer counseling. (✓)
- **Completion - Objective 3:** Design and promote programs and services that intentionally target a reduction in equity gaps in completion outcomes (✓)
- **Completion - Objective 4:** Support students' access to resources to mitigate the impact caused by technological and basic needs insecurity (✓)
- **Pathways and Partnerships - Objective 1:** Develop and implement frameworks to create communities that can provide more targeted delivery of educational resources and support services. (✓)
- **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 (✓)

Action Plans	Updates
Action Plan Status: Active **Action Plan:** 1. Conduct research to determine how best to rebrand Mesa Evaluations, including gathering feedback from students and staff. 2. Develop a new brand identity that emphasizes completion, graduation, and the value of earning a degree or certificate. 3. Create marketing materials, such as brochures, flyers, and social media posts, that highlight the new brand identity and messaging. 4. Train staff on the new brand identity and messaging to ensure consistency in all communications. **Action Plan Cycle:** 2025 - 2026, 2024 - 2025, 2023 - 2024, 2022 - 2023	**Submission Date**: 11/24/2025 **Action Plan Update**: In Fall 2025, we ordered new Graduation and Commencement tablecloths. The physical tablecloth supports our goal of creating a new brand identity We created social media carousels on applying for graduation We presented Graduation and Commencement slides to Chair of Chairs & Academic Senate **Update Year**: 2025 - 2026 **Action Plan Progress**: Completed **Submission Date**: 08/01/2024 **Action Plan Update**: In fall 2024. we launched new Mesa Websites for graduation and commencement, make your major matter, and evaluations. **Update Year**: 2024 - 2025 **Action Plan Progress**: On Track