SAN DIEGO MESA COLLEGE

Program Review

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

Student Services - Student Affairs

2022 - 2027

Executive Summary

Describe the successes and challenges your unit has faced since the last comprehensive review.
Since the last comprehensive review there has been a significant increase in student conduct violations and complaints. This wave of violations is not strongly correlated to any single data point (ie student demographics, instructional departments), except as mentioned below in the trends section, and the root causes are likely both complex and nuanced. For lack of a better way to describe it, students and people in general are less able to negotiate solutions among themselves through interpersonal communication and de-escalation, which among other factors has resulted in the increased frequency of violations.

Overall, Student Affairs has been able to adapt to many of the challenges encountered as a result of COVID, primarily through heavy utilization of hourly project assistants.

If applicable, describe any major curricular or service changes your unit has engaged in and the impact of those changes since the last comprehensive review.
Student Affairs at this time has not undergone major changes to our services beyond those imposed as a result of COVID-19 mitigation methods.

If applicable, describe the impact of any new resources (human, fiscal, etc) on the unit and/or action plan implementation.
The ability to hire a group of between 4-6 hourly Project Assistants has, overall, provided a significant benefit to Student Affairs. These workers help manage the front counter, assist contract staff with their responsibilities, provide event support, and maintain office coverage.

However, the presence of these hourly workers has also highlighted the specific need for full-time professional support in our service area. There are many tasks and responsibilities with which hourly Project Assistants are not able to adequately engage, and in many cases the need to closely supervise project assistants while they perform their work creates a burden, rather than a benefit, for contract staff.

This need is especially apparent with regards to discipline and compliance, which are confidential processes that have become increasingly more common since the return to campus after the end of COVID pandemic mitigation. Coupled with the rise of violations noted above, these two factors indicate a strong need for additional full-time professional support for discipline and compliance, which is currently being managed by just one employee.

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

Related Documents for Charts and Graphs

Executive Summary Complete
Yes

Data Reflection

Trends observed in program/service area's data.
We continue to see falling levels of participation in areas such as campus life and student government; taken collectively with other available data both campus-wide and nation-wide this may not be surprising. Enrollment has been declining fairly consistently for many years and students have been reporting through surveys that they overwhelmingly attend community college (or any college, for that matter) to achieve better employment and wages. Within this emerging dynamic, students may not feel the need or desire to form relationships on-campus in the same ways as previous years. Meeting students in the spaces that they occupy, and tempering expectations of

their participation compared to the past, will be essential to rebuilding campus communities.

Regarding conduct violations, many of the students involved in violations and complaints exist on the spectrum of mental health support services. While this correlation has not been explored enough to draw any meaningful conclusions on its relationship with conduct violations in general, it once again highlights the need for additional support for students through DSPS, Student Health Services, and Student Affairs (where the conduct coordinator is based at Mesa College).

Describe any equity gaps in the data. Are there differences and/or patterns observed by demographics (e.g.race/ethnicity, gender, age, etc.)
Fortunately, Student Affairs has had considerable success with both identifying equity gaps and closing them. Our area of greatest importance in regards to equity is the yearly scholarship cycle, and also our greatest achievement; within two years of identifying those equity gaps, Student Affairs and the Mesa College Foundation were able to close and, in some cases, reverse equity gaps across the entire portfolio of awards. We have continued to monitor our student demographics in regards to scholarship cycles and likewise continue to make changes to the overall program and process with the goal of increasing accessibility and equity.

Related Documents for Charts and Graphs

Describe the discussion(s) that took place about the unit's learning outcomes assessment data.
We decided that the old outcomes should be made less specific to better reflect and connect to our Student Affairs mission; furthermore, we took steps to make restorative justice practices more apparent in our student affairs outcomes.

Data Reflection Complete
Yes

Practice Reflection

Describe current practices your program/service area has engaged in that you believe impact the above data trends and equity gaps.
In terms of equity trends in the scholarship program, our approach to addressing the gaps were two-pronged: greatly expand our scholarship application support resources (workshops, office hours, targeted outreach to under-represented student populations), and separately provide training to our reviewers with a focus on making equitable judgments when reviewing applications. These dual efforts have been highly effective at addressing scholarship equity gaps, most of which have been closed since the expanded support and training programs were instituted. Generally speaking, due to the clear success of these efforts, we have incorporated the expanded services into our standard planning and they are now a regular part of the scholarship cycle.

The trends regarding conduct violations are, unfortunately, less clear than those regarding scholarships, and there may not be a realistic way for Student Affairs to meaningfully affect student behavior on a campus-wide scale. Having said that, the integration of restorative practices into our conduct processes has greatly improved the frequency of positive outcomes over the last several years. We would like to take this opportunity once more to emphasize that the increase in conduct violations is significant and unprecedented at Mesa College; the increased caseload is becoming unsustainable for a single conduct officer to manage without dedicated support.

What other factors (internal or external) might also impact the above data trends and equity gaps?
We need more human resources, not just in our unit but across the campus and district, without which we are far less able to accommodate special projects or provide the kind of individualized attention that has been proven to benefit student success.

Related Documents for Charts and Graphs

Practice Reflection Complete
Yes

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.

There is little to add to the original Executive Summary provided during the previous review cycle; Student Affairs continues to be impacted by the socio-economic effects of the COVID pandemic, which has driven both a decrease in student engagement on campus and a sharp increase in student conduct cases. It is increasingly clear that the human resources currently available to the Student Affairs office are rapidly becoming inadequate to handle the growing number of student conduct incidents, complaints, and students of concern.

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

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

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

Our current assessment process is a work in progress, but shows considerable promise. We expect to have access to a wealth of data regarding the scholarship cycle, which will help inform our ongoing equity efforts. Other areas of assessment, such as community engagement and restorative practices, are a work in progress as we refine our process for collecting and analyzing data.

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

There is little to add to the original reflection, as our current practices are extensions of the practices already mentioned there. Nonetheless, it is imperative to note that the trends regarding conduct and complaints remain very concerning, and indeed are likely to become even more concerning in the coming years.

YEAR 3 Updates (2024 - 2025)

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

The after-effects of the COVID pandemic continue to have a profound impact on Student Affairs, especially in regards to student conduct. In addition, traditional methods of community-building and communication with students, such as email and the Mesa College website, have demonstrated greatly reduced efficacy in reaching or attracting engagement from sufficient numbers of Mesa College students. This has prompted a shift towards more on-campus community-building events and activities.

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

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

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

Summary and Reflection

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

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

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

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

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

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

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

YEAR 4 Updates (2025 - 2026)

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

We do not have any substantive updates or additions to the Executive Summary section this time, but I would stress that the same issues and trends mentioned in the original Executive Summary, and the following updates, are still relevant.

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

While a full breakdown of scholarship data with regards to demographics from the 2024-2025 cycle is not available as of December 1st, there were a total of 840 verified students submitting applications. This is slightly lower than last year's verified total of 857. Furthermore, the data dashboard currently reports that a PPG-1 evaluation of scholarship data shows no disproportionate impact with regards to equity.

Fall Welcome Week for 2025 recorded 531 points of contact at the booth, as usual measured by counting handouts

at the booth before and after the event. This result exceeds our goal of achieving 500 points of contact at each Welcome Week event. In addition, we provided 300 servings of kettle corn free of charge to students through a contracted local vendor. Counted together, that would be 831 points of contact at the Welcome Week booth on the Sunrise Plaza.

At this time, we are still waiting for data on our restorative practices headcount across multiple events held in the fall 2025 semester.

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

Program Review and Outcomes Assessment are deeply-linked processes in Student Affairs, sometimes to the point that there is some confusion as to where Program Review ends and Outcomes Assessment begins. We hold specific meetings to evaluate progress on both our program goals and outcomes about twice per semester, along with less formal discussions that take place during regular staff meetings. Since many of our goals relate to events implemented through our office, there is an awareness that including a program review and outcomes assessment perspective helps us keep our actions and goals aligned with reality.

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

Regarding our scholarship goal, which we did not reach by a small margin, since several discussions were held to determine the root cause and how to move forward. Ultimately, we concluded that staff turnover and generally high workloads were the primary culprits. These are likely to be persistent and long-term difficulties in reaching and maintaining our scholarship goal. Nonetheless, we continue to believe that our methods are effective when we have the means to deploy them and are not planning to make any major changes to the basic framework of targeted outreach and application support.

We would like to reiterate once more that we remain concerned about the growing trend towards higher incidences of misconduct on campus; caseloads are still highly elevated compared to pre-COVID levels and the trend seems to be accelerating in that direction, not slowing down.

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.

Unit Goals, Action Plans, and Updates

Welcome Week

Unit Goal: Goal 1: Welcome Week, the goal is 500 points of contact with new and returning students through the WW Info Booths

Goal Status: Active

Beginning Year: 2022 - 2023

Projected Completion Year: 2025 - 2026

Mapping

Mesa College Strategic Plan: Roadmap to Mesa2030:

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

Action Plans	Updates
Action Plan Status: Active **Action Plan:** 1. Volunteers / Staffing 2. Seek supplementary funding **Action Plan Cycle:** 2025 - 2026, 2024 - 2025, 2023 - 2024, 2022 - 2023	**Submission Date**: 12/01/2025 **Action Plan Update**: Fall Welcome Week for 2025 recorded 531 points of contact at the booth, as usual measured by counting handouts at the booth before and after the event. This result exceeds our goal of achieving 500 points of contact at each Welcome Week event. In addition, we provided 300 servings of kettle corn free of charge to students through a contracted local vendor. Counted together, that would be 831 points of contact at the Welcome Week booth on the Sunrise Plaza. **Update Year**: 2024 - 2025 **Action Plan Progress**: On Track **Submission Date**: 01/10/2025

Unit Goals, Action Plans, and Updates

Action Plans	Updates
	Action Plan Update: For the Fall 2024 Welcome Week, we continue to see less interest from staff and faculty in volunteering for the Welcome Week info booths, which is pushing us to rely on student workers such as Peer Navigators and Outreach Ambassadors to provide minimum coverage for the booth locations. Future Welcome Weeks will probably formalize the requests for support from student workers from Student Services departments (including project assistants in addition to the Peer Navigators and Outreach Ambassadors mentioned previously), and discontinue the campus-wide volunteer call outs for faculty and staff volunteers. The volunteer call outs have recently also seemed to cause significant confusion between volunteering to staff the info booths and submitting events to be included on the Welcome Week schedule, which is another reason to move away from the campus-wide requests for volunteers. As for the Fall 2024 Welcome Week itself, points of contact with students remained roughly the same, with a total of 527 contacts based on handout tracking. Student Affairs is also exploring additional ways to track student points of contact, although no concrete plans have been made so far and handout tracking is likely to remain the primary methodology for the near future. **Update Year**: 2024 - 2025 **Action Plan Progress**: Barriers Encountered
	Submission Date: 12/04/2023 **Action Plan Update**: The stated goal for Welcome Week during the fall 2023 semester was to reach 500 points of contact (essentially a head count of students) at the two Welcome Week Info Booths active on campus between August 21 and August 25. In short, we achieved that goal. In order to track student points of contact at the booths we printed a specific number of campus maps and then counted how many maps remained at the end of each day. 750 maps were printed, and 237 maps remained after the conclusion of the event, providing an estimated total of 513 points of contact. Our priority moving forward, with regards to Welcome Week, is to create a more accurate and more effective means of tracking how many students engage with the Welcome Week Info Booths. As should be obvious, counting the remaining handouts works, but cannot provide accurate data on how many students are being served by an event like Welcome Week. Administering surveys and instructing booth volunteers to log their contact have not proven effective in the past, for a variety of reasons, but there may be ways to leverage technology -- or better organization of the volunteers -- such that more detailed and accurate counts are possible. **Update Year**: 2023 - 2024 **Action Plan Progress**: Completed
	Submission Date: 09/14/2023 **Action Plan Update**: Welcome Week has concluded for Fall 2023 **Update Year**: 2023 - 2024

Unit Goals, Action Plans, and Updates

Action Plans	Updates
	Action Plan Progress: On Track

Restorative Practices

Unit Goal: Goal 3: Restorative Practices, the goal is to reach a total headcount of 100 participants through various restorative justice educational outreach programs

Goal Status: Active

Beginning Year: 2022 - 2023

Projected Completion Year: 2025 - 2026

Mapping
Mesa College Strategic Plan: Roadmap to Mesa2030:

- **Community - Objective 3:** Build a culture of communication that is evidence based, race conscious, institutionally focused, systemically aware, and equity advancing (✓)
- **Pathways and Partnerships - Objective 3:** Increase community engagement, experiential learning, integrated career planning, and workforce training to prepare students for future careers (✓)

Action Plans	Updates
Action Plan Status: Active **Action Plan:** Seek supplementary funding **Action Plan Cycle:** 2025 - 2026, 2024 - 2025, 2023 - 2024, 2022 - 2023	**Submission Date**: 12/01/2025

Unit Goals, Action Plans, and Updates

Action Plans	Updates
	Action Plan Update: Specific headcounts are not available, although we are confident that we have reached at least 100 participants through the following events and activities that were implemented during this reporting period: Build-A-Block: Our Streets, Our Stories: Participants are invited by Mental Health and The Stand to build their "dream neighborhood" and share their story with peers through arts and crafts. (Educational Focus: Storytelling, Community Visioning, Mental Health) Voter Registration: Students have an opportunity to register to vote. (Focus: Civic Engagement) Campus Positive Affirmation Notes: Join Student Affairs/Associated Students/CDAIE to inspire others with positive words. (Focus: Positive Communication, Community Support) Guided Morning Meditation in the Garden: A moment to relax and restore with VP Lorenze Legaspi. (Focus: Restoration, Mindfulness, Mental Wellness) Friendship Bracelet Making: Join Student Affairs to make friendship bracelets and meet new people. (Focus: Interpersonal Connection, Socializing) CommUNITY Scavenger Hunt: An activity hosted by Student Affairs to learn more about how the campus can connect to the community. (Focus: Building and helps students discover resources and connections within the campus environment.) Grow Veggies, Build Community with Terramesa in the Garden: Participants can learn how to grow their own produce with Terramesa & friends in the garden. (Focus: Practical skills in community gardening, community-centered topics) Student Affairs Affirmations and Candy Exchange: Students can write affirmations and positivity notes and grab a piece of candy! (Focus: Positive communication, affirmations, well-being of being apart of a community). **Update Year**: 2024 - 2025 **Action Plan Progress**: On Track **Submission Date**: 12/04/2023

Unit Goals, Action Plans, and Updates

Action Plans	Updates
	Action Plan Update: Our goal, as stated, was to serve 100 students at the various events organized for Reflect, Restore, Unite Week. We managed to achieve this goal, although just barely; we counted 40 students at the Card painting event, 35 students at Hot Cocoa and CoCo, 10 students at the Candy Exchange, and 15 students at the Movement event. Much like our Welcome Week goal, our top priority now is two develop more effective tools or procedures for measuring how much engagement our events experience with the campus community. **Update Year**: 2023 - 2024 **Action Plan Progress**: Completed

Scholarship Cycle

Unit Goal: Goal 2: Scholarship Cycle, the goal is to increase the total amount of black and latine/x scholarship applicants by 5%

Goal Status: Active

Beginning Year: 2022 - 2023

Projected Completion Year: 2025 - 2026

Mapping

Mesa College Strategic Plan: Roadmap to Mesa2030:

- **Completion - Objective 3:** Design and promote programs and services that intentionally target a reduction in equity gaps in completion outcomes (✓)
- **Pathways and Partnerships - Objective 1:** Develop and implement frameworks to create communities that can provide more targeted delivery of educational resources and support services. (✓)

Action Plans	Updates
Action Plan Status: Active **Action Plan:** 1. Expand outreach to targeted groups 2. Provide equity training for reviewers **Action Plan Cycle:** 2025 - 2026, 2024 - 2025, 2023 - 2024, 2022 - 2023	**Submission Date**: 12/01/2025 **Action Plan Update**: Verified data on Scholarship demographics is still pending for this semester... **Update Year**: 2024 - 2025 **Action Plan Progress**: On Track **Submission Date**: 01/10/2025

Unit Goals, Action Plans, and Updates

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

Unit Goals, Action Plans, and Updates

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