SAN DIEGO MESA COLLEGE

Program Review

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

Student Services - Admissions/Records

Executive Summary

Describe the successes and challenges your unit has faced since the last comprehensive review.
The most significant challenges to the Admissions and Records program continues to be under staffing especially during peak registration periods. The hiring of the Admissions Supervisor has allowed the department to heal while transitioning. As a result, the office works more cohesively and collaboratively. The infusion of Project Assistants at the counter also brought a new face to the department and students and faculty benefited from the new style of service.

Historically, San Diego Mesa College provides multiple sessions throughout the year on average of 30 sessions per semester, but the number of sessions has increased to 112 during Spring, 77 during Summer and 84 during Fall. The Admissions and Records program provides all support services necessary to students, faculty and administrators.

We communicate via email with students and faculty and from these results we adjusted our information on the web and JIRA. Electronic communication has been integrated as one of the standard forms of communication and delivery of service; however, it does not meet everyone's needs, and therefore, we continue to be available in person and over the phone Monday through Thursday 8 a.m. to 6 p.m. and Friday, 8 a.m. to 12 noon. The pandemic has affected the public's mental health and well-being necessitating the program to continue working with the students and faculty on phone, email, JIRA and zoom as necessary. We aim to meet students and faculty needs as the program finds them coping with isolation and loneliness, job loss and financial instability, and illness and grief.

The department continues to work successfully with District Student Services on any changes necessary or system malfunctions that may impact students' registration negatively. Whenever necessary, students are accommodated in order to not loose priority registration. Special accommodations are also made for fall registration in order to accommodate students who completed prerequisites outside the district and to minimize the number of those students who would get dropped due to lack of meeting class prerequisites.

The implementation of Campus Solutions forced the use of Faculty Services improving our grade collection; however, the department continues to struggle census submissions and with some late grades; therefore, this is goal is ongoing.

During the year the department provides support to multiple instructional programs classes in order to make successful progress towards their academic goals Retail Management, Work Based Learning, Mesa College Teacher Ed Program.

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.
This year the Residency program has had a variety of California legislative changes that impact the operations when adhering to new policies set forth by the state. Recently due to the conflicts in Ukraine and Afghanistan, we have had an in increase in Ukrainian/Afghan refugees which has led to the state of California protections being given and which has allowed the college to grant a 1-year temporary residency to recently arrived refugees from these countries. Also, there ware policy change impacts due to the COVID 19 pandemic, AB 1113 (Medina, Chapter 569, October 2021) added section 68120.3 to the Education Code), this section requires that any qualifying surviving spouse or child of a licensed physician, licensed nurse, or first responder, who died of COVID-19 during the COVID-19 state of emergency in California and was a California resident, shall be exempt from mandatory statewide tuition and fees, including nonresident tuition.
Since the last comprehensive program review there were also AB-540 updates: A year's equivalence at a California Community College is either a minimum of 24 semester units of credit or 36 quarter units. For noncredit courses, a year's attendance is a minimum of 420 class hours per year (a semester is equivalent to a minimum of 210 hours and a quarter is equivalent to a minimum of 140 hours). Full-time attendance at a California adult school is a

minimum of 420 hours of attendance for each school year.

Students are allowed three attempts of a non-repeatable class and for courses that are repeatable, students are allowed a maximum of three enrollments, including W grades. For the last two years, in collaboration with the Dean of Student Development, Dean of Athletics, Academic Counselor and Athletic Program Director, the department implemented an approval process for exercise science classes needed for intercollegiate sport students.

CCAP Changes: AB 288 2015-16, AB30-23019-20,AB-102/ effective January 1, 2023: removes the provision which prohibited an oversubscribed community college course or a course which has a wat list form being offered at the high school. Removes the 10% limit for full-time equivalent students claimed
Ed Code 76004: AB288,AB102:
- Seamless pathway.
- Agreements between college district, or governing board od charter schools and effective January 1, 2023, county offices od education.
- College courses typically help on the high school campus during the regular school day and can be closed to the general public.

If applicable, describe the impact of any new resources (human, fiscal, etc) on the unit and/or action plan implementation.
N/A

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.
Data:

Student Contacts	36008
High School Dual Enrollment Contacts	2692
CCAP & ACP Enrollment	2935
ID Cards	1821
JIRA Request and Petitions	3792
QLESS Sign ups	2142

Describe any equity gaps in the data. Are there differences and/or patterns observed by demographics (e.g.race/ethnicity, gender, age, etc.)
Equity gaps we continue to observe and need to address: low enrollment within African American/Black student population

Continue to strategically target African American/Black student population to assist with application, non-resident classification, matriculation steps and engage students with campus resources

Slight increase in first generation and first-time college students due to our return to in- person services/ courses

Summary and Reflection

Continue to provide in-person services and engage students with campus resources

Related Documents for Charts and Graphs

Describe the discussion(s) that took place about the unit's learning outcomes assessment data.
SLOs

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.
The Admissions classified professionals, supervisor and director provide support to students with issues not only related to admissions and registration but also updating records, such as legal name and social security changes, California residency determination for tuition reasons. Admissions assist faculty with attendance and accounting reporting in the following programs: CCAP, ACP, Fast-Track, San Diego MET, Puente Project, Student Athletes, Allied Health, International Students, Cross Enrollment to SDSU and UCSD, Student Veterans, San Diego Promise, Kapwa, UMOJA, Honors, Retail Management and Financial Aid. Admissions provides support to instructional deans with petition to challenge and curriculum discrepancies in Campus Solutions.
Our diverse team has had a greater impact with students and the community, as each team member brings their own experience, knowledge and skill when assisting students and collaborating with other departments.

What other factors (internal or external) might also impact the above data trends and equity gaps?
Admissions continues to adapt our services due to the impact Covid-19 has had on students and the return to campus. Although the number of in-person services has increased, Admissions continues to assist students online via zoom, email, JIRA and Ivy Chat as well as phone calls.
Registration dates for summer and fall moved up this year, and students were able to register for both semesters as early as April/May, as opposed to previous semesters June/July. Additionally, drop for non-payment was enforced this summer. Our department had to adapt new practices to deal with registration and enrollment issues, student traffic and specially issues relating to drop due nonpayment. As a department, we participated in the campus wide call to action to contact students who would be affected by drop for non-payment, as well as targeting students with non-resident classification. In an effort to retain every student, we assisted by re-enrolling those students who had been dropped, or found other class alternatives.

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.
No updates

Provide any edits or updates to the prompts originally documented in the Data Reflection section for Year 2.
No updates

Review Outcomes Report. Review the unit's outcomes assessment process for 2022 - 2023. Discuss connections to unit goals/action plans/resource requests.
No updates

Summary and Reflection

Provide any edits or updates to the prompts originally documented in the Practice Reflection section for Year 2.
No updates

YEAR 3 Updates (2024 - 2025)

Provide any edits or updates to the prompts originally documented in the Executive Summary section for Year 3.
No updates

Provide any edits or updates to the prompts originally documented in the Data Reflection section for Year 3.
In 2024, we continue to see an increase in the number of applications getting stuck in the spam filter through the CCC Apply website. This is impacting new and returning students equally. Stuck applications are not being processed within the 48 hour time frame and therefore, it is impacting students from obtaining a registration appointment and registering for courses within the add/drop period.

In addition to stuck applications, another issue that negatively affected students was the launch of the single sign on for Canvas at the start of the fall semester. The single sign on MFA authenticator impacted continuing/current students from accessing their student email, canvas and student portal.

Review Outcomes Report. Review the unit's outcomes assessment process for 2023 - 2024. Discuss connections to unit goals/action plans/resource requests.
2024 Admissions services data:

Student Contacts - Email, In- Person, Phone and Zoom meeting - 13960
High School Dual Enrollment Contacts: Spring, Summer and Fall 2024- 991
CCAP & ACP Enrollment: Spring, Summer and Fall 2024- 4549
ID Cards - 3657
JIRA Personal Student Updates and Petitions- 1692
MFA Reset - 37
Stuck Apps- 171

Provide any edits or updates to the prompts originally documented in the Practice Reflection section for Year 3.
Admissions continues to adapt our services.

YEAR 4 Updates (2025 - 2026)

Provide any edits or updates to the prompts originally documented in the Executive Summary section for Year 4.
No updates

Provide any edits or updates to the prompts originally documented in the Data Reflection section for Year 4.
Our 2025 data highlights the significant impact of in-person assistance and email support, which remain the primary channels for student engagement. The data of students served via phone, does not highlight the volume of calls we receive during peak registration periods.
We also observed an increase in stuck applications, which are primarily resolved at the campus level and, when necessary, with the assistance of the District Business Analyst. This trend underscores the complexity of application processes and the need for collaborative problem-solving.
A major operational change occurred with the implementation of the Mesa Tech Hub at the start of the Fall semester, in preparation for the Single Sign-On (SSO) rollout. While the Tech Hub provides technical support for students, Admissions staff and Tech Hub team continue to work closely together to troubleshoot and resolving student login issues.

Summary and Reflection

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

Spring, Summer and Fall 2025 Services Data:
In Person Student Walk-Ins: 10,843
Phone Services: 2,872
Student assistance via email: 3, 583
High School Dual Enrollment Contacts: 1,076
CCAP & ACP Enrollment Spring and Fall: 4,459
ID Cards: 3, 276
Student Petitions: 909
Student Personal Information Updates: 1,075
Milestones: 859
MFA Reset: 593
Stuck Apps: 1,429
Safe Token: 24
CS PSS Reset: 250

The data demonstrates the wide range of services provided by Admissions staff. We continue to support students across multiple channels and adapt to evolving SDCCD processes. Notably, Admissions has increased assistance with stuck applications, MFA resets, and Safe Token requests, which were previously handled at the District level. Our team remains flexible and collaborates closely with IT and District Student Services to ensure a positive experience for all new and returning students.

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

No updates.

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

Exemplary Quality of Services

Unit Goal: Our goal continues to be maintaining exemplary quality of services to the entire student body and faculty.

Goal Status: Active

Beginning Year: 2022 - 2023

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 4:** Remove barriers to equitable participation by developing, incentivizing and creating structures for all employees to engage in and design professional learning (✓)
- **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 (✓)

Action Plans	Updates
Action Plan Status: Active	**Submission Date**: 07/29/2025 **Action Plan Update**: Admissions staff will continue to conduct weekly meetings to address our department objectives and expand on the collaboration with District Enrollment Services, District IT, Counseling and other on campus instructional departments as appropriate. **Update Year**: 2024 - 2025 **Action Plan Progress**: On Track
	Submission Date: 12/04/2023 **Action Plan Update**: Addressing issues with CCC Apply for new and returning students **Update Year**: 2023 - 2024 **Action Plan Progress**: On Track

Unit Goals, Action Plans, and Updates

Action Plans	Updates
Action Plan: Our goal continues to be maintaining exemplary quality of services to the entire student body and faculty. Student will articulate needs, issues or concerns to staff members. Students will identify other campus services needed at the time of service as staff will redirect as appropriate Students will establish a college connection in regards to registration issues. Actions: 1. Focus on our call to action to strategically target underrepresented groups 2. Engage in more team development activities and continuing to maintain a collaborative partnership with other departments 3. Continue to provide the necessary staff training and support as the college continues to work increasing enrollment numbers SSO #1: Students are able to complete college application. SSO #2: Students complete college application online and call or email for assistance and for follow up questions. **Action Plan Cycle:** 2025 - 2026, 2024 - 2025, 2023 - 2024, 2022 - 2023	

Unit Goals, Action Plans, and Updates

New Contract Classified

Unit Goal: Hire two Student Services Technician (SST) contract classified positions. Currently occupied with two acting SST classified professionals. This is necessary to meet the needs of departments and programs that require high levels of service and knowledge in changing times. These positions also provide the necessary support to meet the goals of the college.

Goal Status: Completed

Beginning Year: 2022 - 2023

Projected Completion Year: 2023 - 2024

Mapping

Mesa College Strategic Plan: Roadmap to Mesa2030:

- **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 (✓)
- **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 (✓)

Action Plans	Updates
Action Plan Status: Active **Action Plan:** Hire two Student Services Technician (SST) contract classified positions. Currently occupied with two acting SST classified professionals. This is necessary to meet the needs of departments and programs that require high levels of service and knowledge in changing times. These positions also provide the necessary support to meet the goals of the college. Actions: 1. Submit a recommendation to hire; begin the hiring process once is approved; interview and select a candidate that demonstrates Mesa's mission of equity and excellence 2. Evaluate performance of the selected employees **Action Plan Cycle:** 2024 - 2025, 2023 - 2024, 2022 - 2023	**Submission Date**: 07/31/2025 **Action Plan Update**: Goal completed in previous cycle **Update Year**: 2024 - 2025 **Action Plan Progress**: Completed **Submission Date**: 12/04/2023 **Action Plan Update**: SST's were successfully hired fall of 2023 **Update Year**: 2023 - 2024 **Action Plan Progress**: Completed

Unit Goals, Action Plans, and Updates