

# **Schools and Divisions Program Review 2019/20 UPDATE**

**Dean, Student Success and Equity Office**

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## General Information (Schools and Divisions Program Review 2019/20 UPDATE)

## 2019/20 Schools and Divisions Program Review

### SUBMISSION INFORMATION AND UPDATES (REQUIRED)

- Name of Lead Writer - Larry Maxey
- Name of Liaison - Isabel O'Connor
- Name of Manager/Service Area Supervisor - Ashanti Hands

### OUTCOMES AND ASSESSMENT (REQUIRED)

**Form:** 2019/20 Program Review Outcomes and Assessment Section (See appendix)

### PROGRAM ANALYSIS FOR EQUITY AND EXCELLENCE (REQUIRED)

**Form:** 2019/20 Program Review Schools and Divisions Analysis Section (See appendix)

### PROGRAM GOALS (REQUIRED)

#### 2018/2019 Goals for Dean, Student Success and Equity Office

##### Basic Needs

Support student success through expansion of basic needs services to students

##### Mapping

**CA- Mesa College Strategic Directions and Goals:** Strategic Goal 1.2, Strategic Goal 1.4, Strategic Goal 1.5, Strategic Goal 1.6, Strategic Goal 2.1, Strategic Goal 2.2, Strategic Goal 2.4,

**Institutional Learning Outcomes 2016/17:** Communication, Critical Thinking, Global Consciousness, Professional & Ethical Behavior

##### Data Informed Decision Making

Use student success and equity data and research to inform college practices.

##### Mapping

**CA- Mesa College Strategic Directions and Goals:** Strategic Goal 1.2, Strategic Goal 1.3, Strategic Goal 1.4, Strategic Goal 1.5, Strategic Goal 1.6, Strategic Goal 2.1, Strategic Goal 2.2, Strategic Goal 2.3, Strategic Goal 2.4, Strategic Goal 4.1, Strategic Goal 5.2, Strategic Goal 6.3,

**Institutional Learning Outcomes 2016/17:** Communication, Critical Thinking, Global Consciousness, Information Literacy, Professional & Ethical Behavior

##### Difficult Conversations

Create opportunities for the campus community to have conversation around race.

### Mapping

**CA- Mesa College Strategic Directions and Goals:** Strategic Goal 1.2, Strategic Goal 1.3, Strategic Goal 1.4, Strategic Goal 1.5, Strategic Goal 2.1, Strategic Goal 2.2, Strategic Goal 2.3, Strategic Goal 4.1, Strategic Goal 5.1, Strategic Goal 5.2,

**Institutional Learning Outcomes 2016/17:** Communication, Critical Thinking, Global Consciousness, Professional & Ethical Behavior

## Dean, Student Success and Equity Office Goal Set 2015/16

### Equity Minded Practitioners

Student Success and Equity departments will promote and support activities and practices that support student equity.

#### Mapping

**CA- Mesa College Strategic Directions and Goals:** Strategic Goal 1.2, Strategic Goal 1.5, Strategic Goal 2.1, Strategic Goal 2.2, Strategic Goal 2.3, Strategic Goal 2.4, Strategic Goal 4.1, Strategic Goal 5.2, Strategic Goal 6.3

### Informed Decision Making

Student Success and Equity Departments will systematically use data to assess and improve programs and services.

#### Mapping

**CA- Mesa College Strategic Directions and Goals:** Strategic Goal 1.5, Strategic Goal 1.6

### Program Accountability

The Department of Student Success and Equity will insure that categorical programs adhere to state and/or federal regulations and meet the needs of Mesa College and our students.

#### Mapping

**CA- Mesa College Strategic Directions and Goals:** Strategic Goal 6.3

## ACTION PLANS FOR GOALS (REQUIRED)

### Actions

#### 2018/2019 Goals for Dean, Student Success and Equity Office

Goal

##### Goal: Basic Needs

Support student success through expansion of basic needs services to students

**Action:** Develop and implement The Stand Resource Center

<b>Describe the actions needed to achieve this objective:</b>	Develop planning workgroups under the SET committee to develop processes for the Stand Resource Center as well as processes for the resiliency fund
<b>Who will be responsible for overseeing the completion of this objective:</b>	Larry Maxey
<b>Provide a timeline for the actions:</b>	Fall 2019 develop two taskforce groups: Resource Center - determine layout as well as programs and services that will opporate out of the new center. Resiliency Fund - develop process for students in need to be able to access funding and support. These groups will work through Fall of 2019 through the implementation of the new resource center in August of 2020
<b>Describe the assessment plan you will use to know if the objective was achieved and effective:</b>	We will survey students and use disaggregated persistence data through the office of Institutional Effectiveness
<b>List resources needed to achieve this objective and associated costs (Supplies, Equipment, Computer Equipment, Travel &amp; Conference, Software, Facilities, Classified Staff, Faculty, Other):</b>	The facility is being remodeled as part of last phases of bond projects Staffing: 1. Program Coordinator (Student Support Services Officer) 2. Student Services Technician 3. Student Services Assistantant

**Goal: Data Informed Decision Making**

Use student success and equity data and research to inform college practices.

**Action: Equity Data Packets and HSI /Equity Dashboard**

<b>Describe the actions needed to achieve this objective:</b>	Work with IE to survey programs for equity minded engagement
<b>Who will be responsible for overseeing the completion of this objective:</b>	Larry Maxey, Ashanti Hands, Leticia
<b>Provide a timeline for the actions:</b>	Fall 18/19 Program Review Cycle - individual data packets provided to Student Services co-hort based programs. Spring/Summer 2019 - Work with OI to collect information for packets. Fall 2019 - OI created and presented draft of Student Services Program review Data Dashboard for 2019/2020 Program Review cycle. In addition, though partnership with the Office of Institutional Effectiveness and HSI Title III developed the HSI/Equity Data Dashboard to assist instructional and campuswide programs to assess equity outcomes: <a href="https://www.sdmesa.edu/about-mesa/institutional-effectiveness/institutional-research/data-warehouse/HSIEquityDash.shtml">https://www.sdmesa.edu/about-mesa/institutional-effectiveness/institutional-research/data-warehouse/HSIEquityDash.shtml</a>
<b>Describe the assessment plan you will use to know if</b>	We will work with the office of IE to assess the outcomes associated with program review to determine how departments used the date to assess programs for equity.

**the objective was achieved and effective:**

**List resources needed to achieve this objective and associated costs (Supplies, Equipment, Computer Equipment, Travel & Conference, Software, Facilities, Classified Staff, Faculty, Other):** N/A

**Goal: Difficult Conversations**

Create opportunities for the campus community to have conversation around race.

**Action: LEEP Series**

**Describe the actions needed to achieve this objective:** Work with the Learning Opportunities For Transformation (LOFT) to develop a training series, Leaders Engaging in Equity Practice.

**Who will be responsible for overseeing the completion of this objective:** Janue Johnson and Larry Maxey

**Provide a timeline for the actions:** First Cohort of Leaders Engaging In Equity Practice (LEEP) Series will begin in Fall of 2019 and will conclude at the end of the Spring Semester 2020.

**Describe the assessment plan you will use to know if the objective was achieved and effective:** The cohort will complete an equity project and will be formally evaluated to assess the effectiveness of the LEEP Courses.

**List resources needed to achieve this objective and associated costs (Supplies, Equipment, Computer Equipment, Travel & Conference, Software, Facilities, Classified Staff, Faculty, Other):** N/A

**GOAL STATUS REPORT (REQUIRED)**

**Action Statuses**

**2018/2019 Goals for Dean, Student Success and Equity Office**

Goal

**Goal: Basic Needs**

Support student success through expansion of basic needs services to students

**Action:** Develop and implement The Stand Resource Center

**Describe the actions needed to achieve this objective:**

Develop planning workgroups under the SET committee to develop processes for the Stand Resource Center as well as processes for the resiliency fund

**Who will be responsible for overseeing the completion of this objective:**

Larry Maxey

**Provide a timeline for the actions:**

Fall 2019 develop two taskforce groups: Resource Center - determine layout as well as programs and services that will operate out of the new center. Resiliency Fund - develop process for students in need to be able to access funding and support. These groups will work through Fall of 2019 through the implementation of the new resource center in August of 2020

**Describe the assessment plan you will use to know if the objective was achieved and effective:**

We will survey students and use disaggregated persistence data through the office of Institutional Effectiveness

**List resources needed to achieve this objective and associated costs (Supplies, Equipment, Computer Equipment, Travel & Conference, Software, Facilities, Classified Staff, Faculty, Other):**

The facility is being remodeled as part of last phases of bond projects  
Staffing:  
1. Program Coordinator (Student Support Services Officer)  
2. Student Services Technician  
3. Student Services Assistantant

Status for Develop and implement The Stand Resource Center

**Current Status:**

In Progress

**If the Current Status was marked Completed, what was the impact of the completed objective on your program:**

**If the Current Status was not marked Completed, what are the implications and next steps:**

We have developed taskforce groups that are working on key areas associated with the Stand Resource Center and getting input from the Success Equity and Transformation Committee

**Goal: Data Informed Decision Making**

Use student success and equity data and research to inform college practices.



**Action: Equity Data Packets and HSI /Equity Dashboard**

<b>Describe the actions needed to achieve this objective:</b>	Work with IE to survey programs for equity minded engagement
<b>Who will be responsible for overseeing the completion of this objective:</b>	Larry Maxey, Ashanti Hands, Leticia
<b>Provide a timeline for the actions:</b>	Fall 18/19 Program Review Cycle - individual data packets provided to Student Services co-hort based programs. Spring/Summer 2019 - Work with OI to collect information for packets. Fall 2019 - OI created and presented draft of Student Services Program review Data Dashboard for 2019/2020 Program Review cycle. In addition, through partnership with the Office of Institutional Effectiveness and HSI Title III developed the HSI/Equity Data Dashboard to assist instructional and campuswide programs to assess equity outcomes: <a href="https://www.sdmesa.edu/about-mesa/institutional-effectiveness/institutional-research/data-warehouse/HSIEquityDash.shtml">https://www.sdmesa.edu/about-mesa/institutional-effectiveness/institutional-research/data-warehouse/HSIEquityDash.shtml</a>
<b>Describe the assessment plan you will use to know if the objective was achieved and effective:</b>	We will work with the office of IE to assess the outcomes associated with program review to determine how departments used the data to assess programs for equity.
<b>List resources needed to achieve this objective and associated costs (Supplies, Equipment, Computer Equipment, Travel &amp; Conference, Software, Facilities, Classified Staff, Faculty, Other):</b>	N/A

**Status for Equity Data Packets and HSI /Equity Dashboard**

<b>Current Status:</b>	In Progress
<b>If the Current Status was marked Completed, what was the impact of the completed objective on your program:</b>	
<b>If the Current Status was not marked Completed, what are the implications and next steps:</b>	

**Goal: Difficult Conversations**

Create opportunities for the campus community to have conversation around race.

**Action: LEEP Series**

**Describe the actions needed to achieve this objective:**

Work with the Learning Opportunities For Transformation (LOFT) to develop a training series, Leaders Engaging in Equity Practice.

**Who will be responsible for overseeing the completion of this objective:**

Janue Johnson and Larry Maxey

**Provide a timeline for the actions:**

First Cohort of Leaders Engaging In Equity Practice (LEEP) Series will begin in Fall of 2019 and will conclude at the end of the Spring Semester 2020.

**Describe the assessment plan you will use to know if the objective was achieved and effective:**

The cohort will complete an equity project and will be formally evaluated to assess the effectiveness of the LEEP Courses.

**List resources needed to achieve this objective and associated costs (Supplies, Equipment, Computer Equipment, Travel & Conference, Software, Facilities, Classified Staff, Faculty, Other):**

N/A

**Status for LEEP Series**

**Current Status:**

In Progress

**If the Current Status was marked Completed, what was the impact of the completed objective on your program:**

**If the Current Status was not marked Completed, what are the implications and next steps:**

First cohort is in session, program will be completed in Spring of 2020.

## Request Forms

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### CLASSIFIED POSITION, BARC AND FACULTY POSITION REQUEST

## Reviewers

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### LIAISON'S REVIEW

### MANAGER'S REVIEW

**Form:** Schools and Divisions Manager's Review 2019/20 UPDATE

# Appendix

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- A. **2019/20 Program Review Outcomes and Assessment Section** (Form)
  - B. **2019/20 Program Review Schools and Divisions Analysis Section** (Form)
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# Form: "2019/20 Program Review Outcomes and Assessment Section"

**Created with :** Taskstream

**Participating Area:** Dean, Student Success and Equity Office

## **(REQUIRED) Program name**

Student Success and Equity

## **(REQUIRED) Are you on target with your assessment schedule?**

Yes, the Office of Student Success and Equity will annually assess two of the four stated outcomes.

1. We will collaborate with the Office of Institutional Research to create and assess the outcome data related to the success of disproportionately impacted student groups.
2. We will work with the LOFT to assess the effectiveness of equity related professional learning.

## **(REQUIRED) What have your assessments revealed about your courses/programs/service area/school/division/office?**

Our assessments have shown that at Mesa, we pursue equity through a culture of inquiry and data-informed decision making in the classroom and across campus areas. We are working to approach difficult conversations about systems of oppression with skill and humility. Mesa is committed to developing interventions based upon robust data collection and following through on our new ideas with inquiry into the success of their implementation. We aspire to work within integrated and equity-minded systems to ensure that everyone has what they need to succeed during their time at Mesa College.

We have developed a culture that focuses on program evaluation of effort and program improvement; Implemented institutional practices to root equity minded practice in to foundation of college culture, including:

- Developed and institutionalized a standard definition of equity thus providing a standard for evaluation of our progress.
- Imbedding an equity focused question within the program review process as a requirement for all campus academic and student services programs.
- Developed a "Crosswalk for Institutional Equity" to serve as an organizing tool to better understand how an initiative is contributing to student success measures broadly and more specifically in terms of equity.
- Through the office of Institutional Research, we have standardized the use of data across the campus through the development of equity dashboards, which encourages and allows administrators, faculty and classified professionals to be data researcher.

Through survey of our Student Development/Student Equity Joint School Presentations, we have found the following related to the principle of equity:

1. 96.66% have a clear understanding of Mesa's definition of equity minded discussions.
2. 100% of the respondents value Mesa's intent of becoming the Leading College of Equity and Excellence.
3. 83.34% have learned about the topic of equity through school meetings.
4. 86.66% of the respondents indicated that the information they have learned through school meetings and workshops have influenced their practices.
5. 86.66% stated that discussions regarding equity minded practices are relevant to me.
6. 80% of the respondents take advantage of the professional learning opportunities that relate to this topic.
7. 94.11% of the respondents are enthusiastic about continuing equity discussions and training sessions across campus.

**(REQUIRED) Based on your assessments, what resource needs have you identified?**

1. As an institution we have done a nice job with helping our community to understand the value of equity minded engagement and how equity is defined.
2. With the emphasis on basic needs and soon to be expanded Stand and student resource center we need additional staffing and resources in order to fully functionalize the Stand Resource Center.

**Please provide any other comments.**

*No answer specified*

# Form: "2019/20 Program Review Schools and Divisions Analysis Section"

Created with : Taskstream

Participating Area: Dean, Student Success and Equity Office

## School/Division Name

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**(REQUIRED) Type your School/Division name.**

Student Success and Equity

**Part A: In this section, please analyze your School or Division in terms of student success metrics as well as your contribution to the College's identity of being an Hispanic Serving Institution.**

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**(REQUIRED) A1. What metric(s) are you following most closely?**

The Office of Student Success and Equity generally looks at the larger data associated with the success of disproportionately impacted student groups. With the introduction of the CCCC Student Success Metric, new groups have been added that require our attention as disproportionately impacted. We will look for opportunities to expand the scope of currently funded programs as well as develop new strategies in order to meet the needs of new DI groups found within the dashboard. The metrics that our office will be following most closely relates to the persistence efforts associated with our basic needs programs as we serve as the implementation arm for these services.

For the 2018/2019 Academic Year, our basic needs efforts produced the following outcomes:

**Direct Student Support** - 54 applications have received for the spring 2018 semester. • 39 students have been assessed 37 received assistance. • \$6420 in assistance has been given out. \$5350 in book assistance, \$700 in food cards and \$370 in bus passes. • \$300.00 is the maximum amount awarded. • We have provided 3 backpacks with supplies.

**The Stand:** Distributed 44,972 items of food and 1,576 items of clothing to 1,781 unduplicated students

**The Stand: Farmers Market:** Provided 150,818 lbs of produce and shelf-stable food to 8,773 households.

**The Stand: Pop-up Market:** Served an average of 1,000 lbs of food to 73 households per week.

**CalFresh Workshops:** Hosted 6 sessions where 51 students signed up for benefits.

**Students who used The Stand:**

77% reported to be food insecure

45% reported to be housing insecure



**(REQUIRED) A2. Have you identified any racial/ethnic groups that are experiencing equity gaps in any of these metrics?**

Equity Gap: When a group of students who share a common characteristic (e.g. race/ethnicity) have lower access and/or outcome rates than their peers. The size of the equity gap along with the size of the group determine whether that gap is significant. Larger groups should, statistically, have smaller gaps and therefore when gaps are present (even small ones) they may be significant. Smaller groups will see wider variation in outcomes, therefore gaps should be seen consistently over time and/or reviewed by looking at multiple years in aggregate to determine if they are significant.

African American

LatinX

**(REQUIRED) A3. What action, if any, has been taken to address these equity gaps?**

Equity Gap: When a group of students who share a common characteristic (e.g. race/ethnicity) have lower access and/or outcome rates than their peers. The size of the equity gap along with the size of the group determine whether that gap is significant. Larger groups should, statistically, have smaller gaps and therefore when gaps are present (even small ones) they may be significant. Smaller groups will see wider variation in outcomes, therefore gaps should be seen consistently over time and/or reviewed by looking at multiple years in aggregate to determine if they are significant.

Our basic needs efforts were specifically intended to support the persistence of our disproportionately impacted students, in 2017 we found that 75% of student who participated in our basic needs support programs were either Latino or African American compared to 42% of the student body. We will be assessing our data in order to determine the specific impact to African American and LatinX students. We will do this by means of survey and through collaboration with the Office of Institutional Effectiveness where we will again disaggregate the data by race of the students who make use of our basic needs resources to see the impact of the resource in helping the student to persist.

**(REQUIRED) A4. What actions, if any, have you taken as a result of the School Equity Reports?**

We are in the process of expanding our basic needs resources and in the Fall of 2020 will be opening The Stand Resource Center, a one stop center for basic needs support.

**(REQUIRED) A5. How does your School or Division contribute to the College's identity of being a Hispanic Serving Institution (HSI)?**

There are many ways that the Office of Student Success and Equity contributes to the College's identity of being an Hispanic Serving Institution:

Provide direct oversight of programs established through the Title V Proyecto Exito Grant, including Avanza Engagement Center, CRUISE and Peer Navigator Programs, Classroom Tutoring, Mathletics and the LOFT. The Office of Student Success and Equity maintains the vision of these efforts that were rooted in our identity as a Hispanic Serving Institution and through integration these initiatives continue to grow and operate as the core of our equity practices.

**Part B: In this section, look at the area of focus you identified in last year's program review and answer the following questions.**

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**(REQUIRED) B1. How have you developed this focus? Are you seeing any results? What are your next steps?**

We will continue to expand our basic needs efforts as we are finding positive results within the persistence data associated with this work and proportionately, the effort is supporting the success of disproportionately impacted students. In Fall of 2020 we will be opening the expanded Stand Resource Center.