

Schools and Divisions Program Review 2019/20 UPDATE

Dean, Student Development Office

**Created on: 07/31/2019 04:41:00 PM PDT
Last Modified: 01/09/2020 05:58:14 PM PDT**

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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 - Ailene Crakes
- Name of Liaison - Charlie Zappia
- 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 School of Student Development Goals

Promote Equity

The School of Student Development will promote an environment that encourages equity minded discussions and practices in our office, programs, classrooms, and general practice.

Mapping

CA- Mesa College Strategic Directions and Goals: Strategic Goal 1.1, 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 4.2, Strategic Goal 5.1, Strategic Goal 5.2, Strategic Goal 6.2,
Institutional Learning Outcomes 2016/17: Communication, Critical Thinking, Global Consciousness, Professional & Ethical Behavior

Office Effectiveness

The School of Student Development will focus in improving effectiveness and services provided to students, faculty, staff, and administration.

Mapping

CA- Mesa College Strategic Directions and Goals: Strategic Goal 1.1, 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 2.4,
Institutional Learning Outcomes 2016/17: Communication, Critical Thinking, Global Consciousness, Information Literacy, Professional & Ethical Behavior

Communication

Improve communication between the School of Student Development, staff, and faculty. Improve communication between School of Student Development and Student Success and Equity. Improve communication concerning

Student Equity and Achievement Program to the whole campus community

Mapping

CA- Mesa College Strategic Directions and Goals: Strategic Goal 1.1, 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 2.5, Strategic Goal 4.1, Strategic Goal 5.1, Strategic Goal 5.2,

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

ACTION PLANS FOR GOALS (REQUIRED)

Actions

2018/2019 School of Student Development Goals

Goal

Goal: Promote Equity

The School of Student Development will promote an environment that encourages equity minded discussions and practices in our office, programs, classrooms, and general practice.

Action: Equity Discussions

Describe the actions needed to achieve this objective:

The School of Student Development will work collaboratively with the School of Student Success Equity to promote equity discussions during school meetings, counseling retreat, and encourage participation in professional learning activities offered through the LOFT.

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

School of Student Development

Provide a timeline for the actions:

Ongoing

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

Faculty and staff who attend the school meetings and retreat will be surveyed.

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: Office Effectiveness

The School of Student Development will focus in improving effectiveness and services provided to students, faculty, staff, and administration.

Action: Customer Service	
Describe the actions needed to achieve this objective:	Work towards ensuring that the School of Student Development provides quality customer service to those seeking services (faculty, staff, students, administration).
Who will be responsible for overseeing the completion of this objective:	Dean of Student Development Student Development Senior Secretary
Provide a timeline for the actions:	Ongoing
Describe the assessment plan you will use to know if the objective was achieved and effective:	Survey
List resources needed to achieve this objective and associated costs (Supplies, Equipment, Computer Equipment, Travel & Conference, Software, Facilities, Classified Staff, Faculty, Other):	

Action: Faculty Appraisal	
Describe the actions needed to achieve this objective:	The School of Student Development will focus on making improvements toward ensuring that the faculty appraisal process is followed, in addition to all the deadlines.
Who will be responsible for overseeing the completion of this objective:	Dean of Student Development Student Development Sr. Secretary
Provide a timeline for the actions:	Ongoing
Describe the assessment plan you will use to know if the objective was achieved and effective:	Ensure that the deadline is met - feedback provided by the Faculty Appraisal Coordinator and support Through survey to be conducted on the School of Student Development
List resources needed to achieve this objective and associated costs (Supplies, Equipment, Computer Equipment, Travel & Conference, Software, Facilities, Classified Staff, Faculty, Other):	Opportunity for staff to go to training

Faculty, Other):

Goal: Communication

Improve communication between the School of Student Development, staff, and faculty.

Improve communication between School of Student Development and Student Success and Equity

Improve communication concerning Student Equity and Achievement Program to the whole campus community

Action: Improve communication concerning SEA Program

Describe the actions needed to achieve this objective:

Regularly scheduled meetings and presentations to the following:
Joint School Meetings
Student Development Leadership Team Meetings
MSSC meeting
President's Cabinet
Academic Senate
Classified Senate
Chairs Council
Success, Equity, and Transformation Committee

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

SET Leads:
Dean of Student Development
Dean of Student Success and Equity
Basic Skills Initiative Coordinator

Provide a timeline for the actions:

Ongoing

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

Perception Survey

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

GOAL STATUS REPORT (REQUIRED)

Action Statuses

2018/2019 School of Student Development Goals

Goal

Goal: Promote Equity

The School of Student Development will promote an environment that encourages equity minded discussions and practices in our office, programs, classrooms, and general practice.

Action: Equity Discussions

Describe the actions needed to achieve this objective:

The School of Student Development will work collaboratively with the School of Student Success Equity to promote equity discussions during school meetings, counseling retreat, and encourage participation in professional learning activities offered through the LOFT.

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

School of Student Development

Provide a timeline for the actions:

Ongoing

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

Faculty and staff who attend the school meetings and retreat will be surveyed.

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 Equity Discussions

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:

The School of Student Development continues to work collaboratively with the School of Student Success and Equity to provide opportunities for faculty and staff to work together and provide professional learning opportunities centered around equity minded discussions.

Goal: Office Effectiveness

The School of Student Development will focus in improving effectiveness and services provided to students, faculty, staff, and administration.

Action: Customer Service

Describe the actions needed to achieve this objective:	Work towards ensuring that the School of Student Development provides quality customer service to those seeking services (faculty, staff, students, administration).
Who will be responsible for overseeing the completion of this objective:	Dean of Student Development Student Development Senior Secretary
Provide a timeline for the actions:	Ongoing
Describe the assessment plan you will use to know if the objective was achieved and effective:	Survey
List resources needed to achieve this objective and associated costs (Supplies, Equipment, Computer Equipment, Travel & Conference, Software, Facilities, Classified Staff, Faculty, Other):	

Status for Customer Service

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:	The School of Student Development has been working more intently with the senior secretary to promote a positive atmosphere to support faculty, staff, and students requesting assistance. Examples include answering phones and responding to requests.

Action: Faculty Appraisal

Describe the actions needed to achieve this objective:	The School of Student Development will focus on making improvements toward ensuring that the faculty appraisal process is followed, in addition to all the deadlines.
Who will be responsible for overseeing the completion of this objective:	Dean of Student Development Student Development Sr. Secretary

Provide a timeline for the actions:	Ongoing
Describe the assessment plan you will use to know if the objective was achieved and effective:	Ensure that the deadline is met - feedback provided by the Faculty Appraisal Coordinator and support Through survey to be conducted on the School of Student Development
List resources needed to achieve this objective and associated costs (Supplies, Equipment, Computer Equipment, Travel & Conference, Software, Facilities, Classified Staff, Faculty, Other):	Opportunity for staff to go to training

Status for Faculty Appraisal

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:	This is an ongoing item that requires continued support and training for the School of Student Development and senior secretary. The team continues to work towards ensuring that the faculty appraisal process is followed accurately.

Goal: Communication

Improve communication between the School of Student Development, staff, and faculty.

Improve communication between School of Student Development and Student Success and Equity

Improve communication concerning Student Equity and Achievement Program to the whole campus community

Action: Improve communication concerning SEA Program

Describe the actions needed to achieve this objective:	Regularly scheduled meetings and presentations to the following: Joint School Meetings Student Development Leadership Team Meetings MSSC meeting President's Cabinet Academic Senate Classified Senate Chairs Council Success, Equity, and Transformation Committee
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Who will be responsible for overseeing the completion of this objective: SET Leads:
Dean of Student Development
Dean of Student Success and Equity
Basic Skills Initiative Coordinator

Provide a timeline for the actions: Ongoing

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

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

Status for Improve communication concerning SEA Program

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:

The School of Student Development will continue to work collaboratively with the School of Student Success and Equity to communicate concerning the Student Equity and Achievement program to the whole campus and share about the program.

Request Forms

CLASSIFIED POSITION, BARC AND FACULTY POSITION REQUEST

Reviewers

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 Development Office

(REQUIRED) Program name

Student Development

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

Yes, the School of Student Development is on target with the assessment schedule.

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

The assessments revealed that the office of Student Development can do a better job of helping faculty and staff resolve their issue. The questions concerning equity revealed that the joint school meetings have done a good job of exposing participants to professional learning opportunities on equity minded approaches and are pleased with the training available on campus.

Below are the results of the findings based on the survey conducted on the School of Student Development:

Under Office Effectiveness:

1. 58.33% of the respondents stated that the Student Development Office helped them resolve their issue.
2. 77.78% of the respondents stated that The School of Student Development staff are friendly and helpful.
3. 72.72% of the respondents stated that the help they received is accurate, clear, and concise.
4. 84.84% of the respondents stated that the office is meeting the goal of providing effective support to faculty, staff, and students.
5. 84.84% of the respondents stated that they are able to reach the Student Development Office

Promote Equity:

1. 86.67% indicated that the joint school meetings promote an environment that encourages equity minded discussions.
2. 86.66% have become more aware of the patterns of inequity in student outcomes.
3. 93.34% are willing to take responsibility for the students' success by critically examining my own practices.
4. 76.66% have become race conscious and aware of social and historical context of exclusionary practices in higher education.

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?

Based on the assessments, professional development for staff is critical in order to provide support for the division.

Additionally, Mesa has done a wonderful job of providing a myriad of professional learning opportunities to support the institution's goal of becoming the leading college of equity and excellence.

Please provide any other comments.

I am pleased with the progress made towards increasing awareness and understanding of equity in our work with students.

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

Created with : Taskstream

Participating Area: Dean, Student Development Office

School/Division Name

(REQUIRED) Type your School/Division name.

School of Student Development

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.

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

Student success metrics followed closely include all students. The school of student development provides essential services throughout a student's journey at Mesa College that support their success in college. These services include the following:

- Admissions
- Orientation
- Career Planning
- Education Planning
- Follow-up Services

Additionally, the School of Student Development is comprised of 9 departments and/or programs that include:

1. Admissions
2. Veterans and Records
3. Veterans Resource Center
4. General Counseling
5. Transfer Center
6. Evaluations
7. Career
8. Orientation
9. Personal Growth Curriculum

All these services and/or programs are critical to supporting student success and contribute to the college's identity of being a Hispanic Serving Institution. Furthermore, there are a myriad of counseling retention programs and support services such as Puente, STEM Core Hot Spots, STEM Core Counselor, Personal Growth with a STEM emphasis. Additionally, the School of Student Development and the departments/programs served participate and support events that contributes to the college's identity of being a Hispanic Serving Institution. Examples include Jump Start Your Success, Equity Crosswalk, Multiple Measures Assessment Project/Placement Assistant, Cruise Program, in addition to providing support to categorical programs.

(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.

- The data warehouse for HSI/Equity Dashboards indicate that the Latinx student population have a 67% success rate compared to non-latinx students who have a success rate of 74%.
- Female Latinx show a 70% success rate compared to 76% for non-Latinx students.
- Male Latinx show a 64% success rate compared to 72% for non-Latinx students.
- Latinx students ages 18-24 have a 66% success rate compared to 73% for non-Latinx students.
- Latinx students ages 49-49 have a 70% success rate compared to 79% for non-Latinx students.
- In the area of educational objective, Latinx students continue to demonstrate lower success rates than non-Latinx students in the following areas: associate degree 66%/73%, bachelor's degree 68%/74%, basic skills/ed development 73%/77%, Career Vocational 71%/75%, Concurrent Enrollment 64%/73%, and Undecided/Unreported 66%/73%
- In the area of enrollment status, Latinx students have lower overall success rates for enrollment status compared to non-Latinx students in all areas: continuing students 69%/75%, current HS students 88%/91%, First-Time student 61%/69%, First-Time Transfer Student 64%/71%, Returning Student 60%/65%, Returning Transfer Student 58%/65%. and Unreported 71%/76%.

(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.

Programs in the School of Development are continuing to work towards addressing these equity gaps by having retention programs designed to support the unique needs of the Latinx student population. Below are a few examples:

- Programs such as Puente Project provide academic preparation and support that is specifically designed to meet the needs of the educationally disadvantaged student population. Puente helps students enroll in four-year colleges and universities, earn college degrees, and return to the community as mentors and leaders of future generations. Additionally the mentoring component and emphasis in leadership and

communicatin skills provide students with learning opportunities that prepare them for success.

- Additionally, many of the new counseling faculty and staff hired look like our student population and have an increased awareness of and sensitivity to the needs of the Latinx student population.
- The counseling department has hired a full-time counselor with a special assignment designed to support student athletes, and counselor with an emphasis in online counseling and advising to support equity minded approaches.
- Special efforts have been made to work closely with the school of student success and equity to partner and support equity gaps. Examples of services provided include funding adjuncts in categorical programs to support student success services and promote their success.
- The career center has initiated and implemented the Career Peer Ambassadors Program which is a form of equity minded approach in order to increase awareness of the importance of career services, career readiness resources, and support in students' educational journey.
- The career center continues to implement activities that are designed to expand student equity and retention through career services by increasing collaboration with faculty and specialized student programs (SSSP, Student Equity, Title V/HIS grant, Strong Workforce, etc.).
- The Veterans and Records Office and Veterans Resource Center are working towards equity minded services and approaches that address the unique needs of student veterans.
- Admissions works hard to support Mesa's enrollment management efforts, HS partnerships, and CCAP program.
- Continue to support programs and events from Assessment and Outreach and work collaboratively to provide equity minded approaches.
- Increased offerings of Personal Growth courses to support the Promise Program.
- Offer Personal Growth courses at the high schools to serve students who are underrepresented in higher education and provide a seamless pathway from high school to community college.

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

Same response as previous question. Additionally, the School of Student Development support activities, programs, and services under Admissions, Veterans and Records, Veterans Resource Center, Career, Transfer, Evaluations, General Counseling, Orientation, and Personal Growth curriculum.

As a result of the School Equity Reports, the programs in the School of Development are continuing to work towards addressing these equity gaps by having retention programs designed to support the unique needs of the Latinx student population. Below are a few examples:

- Programs such as Puente Project provide academic preparation and support that is specifically designed to meet the needs of the educationally disadvantaged student population. Puente helps students enroll in four-year colleges and universities, earn college degress, and return to the community as mentors and leaders of future generations. Additionally the mentoring component and emmphasis in leadership and communicatin skills provide students with learning opportunities that prepare them for success.

- Additionally, many of the new counseling faculty and staff hired look like our student population and have an increased awareness of and sensitivity to the needs of the Latinx student population.
- The counseling department has hired a full-time counselor with a special assignment designed to support student athletes, and counselor with an emphasis in online counseling and advising to support equity minded approaches.
- Special efforts have been made to work closely with the school of student success and equity to partner and support equity gaps. Examples of services provided include funding adjuncts in categorical programs to support student success services and promote their success.
- The career center has initiated and implemented the Career Peer Ambassadors Program which is a form of equity minded approach in order to increase awareness of the importance of career services, career readiness resources, and support in students' educational journey.
- The career center continues to implement activities that are designed to expand student equity and retention through career services by increasing collaboration with faculty and specialized student programs (SSSP, Student Equity, Title V/HIS grant, Strong Workforce, etc.).
- The Veterans and Records Office and Veterans Resource Center are working towards equity minded services and approaches that address the unique needs of student veterans.
- Admissions works hard to support Mesa's enrollment management efforts, HS partnerships, and CCAP program.
- Continue to support programs and events from Assessment and Outreach and work collaboratively to provide equity minded approaches.
- Increased offerings of Personal Growth courses to support the Promise Program.
- Offer Personal Growth courses at the high schools to serve students who are underrepresented in higher education and provide a seamless pathway from high school to community college.

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

The School of Student Development contributes to the college's identity of being a Hispanic Serving Institution by focusing on support services and programs designed to meet the needs of the Latinx population, in addition to working collaboratively to promote, support, and celebrate the success of the Latinx student population.

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

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

The area of focus identified in last year's program review include the Student Equity and Achievement Program (SEA Efforts), value of career services and education, and support for student veterans. The school continues to work towards these efforts through the implementation of the SEA program by working collaboratively with Basic Skills, SSSP, and Student Equity. Additionally, career before education planning and differentiated orientation continues to be priorities in the school, as well as the focus on expanding services to student veterans. We are currently working on the Student Equity and Achievement Program plan which is due in January 2020. We are on the second year of implementation of

the Veterans Resource Center RFA Grant, and we continue to work collaboratively with the whole campus to promote the value of career services and resources.

1. SEA Efforts - Student Equity and Achievement Program

The School of Student Development is the home for matriculation, Student Success and Support Program, Integration, and now SEA - Student Equity and Achievement Program. The Dean of Student Development takes the lead role for handling the program's efforts, which has switched from integration to SEA - Student Equity and Achievement Program. The intent behind the program entails advancing the systemwide goal of boosting achievement for all students, in addition to eliminating achievement gaps for students from traditionally underrepresented groups.

2. Increased awareness of the value of career services in light of the Strong Workforce Program

In the past, career services were an afterthought. Emphasis was made on providing matriculation services which entailed Admissions, Assessment, Orientation, Counseling, and Student Follow-up. The availability of Strong Workforce Funds has made it possible for community colleges to focus on technical education to increase social mobility and fuel regional economies with skilled workers. Student Development would like to work more closely with colleagues in various departments, region, and the state to support the need to target the following areas: Student Success, Career Pathways, Workforce Data, Outcomes, Curriculum, CTE Faculty, Regional Coordination and Funding

In my position as Dean of Student Development, I have been working in collaboration with the Dean of Business and Technology and Associate Dean of CTE, along with the Career Center team to determine ways to share about the value of career services, job placement, and work based learning experiences. It will take some time to be able to do this since it will be a culture change for the Counseling Department. Many counselors are used to providing general counseling services and referring students to the Career Center for help. I am hoping to be able to share the value of career services by providing opportunities for professional learning. Some counseling faculty have shared their discomfort and lack of knowledge with career planning services. I would like to be able to help support their growth and development as professionals in this area so that we can work together to support our students. I would like counselors to be able to see the value of providing holistic counseling services from start to finish, in addition to ensuring that our students are made aware of the value of being prepared for the workforce and by obtaining meaningful employment

3. VRC - Veterans Resource Center

San Diego Mesa College was awarded two grants that support Veterans Resource Center. These grants are designed to enhance and expand services provided to our student veterans. In the past few years, the School of Student Development has focused its efforts on improving services to student veterans by hiring a veterans counselor, a staff for the Veterans Resource Center, and by applying for these grants. Through these funds, Mesa plans to improve the veteran student experience by increasing support, facilitating events, and improving the Veterans Resource Center on campus.