

2022-23 Program Review Template

Directions for Lead Writers: Please use this template to complete your Unit's Program Review for this cycle. After you complete this template, please click [here](#) to upload this word document.

Click [here](#) to view our Glossary of Terms.

Other Resources:

[Program Review Handbook](#)

[Acronym Dictionary](#)

[Resource Link Library](#)

[Mesa 2030](#)

[Program Review Archives](#)

DEI Discussions: as part of your reflection with your unit, a workgroup has developed a Diversity, Equity, Inclusion, and Accessibility Discussion Guide. Please use this in your unit-level discussions as we move toward becoming more diverse, equitable, inclusive, and accessible through intentional and ongoing campus-wide reflections and revisions of policies and practices.

View the guide [here](#). Have reflections or feedback to share? Click [here](#).

<i>Program Information & Executive Summary</i>		
Prompt	Guidance	Program Response
Describe the successes and challenges your unit has faced since the last comprehensive review.		<p>One of the successes that Student Accounting Office has faced since the last comprehensive review was the batch online credit card refunds that are processed weekly. This success has sped up our online credit card refund process compared to our prior manual one-by-one refund process between two systems (PeopleSoft and Touchnet) that took each staff at least 15-30 minutes to process a single refund.</p> <p>Another success was the launch of the PRONTO bus passes. In the past, students would get a sticker on their Student ID cards. Now, students can use a virtual card when they download the PRONTO app. They don't have to worry about losing their physical card and it's</p>

		<p>reloadable whenever the pass expires. Currently, students are eligible for a free HEERF semester/monthly bus pass if they apply and are eligible through Basic Needs/STAND.</p> <p>Yet another success our Student Accounting department was reclassifying our Senior Account Clerk to an Accounting Technician. The type of work has changed with our new PeopleSoft Campus Solutions. It requires more analytical and technical work. Handling the ever-increasing and demanding workload of the new integrated student system requires the staff to be classified as technicians.</p> <p>Despite some successes, there are some challenges that our Student Accounting Office has faced since the last comprehensive review. One of the challenges is the staffing/manpower in the office. There are currently many vacant positions. With the vacant posts, it created some Acting positions. Having acting positions between different departments have significantly impacted the office's workload. The reason is that the position is temporary and still determining how long it would last. It causes a domino effect within the District, leaving some departments with less staffing, requiring the department to hire temporary NANCE workers.</p> <p>Another challenge is the credit card payment issues for parking permits online purchase as well as at our Accounting windows. At the beginning of every term, students having problems purchasing the permits online. During Covid pandemic, we didn't charge student for parking permits. Last Fall 2022, permits were required; but our credit card feature for the purchase was not functional. Our District team worked with Touchnet to fix the issue. So for Fall 2022, District used the JIRA ticket system for all the students requesting permits. Toward the end of Fall semester, the system got fixed. But in Spring 2023, students were charged more than once when they tried to purchase their permits There needed to be integration from our credit card merchant Touchnet to our student system PeopleSoft Campus Solutions. Due to the error, Touchnet was unable to automatically resolve the issue. Both the District staff and campus Student Accounting staff had to manually fix all the errors and process the</p>
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		<p>refunds.</p> <p>Yet another challenge that our department faces daily is the handling of our Financial Aid warrants. We need to have a better communication with Financial Aid and District Office. We need to streamline the process with District Office Accounts Payable and Financial Aid. This is to ensure a smooth operation so students can receive their warrants in a timely manner. If a business process changes, then it must be reflected and shared immediately with all involved parties.</p>
<p>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.</p>	<p>Optional</p>	<p>A major service change that our Student Accounting Office engaged is the way how our third parties want to be invoiced using certain online systems. By doing so, it requires staff members to personally register an account and go through trainings. Examples of third-party billings are: Retail Management programs, Amazon Choice, the Veterans Chapter 31 Vocational Rehabilitation program, and the Military programs (Post 911/GI Ch33, Navy, Marine, Army, Air Force).</p> <p>Another major change was the HEERF funding for student outstanding debts which have created an abundance of work for not only our department but for the entire district. The decision was made to pay prior student enrollment debt but it impacted the Financial Aid students. At the beginning, it was not clearly defined how the HEERF funding would work to pay the student debt. This was not communicated well to students and the departments. Student distribution of HEERF funds went through the Edquity website. Unfortunately, this did not integrate with our current system which caused issues with auditing and reporting purposes. Later the transactions posted in Campus Solutions for HEERF reporting purposes. It created confusion for the student regarding their accounts. It would have been a better process for everyone if management met with all involved parties.</p> <p>Since the last comprehensive review, there is a lack of</p>

		communication that affects departments when decisions/ideas are made for new work processes. The decisions made by other departments or external organizations has greatly impacted the amount and type of work for the receiving department who handles the work process. For example, our department have new trainings to use external org systems for third party invoicing and payment tracking. Another example, the last-minute decision for not dropping students greatly impacts and stresses our students. Yet another example, having new grants without a clear plan of disbursement.
If applicable, describe the impact of any new resources (human, fiscal, etc.) on the unit and/or action plan implementation.	Optional	Our Student Accounting Office is impacted by not having enough office personnel. The department's workload has increased but our staffing has decreased. Our department has assisted with more duties and new work processes that impacts our campus, our District, and external organizations.
Please confirm that the department has reviewed the Course Learning Outcomes listed in CurricuNet for each course and verify accuracy.	Select One	<input type="checkbox"/> Reviewed and accurate <input type="checkbox"/> Reviewed not accurate, update in progress <input type="checkbox"/> Reviewed not accurate, need support
Data Reflection		
Prompt	Guidance	Program Response
Describe the trends you see in your program/service area's data.	<p>Instructional Data you may consider: enrollment trends, course & program learning outcomes, Institutional Learning Outcomes, course success and retention rates, degree completion, transfer, employment, labor market analysis, other data relevant to your unit's work</p> <p>Service/Admin Area Data you may consider - service usage, service access, demand for services, student service/administrative unit outcomes, types of services offered and used, headcount of services usage, trends in reason for service use, other data relevant to your unit's work</p>	<p>Since returning from the COVID pandemic, the use of our Student Accounting Office emails has increased which requires ongoing monitoring and responding. We receive up to 50 emails/week from students, staff, faculty, and third parties. We have gotten an abundance of students with HEERF bus pass requests. The number of students for the EOPS and College Promise programs have increased in paying for student tuition and fees and parking permits. New scholarships and grants (i.e. CalKIDs, ECMC-Project Success, Pantry, Grocery Cards, Golden State Education & Training Grant) have been introduced. They require monitoring and maintaining accurate information and processing disbursement/reimbursement requests to our students, staff, and faculty. Also, new programs or grants have caused an increase in newly created Fiduciary accounts (i.e. Region X EOPS) to support the process of how funds are used.</p>

Describe any equity gaps you see in these data. Are there differences and/or patterns observed by demographics (e.g. race/ethnicity, gender, age, etc.)?	Equity gaps refer to disparities in educational outcomes and student success metrics across race/ethnicity, socioeconomic status, gender, and other demographic traits and intersectionalities.	We service a diverse group of students with different race/ethnicity, socioeconomic status, gender and other demographic traits. For example, the number of students we serve for these student programs in processing payments are: EOPS (which pays for students' health fees, Associated Student fees, and parking permits): Fall 2022 – 511 students/Spring 2023 – 484 students; HEERF monthly/semester bus passes: Fall 2022 – 173 students/Spring 2023 – 200 students; and College Promise Emergency grants: Fall 2022 – 180 students/Spring 2023 – 172 students. We are responsible to disburse Project Success ECMC funds of \$80K+ to eligible students. We have invoiced and received tuition fees from the Department of Veterans Affairs for our VA Ch31 students: Fall 2022- 60 students/Spring 2023 – 62 students and for our VA Ch33 students: Fall 2022 - 353 students/Spring 2023 - 572 students.
Describe the discussion(s) that took place about the unit's learning outcomes assessment data.	Department Outcomes Coordinators (DOCs) facilitate a department wide discussion on learning outcomes data each year during "Outcomes Across Campus". DOC's may helpful in supporting this section.	N/A
<i>Practice Reflection</i>		
Prompt	Guidance	Program Response
Describe current practices your unit has engaged in that you believe impact the above data trends and equity gaps.	Items to consider: new actions specifically focused on issues of equity, major curricular changes, professional learning, policy or process changes, data-informed unit dialogue, community outreach.	With the new programs and grants, our department constantly has to adapt to new changes in policies and procedures. We have to modify our processes in order to accommodate the students, staff, and faculty. We have to request new PeopleSoft reports in order to reconcile all the student accounts related to the third-party accounts and programs.
What other factors (internal or external) might also impact the above data trends and equity gaps?	Items to consider: legislative changes, fiscal changes, staffing changes, recruitment, hiring, and retention practices.	Staffing changes have affected our office operations because the duties are temporarily given to new staff to handle, which requires time and training. Our department has to recruit and hire new employees to temporarily fill the vacant acting positions.

Unit Goals and Action Plans		
Prompt	Guidance	Program Response
Unit Goals	Goals should connect to Data and Practice Reflections. Goals should be Specific, Measurable, Attainable, Relevant, and Time-bound.	<p>Goal 1: Professional growth opportunity and training for department staff to better support and monitor our students with new programs and/or grant funding.</p> <p>Goal 2: Collaboration with District Office and Financial Aid Office to streamline the check warrant processes.</p> <p>Goal 3: Establishment of new contract positions and continuous project assistants (preferably full-time, if possible) to assist with new projects related to student retention, success, and equity.</p>
Mesa2030 Roadmap Strategic Objective (SO) Alignment	Review Mesa2030 and the Roadmap to Mesa2030 , only link to SO's that your goal clearly and intentionally is meant to contribute to, each goal should link to 1 or more SOs	<p>Goal 1:</p> <p>SO: Community > a. Use technology to improve communication and accessibility across campus.</p> <p>SO: Pathways and Partnerships > c. Increase community engagement, experiential learning, integrated career planning, and workforce training to prepare students for future careers.</p> <p>SO: Scholarships > a. Expand and prioritize professional learning experiences for all employees that create parity in outcomes across racial/ethnic groups and all disproportionately impacted groups.</p> <p>Goal 2:</p> <p>SO: Completion > d. Support students' access to resources to mitigate the impact caused by technological and basic needs insecurity.</p> <p>SO: Pathways and Partnerships > a. Develop and implement frameworks to create communities that can provide more targeted delivery of educational resources and support services.</p> <p>SO: Stewardship > c. Increase student access and schedule efficiency by coordinating schedules among departments/disciplines</p>

		<p>Goal 3:</p> <p>SO: Stewardship > d. Establish a college-wide practice and schedule that addresses routine maintenance and renewal of equipment, facilities and technology to ensure access to adequate resources and better serve students.</p> <p>SO: Stewardship > f. 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.</p>
<p>Identify specific actions your program/service area will engage in to accomplish this goal.</p>	<p>Examples may include: policy or practice changes; unit initiatives, curricular changes, etc.</p>	<p>Goal 1</p> <ol style="list-style-type: none"> 1. Request for the position through Classified Hiring Priority process 2. Encourage and support the staff in applying for the reclassification process. 3. Engage in professional trainings <p>Goal 2</p> <ol style="list-style-type: none"> 1. Work with the Financial Aid Office on different scenarios and propose the plan for each scenario. 2. Request a “All Hands On” meeting with all parties/department involved and discuss the proposed plan and implement it. <p>Goal 3</p> <ol style="list-style-type: none"> 1. Keep the current project assistants 2. Allow for Project Assistants to work full-time 3. Approval to hire new contract positions with appropriate job classification.
<p>Does this Action Plan require resources</p>	<p>if yes, complete resource request form</p>	<p><input checked="" type="checkbox"/> Yes <input type="checkbox"/> No</p>
<p>Lead Writer and Manager Information</p>		
<p>Lead writer Name(s)</p>	<p>Lynn Dang</p>	

Name of Program/Unit	Student Accounting
Manager Name	Erica Garcia
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