

2022-23 Program Review Template

Directions for Lead Writers: Please use this template to begin working on your Unit’s Program Review. Once Program Review workspaces are available, you will receive detailed instructions regarding how to copy these responses over to the Nuventive workspace. Click here to view our Glossary of Terms.

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> | | |
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| Prompt | Guidance | Program Response |
| Describe the successes and challenges your unit has faced since the last comprehensive review. | | <p>Success:</p> <p>Successes experienced by the School of Student Development since the last program review has been the increased buy in and use of online resources to support students and improve services. Prior to the last program review (before the pandemic), there was more reluctance in terms of figuring out ways to provide services outside of the norm (face-to-face). Since returning to campus, all areas within the school of student development have been willing to use and provide alternate options for serving students through the use of technology. There has also been a increase in the number of Personal Growth instructors who are certified to teach online which is now 95%.</p> <p>On the other hand, the benefits of online services have created a new set of challenges for the school of student development, Programs and departments have found themselves in situations where they are not only providing online services, but also face to face services. They continue to try to find a delicate balance in providing various options for students.</p> |

Success specific to the School of Student Development include the following:

- Completion of the Veterans Success Center
- Updated Mesa virtual orientation and campus tour with student testimonials. The students reflected on the videos are actual Mesa students that reflect the diversity of the institution and programs. The links below will allow you to access the videos and testimonials.
 - Video Tour: <https://www.youtube.com/watch?v=QCEonUsBV50>
 - Career Before Ed Planning: <https://www.youtube.com/watch?v=t4CjwqaelTg>
 - Paying For College: <https://www.youtube.com/watch?v=1WzGdf97JNc>
 - Resource Center: <https://www.youtube.com/watch?v=TIGxIfUI-mo>
 - Academics: <https://www.youtube.com/watch?v=omhq7HTzp8E>
 - Student Life: <https://www.youtube.com/watch?v=m-env7XiVUQ>
 - Student Services: https://www.youtube.com/watch?v=h_iJBlgSs4E
- Coordination of the APIA Employee and Student Gathering and support received to continue organizing events that support activities that ties into Mesa's Student Equity Plan in terms of the continued commitment to the following:
 - Viewing students from an asset based perspective
 - Viewing our work through an equity lens
 - Commitment to addressing and eliminating systemic barriers
- The availability of HEERF funds has allowed the School of Student Development to incentivize participation in re-engagement activities designed to increase student retention and success, such as the education plan campaign, Handshake. Furthermore, these funds have made it possible to hire additional hourly employees and adjunct counselors to support Admissions, Veterans Services, Transfer and

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| | | <p>Career, General Counseling.</p> <ul style="list-style-type: none"> Increased partnership with Instruction has resulted in collaborative efforts between student services and instruction. Including course offerings, students' needs and impact on completion, and enrollment management <p>Challenges:</p> <ul style="list-style-type: none"> A main challenge that the Student Development Department is experiencing is the lack of consistent in person staff support for the Dean. The clerical support for the Dean of Student Development has been working from home since April 2020 due to a medical accommodation. There are many daily office tasks that need to be done face to face, which have been greatly impacted due to the lack of staffing. There continues to be unfilled positions in the Student Development division, due to promotions, and the leads are diligently working to fill these positions. |
| <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>N/A</p> |
| <p>If applicable, describe the impact of any new resources (human, fiscal, etc.) on the unit and/or action plan implementation.</p> | <p>Optional</p> | <p>N/A</p> |
| <p>Please confirm that the department has reviewed the Course Learning Outcomes listed in CurricuNet for each course and verify accuracy.</p> | <p>Select One</p> | <p><input type="checkbox"/> Reviewed and accurate <input type="checkbox"/> Reviewed not accurate, update in progress <input type="checkbox"/> Reviewed not accurate, need support</p> <p>N/A for the Dean of Student Development</p> |
| <p><i>Data Reflection</i></p> | | |

| Prompt | Guidance | Program Response |
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| 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>Demand for services in Student Development division continue to be high, but services have shifted and departments are not only providing face to face, but also remote options for services.</p> <p>Many processes handled by the Student Development Office shifted online due to the JIRA platform. The office continues to work with the Evaluations and District Office to look at ways to support students' needs by removing the barrier. For example, we learned that many students experience hardships with using Adobe Acrobat and PDF, so we have removed this requirement and are shifting to the online platform. District student services has been incredibly helpful in addressing these concerns and providing support to improve the student experience.</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. | <p>The Student Development division follows the same data as the institution. The following are equity gaps for Mesa College. The equity gaps below are aligned with the San Diego Mesa College Student Equity Plan.</p> <p>Successful Enrollment</p> <p>Black or African American</p> <ul style="list-style-type: none"> • 1-year outcome: Increase Black or African-American sense of belonging measured using survey data • 2-year outcome: Increase Black or African-American sense of belonging measured using survey data • 3-year outcome: Increase Black or African- American enrollment by 5% <p>Native Hawaiian or other Pacific Islander</p> <ul style="list-style-type: none"> • 1-year outcome: Increase Pacific Islander sense of belonging measured using survey data • 2-year outcome: Increase Pacific Islander sense of belonging measured using survey data • 3-year outcome: Increase Pacific Islander enrollment by 5% |

Completed Transfer-Level Math & English

Black or African American

- 1-year outcome: Increase Black or African-American sense of belonging measured using survey data
- 2-year outcome: Increase Black or African-American sense of belonging measured using survey data
- 3-year outcome: Increase Completion of Transfer Level Math & English for Black or African-American by 5%

Hispanic or Latino

- 1-year outcome: Increase Sense of Belonging for Latino/a/x measured using survey data
- 2-year outcome: Increase Sense of Belonging for Latino/a/x measured using survey data
- 3-year outcome: Increase Completion of Transfer Level Math & English for Hispanic or Latino a/x by 5%

Native Hawaiian or other Pacific Islander

- 1-year outcome: Increase Sense of Belonging for Pacific Islander measured using survey data
- 2-year outcome: Increase Sense of Belonging for Pacific Islander measured using survey data
- 3-year outcome: Increase Completion of Transfer Level Math & English for Native Hawaiian or Pacific Islander by 5%

Persistence: First Primary Term to Secondary Term

Black or African American

- 1-year outcome: Increase sense of belonging for Black or African American measured using survey data
- 2-year outcome: Increase sense of belonging for Black or African American measured using survey data
- 3-year outcome: Improve Black or African American retention from primary term to secondary term by 5%

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| | | <p>Hispanic or Latino</p> <ul style="list-style-type: none">• 1-year outcome: Increase sense of belonging for Hispanic or Latino/a/x measured using survey data• 2-year outcome: Increase sense of belonging for Hispanic or Latino/a/x measured using survey data• 3-year outcome: Increase Hispanic or Latino/a/x, retention from primary term to secondary term by 5% <p>Transfer</p> <p>Black or African American</p> <ul style="list-style-type: none">• 1-year outcome: Increase Sense of belonging for Black or African American measured using survey data• 2-year outcome: Increase sense of belonging for Black or African American measured using survey data• 3-year outcome: Increase Black or African American transfer by 5% <p>Hispanic or Latino</p> <ul style="list-style-type: none">• 1-year outcome: Increase Sense of Belonging for Hispanic measured using survey data• 2-year outcome: Increase Sense of Belonging for Hispanic measured using survey data• 3-year outcome: Increase Hispanic transfer by 5% <p>Native Hawaiian or other Pacific Islander</p> <ul style="list-style-type: none">• 1-year outcome: Increase Sense of Belonging for Pacific Islander measured using survey data• 2-year outcome: Increase Sense of Belonging for Pacific Islander measured using survey data• 3-year outcome: Increase Pacific Islander or Hawaiian Native transfer by 5% <p>Completion</p> |
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| | | <p>Black or African American</p> <ul style="list-style-type: none"> • 3-year outcome: Increase the completion rate for Black Students by 5% <p>Hispanic or Latino</p> <ul style="list-style-type: none"> • 3-year outcome: Increase the Completion Rate for Hispanic Student by 5% |
| <p>Describe the discussion(s) that took place about the unit's learning outcomes assessment data.</p> | <p>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.</p> | <p>Dean of Student Development continues to work with division leads to engage in dialogue on course, service, and program area outcomes. The Dean of Student Development works alongside the Acting Dean of Student Success and Equity to include equity-minded discussion items in school meetings. Additionally, presentations and discussions continue to be centered around equity and the Student Equity Plan for Mesa College, to ensure that we are aligning our efforts with the comprehensive strategic plan and working together with various programs, services, and instruction to eliminate equity gaps based on intentional practices.</p> <p>Examples of places and spaces where Mesa's Student Equity Plan has been presented include the following:</p> <ul style="list-style-type: none"> • Success, Equity, and Transformation Committee (SET) • President's Cabinet • Academic Senate • Instructional Deans • Chairs Council • Committee for Diversity, Action, Inclusion, and Equity • Classified Senate • Counseling Department • Student Services Council |
| <p><i>Practice Reflection</i></p> | | |
| <p>Prompt</p> | <p>Guidance</p> | <p>Program Response</p> |

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| <p>Describe current practices your unit has engaged in that you believe impact the above data trends and equity gaps.</p> | <p>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.</p> | <p>The Dean of Student Development has been taking intentional approaches towards facilitating equity discussions as applicable. Examples include the following:</p> <ul style="list-style-type: none"> • Encouraging faculty and staff to present in Spotlight on Equity and Excellence during President's Cabinet • Interview questions and decisions centered around equity • Equity considerations in the heart of decisions in areas concerning employment, review of policies and procedures. • Ensuring that the Student Equity Plan is presented to faculty, staff, student services, and instruction • Discussing equity in enrollment and discussions during instructional deans • Equity goals added in faculty and staff evaluations • Promoting opportunities that allow us to address ways equity minded approaches through the use of HEERF and Retention and Success Funds (Ed Plan campaign for African American/Black, Hispanic/Latino/a, AANHPI students) • Bringing on board project assistants to support the Asian American Native Hawaiian Pacific Islander (AANHPI) initiative to promote a sense of belonging and inclusive campus environment |
| <p>What other factors (internal or external) might also impact the above data trends and equity gaps?</p> | <p>Items to consider: legislative changes, fiscal changes, staffing changes, recruitment, hiring, and retention practices.</p> | <p>Other factors that might impact the data trends on equity gaps may include the following:</p> <ul style="list-style-type: none"> • The pandemic has dramatically impacted our students, more so those from the disproportionately impacted student groups, and most vulnerable student population such as our African American/Black, Hispanic/Latino/a/x, APIA student population. Specifically, the pandemic exacerbated the problems experienced by students, making it more difficult for them to recover. • We need to focus on rebuilding our community and working towards increasing the sense of belonging for our students. It becomes more critical that we create spaces and opportunities that allow students to engage with each other and be seen in their unique spaces. • |

| Unit Goals and Action Plans | | |
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| 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: Encourage student development leadership team to improve equity knowledge by attending a conference and/or professional learning opportunity related to their areas each semester. (examples include taking a class, attending a conference and/or workshop, etc.)</p> <p>Goal 2: Encourage student development leadership team to improve program processes through equity minded approaches by the end of 2023.</p> <p>Goal 3: Support equity efforts by working with AANHPI student success fellows to create opportunities and events centered around creating a sense of community and belongingness for Asian American Native Hawaiian Pacific Islander student population.</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: Encourage student development leadership team to improve equity knowledge by attending a conference and/or professional learning opportunity related to their areas each semester. (examples include taking a class, attending a conference and/or workshop, etc.)</p> <p>SO: Scholarship - 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>SO: Scholarship - Evaluate and improve Diversity, Equity, and Inclusion practices in classroom environments, campus activities, departments, schools, and administrative units</p> <p>Goal 2: Encourage student development leadership team to improve program/service area processes through equity minded approaches by the end of 2023.</p> <p>SO: Pathways and Partnerships - Develop and implement technologies, including website redesign, that will make pathways information available to students so that they can effectively utilize this information in their educational and career planning.</p> |

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| | | <p>SO: Community - Build a culture of communication that is evidence based, race conscious, institutionally focused, systemically aware, and equity advancing.</p> <p>Goal 3: Support equity efforts by working with AANHPI student success fellows to create opportunities and events centered around creating a sense of community and belongingness for Asian American Native Hawaiian Pacific Islander student population.</p> <p>SO: Pathways and Partnerships - Develop and implement frameworks to create communities that can provide more targeted delivery of educational resources and support services.</p> <p>SO: Community - Develop activities, spaces, and programs that support a sense of belonging with a focus on antiracism, historically minoritized groups*, and inclusion.</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 - Encourage student development leadership team to improve equity knowledge by attending a conference and/or professional learning opportunity related to their areas each semester. (examples include taking a class, attending a conference and/or workshop, etc.)</p> <ol style="list-style-type: none"> 1. Report back to the Student Development Leadership Team 2. Increased awareness of equity minded practices and processes <p>Goal 2 - Encourage student development leadership team to improve program/service area processes through equity minded approaches by the end of 2023.</p> <ol style="list-style-type: none"> 1. Implement practice changes that improve the student experience 2. Identify policy that needs to be reassessed to be equity minded <p>Goal 3 - Support equity efforts by working with AANHPI student success fellows to create opportunities and events centered around creating a sense of community and belongingness for Asian American Native Hawaiian Pacific Islander student population.</p> <ol style="list-style-type: none"> 1. Hire two AAPI student success fellows to help create opportunities and events centered around creating a sense of community and belongingness for AANHPI student population 2. Take additional efforts to support retention programs and working |

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| Does this Action Plan require resources | if yes, complete resource request form | <input type="checkbox"/> Yes <input type="checkbox"/> No |
| Resource Requests | | |
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| General Directions | Each response should include accurate and relevant data, meaningful analysis of those data, and a clear connection of those data to the program/unit goals. Relevant data may include data beyond what is provided by IE. Writers should include any and all data they deem relevant to the request. Responses should include considerations around impact to campus practice, proportion of students/employees impacted, impact on equity, and specialized expertise needed to support programming. | |
| Unit Goal Alignment | Which Unit Goal(s) will this resource request support? | |
| Type of Request | Select one | <input type="checkbox"/> Classified Professional <input type="checkbox"/> Faculty <input type="checkbox"/> Equipment/Supplies <input type="checkbox"/> Budget Augmentation <input type="checkbox"/> Facilities |
| Title of Request | | |
| Using accurate and relevant data*, explain the Need for the request beyond what currently exists in the unit. | <p>Some data will be provided but writers should include any additional data they deem relevant to the demonstration of need. Classroom requests must minimally include the FTES/FTEF, amount of Adjunct FTEF on the schedule, and current Headcount of Full-time faculty in the department.</p> <p>Other data could include student utilization, faculty/employee utilization, growth/demand, time on task, efficacy of services, etc.</p> <p>Request may include discussion of how it will</p> | |

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| | <p>support a new policy, practice or requirement (internal or external). The requirement should be clearly articulated with relevant details describing how this request supports the requirement.</p> | |
| <p>Explain how your request contributes to improvements in <u>Equity</u> for Disproportionately Impacted groups.</p> | <p>Scoring considerations: Request will intentionally support practices that have demonstrated success or are research supported in producing parity in outcomes across racial/ethnic student groups or other historically minoritized groups. Examples may include:</p> <ul style="list-style-type: none"> ● Student-facing practices, policies, programs ● Policies, practices, programs that foster a culture of equity-mindedness ● Policies, practices, programs that improve our ability to pursue equity through principles of inquiry and development of equity-minded systems. | |
| <p>Explain how your request addresses <u>Excellence</u>.</p> | <p>Scoring considerations: Request will intentionally support excellence and completion. Demonstration of excellence may include discussion of the following:</p> <ul style="list-style-type: none"> ● high-quality, culturally relevant teaching/learning experiences ● supporting students toward timely completion of educational goals ● eliminating barriers and providing support for students entering Mesa College, through to completion, and beyond to transfer and employment ● partnerships within Mesa's internal and external communities to enhance access and completion efforts ● New policies, practices, or structures that intentionally focus on institutional improvement and effectiveness | |

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| <p>Explain how your request fosters <u>Innovation</u></p> | <p>Scoring Considerations: Request introduces something new and/or makes changes to something established. Examples may include:</p> <ul style="list-style-type: none"> ● Innovation in curriculum, pedagogy, student success efforts ● New/more efficient or effective campus processes or infrastructure support ● Ideas around scaling up an effective practice utilizing a new approach | |
| <p>Explain how your request promotes <u>Sustainability</u></p> | <p>Scoring considerations: Request clearly demonstrates a commitment to sustainability of resources (physical, fiscal, and human). Examples may include:</p> <ul style="list-style-type: none"> ● Commitment to and prioritization of policies or practices that improve environmental justice and sustainability ● Responsible stewardship of resources (physical, fiscal, and human) ● climate action education ● Policies, practices, programs committed to reducing Mesa College's carbon footprint ● replacement/maintenance of current resources ● cross-functional/interdisciplinary request that improves efficiency of resources, practices, and programming | |
| <p>Is this request necessary for the Program's Accreditation status?</p> | <p>Select one</p> | <p><input type="checkbox"/> Yes <input type="checkbox"/> No</p> |
| <p>One-time cost or ongoing?</p> | <p>Equipment/Supplies and Facilities Requests Only</p> | <p><input type="checkbox"/> One-time <input type="checkbox"/> Ongoing</p> |
| <p>Estimated Cost of ownership</p> | <p>Equipment/Supplies and Facilities Requests Only</p> | <p>\$</p> |
| <p>Is maintenance required</p> | <p>Equipment/Supplies and Facilities Requests Only</p> | <p><input type="checkbox"/> Yes <input type="checkbox"/> No</p> |

