

2022-23 Program Review Template

Directions for Lead Writers: Please use this template to complete your Unit’s Program Review for this cycle. Instructions for submitting your completed template at the end of the spring semester will be provided in a few weeks. 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>Successes:</p> <ul style="list-style-type: none"> • Through equity-minded practices and a strengths-based understanding of our students, Student Success and Equity supports the college in closing equity gaps historically experienced by many of our students. The office accomplishes this through direct support to students, by supporting campus programs and activities, and by continuing to inquiry into practices as researchers and change agents. • The School of Student Success and Equity plays a unique role in creating and supporting innovative programs and activities meant to move the equity needle and create institutional change. • The collaborative effort across the School of SSE to support

		<p>student success, for example; faculty within DSPS and EOPS have facilitated workshops to support campus wide programs such as Cruise and Jumpstart Your Success.</p> <ul style="list-style-type: none">• Collaboration with community and public institutions to support program growth and services to students including: San Diego Continuing Education, the County of San Diego Health and Human Services' contractors, ResCare and PCG, San (Public Consulting Group, Feeding San Diego, San Diego Food Bank, California Community College Foundation, CalCoast Credit Union, etc• Implemented and/or expanded services to affinity groups. Creating Inclusive Spaces – Foster a campus environment to raise awareness and develop a sense of community for marginalized groups. Mesa will prioritize addressing racial inequities over discomfort through creating and supporting inclusive spaces.• Partner with schools and departments to cultivate intentional, institutional, transformational programs and services that serve Mesa's disproportionately impacted student populations as stated in Mesa's Student Equity Plan who are students that identify as Black, Latinx, and Asian Pacific Islander. An intentional focus on race and integrate our planning with initiatives across the campus that are designed to improve outcomes for our marginalized students.• Work towards increasing the institutional scope of addressing racial inequities. Dismantling institutional barriers while intensifying our resolve to achieve racial equity in outcomes for our students of color. The campus has begun efforts to work towards promoting Black, Latino/a, and APIA student success. By creating opportunities and increasing access to minoritized groups (as opposed to all students), we hope to specifically point to the student groups that face larger disparities, including racially minoritized and low-income students.• Focusing efforts on addressing the challenges students face by addressing financial barriers, food insecurities,
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		<p>housing insecurities, and safety, all while providing culturally relevant systems and programs. The continued growth and expansion of our basic needs supports to our students has been exceptional, we have secured a larger space that will allow for the continued growth of supportive services to students to include supports to counteract food and housing insecurity, build community, and provide a resource place for student success. For instance, currently in the process of establishing the Fresh Success Program to launch in Fall 2023, Fresh Success supports students that receive CalFresh gain education and training that will lead to better employment and a path to economic self-sufficiency.</p> <ul style="list-style-type: none">• Collaborate with different departments and constituencies across campus to develop, implement, and evaluate personal, professional, and academic related equity minded strategic opportunities for students and employees.• Support the College's enrollment management efforts to by providing registration open labs, communication to students, tailored support to student at risk of being dropped such personalized phone calls and emails.• Conduct equity-minded and student-centered presentations and facilitate courageous dialogue that include and are not limited to New Faculty Institute, Classified Senate, New Classified Institute, Classi-Con, Outreach Ambassador and Peer Navigator trainings.• Partner with the LOFT to provide professional learning opportunities aimed at addressing equity minded• teaching and learning strategies• HEERF, Outreach and Retention Funds, and COVID 19 Block Grant funds have provided significant support in offering a plethora of support for students to access, stay connected, and complete their goals throughout their time at Mesa College.• Transitioned leadership as Larry Maxey moved on to the role of the Vice President of Student Services, Leticia Diaz has transitioned Acting Dean of Student Success and
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		<p>Equity.</p> <p>Challenges:</p> <ul style="list-style-type: none"> The campus continues to transition back from the pandemic and determining ways to better serve our students. The pandemic exacerbated racial inequities that impeded equitable outcomes for marginalized students. Many students experienced greater racial, social, and health inequities due to the pandemic. As a result, we are determined to rebuilding community and a sense of belonging. We also want to ensure the comprehensive support system provided to students is effectively delivered as we pivot and tailor the way that courses and services are offered to students online/remote vs in person. We also consider influencing factors such as inflation, cost of living, employment opportunities, etc.
<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>	<ul style="list-style-type: none"> Foster a campus environment to raise awareness and develop a sense of community for marginalized groups. Student Services will prioritize addressing racial inequities over discomfort through the creation and support of inclusive spaces such as Black Leadership Fellows, Rite of Passage, Avanza Engagement Center, Borderless Scholars, Latinx Alliance, Amplify the voices and stories of Asian American students and leaders, and opened the Pride Center.
<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</p>	<p>Select One</p>	<p><input type="checkbox"/> Reviewed and accurate</p> <p><input type="checkbox"/> Reviewed not accurate, update in progress</p> <p><input type="checkbox"/> Reviewed not accurate, need support</p>

course and verify accuracy.		
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>	<ul style="list-style-type: none"> The campus continues to transition back from the pandemic and determining ways to better serve our students. The pandemic exacerbated racial inequities that impeded equitable outcomes for marginalized students. Many students experienced greater racial, social, and health inequities due to the pandemic. As a result, we are determined to rebuilding community and a sense of belonging. We also want to ensure the comprehensive support system provided to students as we pivot and tailor the way that courses and services are offered to students (online/remote vs in person). We also consider influencing factors such as inflation and cost of living.
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>As a college we are committed to eliminating disproportionate impact. The equity gaps below are aligned with the San Diego Mesa College Student Equity Plan:</p> <p><u>Successful Enrollment</u></p> <p><u>Black or African American</u></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><u>Native Hawaiian or other Pacific Islander</u></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

		<p>5%</p> <p><u>Completed Transfer-Level Math & English</u></p> <p><u>Black or African American</u></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 Completion of Transfer Level Math & English for Black or African-American by 5% <p><u>Hispanic or Latino</u></p> <ul style="list-style-type: none"> • 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% <p><u>Native Hawaiian or other Pacific Islander</u></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 Completion of Transfer Level Math & English for Native Hawaiian or Pacific Islander by 5% <p><u>Persistence: First Primary Term to Secondary Term</u></p> <p><u>Black or African American</u></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: Improve Black or African American retention from primary term to secondary term by 5% <p><u>Hispanic or Latino</u></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
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		<p>or Latino/a/x measured using survey data</p> <ul style="list-style-type: none"> • 3-year outcome: Increase Hispanic or Latino/a/x, retention from primary term to secondary term by 5% <p><u>Transfer</u></p> <p><u>Black or African American</u></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><u>Hispanic or Latino</u></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><u>Native Hawaiian or other Pacific Islander</u></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><u>Completion</u></p> <p><u>Black or African American</u></p> <ul style="list-style-type: none"> • 3-year outcome: Increase the completion rate for Black Students by 5% <p><u>Hispanic or Latino</u></p> <ul style="list-style-type: none"> • 3-year outcome: Increase the Completion Rate for Hispanic Student by 5%
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	The School of Student Success and Equity (SSE) regularly meets to with the Deans and VPSS of Student Services Division to discuss how to collectively progress towards goals. The Success, Equity, and Transformation (SET) Committee discusses data and goal

	this section.	setting in connection with outcomes assessment. The School of SSE meetings bi-weekly.
<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.	<ul style="list-style-type: none"> • Develop and implement frameworks to create communities that can provide more targeted delivery of educational resources and support services. • Partner with the LOFT to provide professional learning opportunities aimed at addressing equity minded teaching and learning strategies • HEERF, Outreach and Retention Funds, and COVID 19 Block Grant funds have provided significant support in offering a plethora of support for students to access, stay connected, and complete their goals throughout their time at Mesa College. • Ensuring that the Student Equity Plan is presented to faculty, staff, student services, and instruction.
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.	<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, Latino/a/x, AAPIA student population. Specifically, the pandemic exacerbated the problems experienced by students, making it more difficult for them to recover. • Impact of influencing factors that are drastically changing such as inflation and cost of living makes us reconsider how courses and services are also provided. When making changes, we also need to reconsider if this is the best for students that are most vulnerable student population. • 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.
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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.	Goal 1: Creating opportunities, and increasing access and completion to diverse student populations. Goal 2: Data Informed Decision Making- Use student success and equity data and research to inform college practices.
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	Goal 1: Creating opportunities and increasing access to diverse student populations. SO: Community- Develop activities, spaces, and programs that support a sense of belonging with a focus on antiracism, historically minoritized groups*, and inclusion. SO: Completion- Develop pathways that provide students with clarity about degree, certificate, and transfer requirements. Goal 2: Data Informed Decision Making- Use student success and equity data and research to inform college practices. SO: Community- Build a culture of communication that is evidence based, race conscious, institutionally focused, systemically aware, and equity advancing. 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.

Identify specific actions your program/service area will engage in to accomplish this goal.	Examples may include: policy or practice changes; unit initiatives, curricular changes, etc.	<p>Goal 1</p> <ul style="list-style-type: none"> • Develop and implement frameworks to create communities that can provide more targeted delivery of educational resources and support services. • Support to strengthen and concentrate efforts for African American/Black, Latino/a/x, AAPIA Mesa students. • Registration and FASFA/CADAA Open <p>Goal 2</p> <ul style="list-style-type: none"> • Partner with different divisions on approaching work from an equity lens and focusing on race such as having equity integrated with Mesa Pathways, Mesa 2030, Enrollment Management, and Strong Workforce. • Continue offering Professional Learning opportunities through the LOFT and across campus efforts to raise awareness and implement/strengthen effective practices.
Does this Action Plan require resources	if yes, complete resource request form	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No

Lead Writer and Manager Information

Lead writer Name(s)	Leticia Diaz
Name of Program/Unit	Student Services
Manager Name	Larry Maxey
Submission Date of Program Review Draft to Manager for feedback	6/23/23
Submission Date of Program Review Final Draft to Office of Institutional Effectiveness	6/26/23