

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"> • Supported facilitation of exemplary teaching and learning in the areas of student services. • Transitioned Student Services back from pandemic: The challenges associated with migrating to online remote services was very difficult, perhaps equally challenging has been the “return”. Student services is proud of the fact that the entire student services building is now fully returned and operational, although many of the remote services which served as a convenience to many students, has been implemented into how we serve our students. • Implemented and/or expanded services to affinity groups • Support enrollment management efforts of the institution through retention efforts:

		<p>Students today need much more support to persist at the college than in the past, supporting the Basic Needs of students has become tied to our mission. In the past, being hungry as a student was a part of the narrative that made going to college an “experience”, however, today’s struggles cause students to withdraw or just stop attending school. To combat this, Mesa has initiated comprehensive programs through student services, to support the retention and persistence of the students through difficulty, including food and other insecurities.</p> <ul style="list-style-type: none"> • Strengthened division goals to be in alignment with Mesa 2030 and other cross institutional efforts • Transitioned leadership as Dr. Ashanti Hands moved on to the role of the president, Larry Maxey has transitioned into the vice president role. <p>Challenges:</p> <ul style="list-style-type: none"> • Continue to struggle with some aspects of return from pandemic: Faculty and classified professionals alike have experienced fear, anxiety, and uncertainty. Many have expressed fear about returning to campus. Additionally, the pandemic exacerbated racial inequities that impeded equitable outcomes for marginalized students. The pandemic placed additional stresses and pressures on students, putting many of them at risk. • Implementation of remote work policies: There are many concerns that center around remote learning as a result of the pandemic. This has created uncertainty that will take time for the college to recover from. • Changing enrollment patterns of students: During the pandemic students withdrew from school and most struggled to find ways to support themselves, now as we are beginning to transition back to campus and instruction, many of those students whose pathways were
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		<p>diverted by the pandemic have not returned to college, some have chosen to work rather than come back to education. Many others have preferred to take online courses rather than in person.</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>	<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: <ul style="list-style-type: none"> Black or African American <ul style="list-style-type: none"> ○ Black Leadership Fellows ○ Rebranding of Umoja ○ Partnered with athletics, Athletics Retention Technicians ○ Rite of Passage ○ Black Counselor Collaborative Hispanic or Latino/a <ul style="list-style-type: none"> ○ HSI work ○ Partnering with Puente ○ Raza Grad ○ Avanza Engagement Center ○ Borderless Scholars ○ Latinx Alliance Asian, Native Hawaiian, or Pacific Islanders <ul style="list-style-type: none"> ○ Offer learning community courses taught from an APIA perspective ○ Foster a sense of community through events and spaces ○ Amplify the voices and stories of Asian American students and leaders ○ Create AAPI gathering spaces ○ KAPWA Learning Community taught through an Asian Pacific Islander lens

		LGBTQIA <ul style="list-style-type: none"> o Opened the Pride Resource Center
If applicable, describe the impact of any new resources (human, fiscal, etc.) on the unit and/or action plan implementation.	Optional	N/A
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.	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>Demand for services in Student Services Division continues to expand in the areas of Basic Needs and increased retention efforts.</p> <p>Many services have pivoted due to the pandemic and departments are providing increased remote services and supports.</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>Many processes have shifted online as technology has additionally expanded and has changed the way we do business in many ways through the JIRA platform.</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 equity gaps below are aligned with the San Diego Mesa College Student Equity Plan:</p> <p><u>Successful Enrollment</u> <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

		<ul style="list-style-type: none"> • 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 5% <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
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		<ul style="list-style-type: none"> • 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 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><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%
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		<u>Hispanic or Latino</u> <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 this section.	The Vice President of Student Services facilitates on going bi-weekly meetings where outcomes and assessment are discussed. The Success, Equity, and Transformation (SET) Committee (Student Services Lead) monthly discusses data and goal setting in connection with outcomes assessment. At division-wide Student Services Council meetings (held monthly during the semester) outcomes are regularly discussed and priorities are set.
<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.	<p>Examples include the following:</p> <ul style="list-style-type: none"> Encouraging faculty and classified professionals to present in Spotlight on Equity and Excellence during President's Cabinet Meetings Interview questions and decisions centered around equity and excellence 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 deans meetings 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)

<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"> • AB1705: By July 1, 2023, a community college shall not enroll into non-credit coursework students who have graduated from a United States high school or been issued a high school equivalency certificate, as a substitute or replacement for direct placement and enrollment into transfer-level English and mathematics coursework. This will greatly impact the support systems put in place needed to support student success. • 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. • 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. • Guided Pathways: Student Success Teams, Equity, and Data Coaching – Implementation of student success teams to include a Career Peer Ambassador, Faculty Mentor, Career/Transfer Coach, Work-Based Learning Faculty, Career/Transfer Center Supervisor, and Early Alert Technology. Collaborate to plan and implement data-informed, equity-infused practice to support students' education goal completion.
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Unit Goals and Action Plans

<p>Prompt</p>	<p>Guidance</p>	<p>Program Response</p>
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Unit Goals	Goals should connect to Data and Practice Reflections. Goals should be Specific, Measurable, Attainable, Relevant, and Time-bound.	<p>Goal 1: Strengthen pathways in Student Services to promote access, learning success and engagement for our diverse student population.</p> <p>Goal 2: Advance innovative methods of service delivery to students, including technology.</p> <p>Goal 3: Systematically use data to inform decision-making in Student Services with an emphasis on 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: Strengthen pathways in Student Services to promote access, learning success and engagement for our diverse student population.</p> <p>SO: Design and promote programs and services that intentionally target a reduction in equity gaps in completion outcomes.</p> <p>SO: Develop pathways that provide students with clarity about degree, certificate, and transfer requirements.</p> <p>Goal 2: Advance innovative methods of service delivery to students, including technology.</p> <p>SO: Expand intersegmental pathways to create a seamless transition between Mesa and k-12, non-credit, Universities, and careers.</p> <p>SO: 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> <p>Goal 3: Systematically use data to inform decision-making in Student Services with an emphasis on equity.</p> <p>SO: Design and promote programs and services that intentionally target a reduction in equity gaps in completion outcomes.</p> <p>SO: Build a culture of communication that is evidence based, race conscious, institutionally focused, systemically aware, and equity advancing.</p>

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> <ol style="list-style-type: none"> 1. Become highly informed on statewide initiatives: AB705 & AB1705, continue to leverage to create college and districtwide change. 2. Work collectively with instruction and admin services to fully implement guided pathways. <p>Goal 2</p> <ol style="list-style-type: none"> 1. Work with district student services to create/seek out new and improved technology resources, including the maximizing of campus solutions. 2. Work with programs/units to develop standards for remote practices such as counseling, service delivery, and/or instruction. <p>Goal 3</p> <ol style="list-style-type: none"> 1. Work with IE to develop equity dashboards for all student services programs. 2. Provide training to program leads and classified professionals in how to view, examine, and goal set around data.
Does this Action Plan require resources	if yes, complete resource request form	<input type="checkbox"/> Yes <input type="checkbox"/> No
Lead Writer and Manager Information		
Lead writer Name(s)	Larry Maxey	
Name of Program/Unit	Student Services	
Manager Name	Larry Maxey	
Submission Date of Program Review Draft to Manager for feedback	5/25/23	
Submission Date of Program Review Final Draft to Office of Institutional	5/25/23	

Effectiveness	
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