

## 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](#)

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[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 &amp; Executive Summary</i>		
Prompt	Guidance	Program Response
Describe the successes and challenges your unit has faced since the last comprehensive review.	*2018/19 Comprehensive Program Review Student Services Program Overview Section *Program and student feedback *Team meetings	*The AVANZA Student Engagement Center was established, allowing students to engage with each other in a physical space. Adjacent to the engagement side is a workshop room. The designated area facilitates academic and student success workshops, aimed at increasing student retention, participation and academic success rates. In addition to program resources, the workshop room is also a place for students to study quietly when no events are taking place. The space in AVANZA also helps the greater campus community by providing space for student gatherings, classes to hold events and a quiet study area for students when not in use. The student engagement side, allows for students to connect with each other or take a break from their school

	<p>day. Interactive components, like Game Day/Night and student-on-student workshops, have led to a greater sense of belonging. As evident by student feedback, the center is described as “welcoming” and a “safe place to relax.”</p> <p>AVANZA also houses the Peer Navigators, current second-year students who serve as mentors to first-year students. Their mentorship supports the institution’s goal of being the leading college of equity and excellence. Another accomplishment the center celebrated was the installation of art work from a prominent Latinx artist. Paintings promote Latinx culture, explore Latinx identity and self-awareness. AVANZA has evolved into a hub for all students. Adding to the success of the center was the full-time hire of a Program Assistant. The additional personnel allows for the day-to-day support required to hold the center open, while providing services to all.</p> <p>One of the main challenges the center has encountered is striking a balance between a “hangout” space and a study space. With the implementation of using the workshop room as a quiet room for students to study, many expect it to be free of noise. However, due to the popularity of AVANZA, the volume from student voices tends to travel. Staff has been made aware of the request to keep the volume to a respectable level and the team is actively working on it. Supervising the mixed-use space is something the team delicately manages. Staffing fluctuates as the center is dependent on Peer Navigators (current students) and their availability. A challenge the center contends with on a semester basis.</p> <p>*The Peer Navigator program recruits and trains a new team every year to ensure incoming students are supported. Making the team’s accomplishment of serving their mentees during the pandemic noteworthy was pivoting overnight and incorporating wellness checks. The program had to adapt to the sudden change in programing. Peer Navigators called, e-mailed, texted, and made every reasonable effort to reach out to their mentees with the goal of retaining as many as possible. In the early days of the pandemic, many students stopped attending school, citing the sudden change to online learning as a reason. Leading by example, the Peer Navigators continued mentoring and conducting wellness checks on</p>
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		<p>a monthly basis. Such efforts helped retain their remaining mentees. The wellness checks turned into an integral part of the one-on-one process throughout the pandemic. In addition to their accomplishments, Peer Navigators also led all components of the online Summer and Winter CRUISE. As the pandemic subsided, less students returned, leading to a challenge the program is still trying to manage. With a return to in-person learning, participation has also increased, as noted by overall attendance with the CRUISE program. Another challenge the program contends with every term is keeping staff turnover at a minimum. Should a member from the Peer Navigator team be found to not meet academic standards, the individual would be placed on a progressive academic plan, complete with tutoring and professor office hour requirement.</p> <p>*Summer CRUISE has seen a steady increase since the early days of the pandemic. At the peak of Summer CRUISE (2019), a total of 1,100 students attended the program in person. The following year the program adjusted to Covid by going fully remote. CRUISE welcomed just over 800 new students in 2020, and just under 600 participants in 2021. Most recently in 2022, Summer CRUISE welcomed 650 new students to campus, and continues to work towards increasing participation for next year.</p> <p>The synergy created with Technology Services facilitated the loan of laptops and hotspots for students participate in the CRUISE program. Through multiple redesigns, student and team feedback, and a return to in-person services, the CRUISE program has seen an increase in attendance. Another accomplishment of the program was the creation of an online session. Witnessing the success of a virtual CRUISE session, the program now offers a remote option for students who remain online or in a hybrid format. CRUISE continue with its strong partnership with the San Diego Promise Program at Mesa College. The continued collaboration between Promise and the CRUISE program combines mentorship and the financial support needed for students to excel in school.</p>
If applicable, describe any	Optional	Major service changes the mentorship component of the Peer

<p>major curricular or service changes your unit has engaged in and the impact of those changes since the last comprehensive review.</p>		<p>Navigator program initiated and has kept since the pandemic is the remote option of meeting with their mentors. Mentees have the option of meeting their Peer Navigators via Zoom or continue to hold their meeting on campus / in AVANZA. The approach has led to a greater availability for students who may not otherwise be available to come to campus or remain online. In addition, end of the year participant feedback expressed a continued need for remote options, citing work and familial responsibilities as the main reason. A reflection of Covid, CRUISE adjusted from a three-day session (2019) to two-days online (2020 – 2021). In an effort to increase enrollment and turn the corner from the pandemic, Summer CRUISE offered various iteration to best support students, from fully remote to hybrid to fully in person, and working towards a fully in-person, three-day on-campus session.</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>Securing a full-time assistant has led to consistent and a streamline delivery of services. AVANZA center needs are met, scheduling of program staffing is secured, and all logistical matters are taken care of by the program assistant.</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><b>Data Reflection</b></p>		
<p>Prompt</p>	<p>Guidance</p>	<p>Program Response</p>
<p>Describe the trends you see in your program/service area's data.</p>	<p>Instructional Data you may consider: enrollment trends, course &amp; 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>A noticeable trend from the pandemic -- that is also reflective of the campus / District – is trying to increase enrollment. In 2019-2020, the Summer CRUISE program successfully onboarded close to 1,200 new students. The year after, 860 new students were welcomed through an online session. And under 600 for 2022-2023. Feedback received from each session does point to a deep appreciation and</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>recognition of our program's efforts. They range from anecdotal, team and participant responses to data from the institutions <a href="#">dashboard</a>. The majority of CRUISE participants identify as female (&lt; 50%), Latinx (50%) and continue to not be first-generation students (60%). Black/African-American representation has remained steady since 2018-19 at five percent. The percentage of students identifying as White has steadily increased from 19% (2018-19) to 24%, with Latinx being the largest population attending CRUISE sessions. Demonstrating the impact mentorship has on students, CRUISE participants who go through their respective session and receive monthly one-on-one meetings (mentoring) demonstrate a higher GPA (3.06 vs 2.80) and stronger retention rates (93% vs 87%). Persistence rates are also strong. Evident by the 87% vs 64% (CRUISE participant vs. comparison group) in 2018-19 and the consistent average of above 85% over the past four years, mentorship from the Peer Navigators directly impacts student success rates. Feedback from CRUISE participants from a recent survey point to a positive sense of belonging (90%), greater familiarity with academic and student services program, and deep appreciation of the program. For example, "knowing where to go for support and knowing I don't have to go through this alone" and "meeting with the organizations in person and having fellow peers explain in the different aspects and programs for the school," are just a few of the positive statements participants share about their experience with CRUISE.</p>
<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.)?</p>	<p>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>	<p>As reflected in the program's data dashboard, CRUISE participants have a significantly smaller equity gap when analyzed with a comparison group. However, our students of color do exhibit an equity gap of 4%, but far smaller than the comparison group of 14%. Further analyzing rates, students who identify as low-income have higher success rates (72% vs 64%) than those in a comparison group. Another interesting correlation worth noting is the amount of units taken and success rates. The more units a student takes (&gt;12 units), the higher their success rates (76% vs 69%). Adding to the higher rates is the amount of contact provided by their mentor. Similarly, the more frequent meetings a student has with their Peer</p>

		Navigator, the higher their course success, course retention and GPA will be. The majority of our students tend to be in the 18-24 demographic and have stronger rates than the comparison group.
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.	In addition to setting and discussing the goals of the program at the beginning of each semester, learning outcomes are embedded in new team training. During the academic year, time is set aside to review and ensure goals of the programs are being met. Typically, during weekly meetings. To help support the creation of tracks for CRUISE sessions (2018-19 goals), partnerships with the International Student Orientation, Promise, and Athletes have led to a greater sense of belonging. The programs have been intentional about their recruitment and delivery of services for our Black/African-American population.
<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.	Both programs are intentional in their approach. Citing the CRUISE data dashboard, coupled with the DEIA Discussion Guide, the information provided facilitates the space to hold an honest discourse to not only take place, but encourage each of our members to go the extra step with students. Seeing that our male students of colors are so underrepresented, a new partnership took place with the campus' Black Student Initiative. (The initiative was not present during the last cycle) As a result, the Peer Navigator program does presentations with Umoja and works with the BSI liaisons to recruit strong leadership. Similarly, our AANAPISI and Latinx learning communities have been excellent stewards of promoting our programs to boost said representation.
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.	Peer Navigators do their best to balance a full course load (12 units) while meeting the expectations of the job. The program sets and holds the team to a high but attainable standard. However, being a Peer Navigator is a job. As such, the program does contend with staff turnover, leading to a direct impact on mentees. A GPA requirement is required of all team members. Should a Peer Navigator not meet academic program requirements they are

		<p>counseled and placed on an academic progress plan. Students mentored by Peer Navigators may also drop from the program for various reasons. No longer needing a PN being the most common answer.</p> <p>To help best support learning communities and bridge equity gaps, liaisons were created. The purpose of the PN – Liaison is to help augment existing learning communities’ programming while disseminating information to the team. The effort has yielded positive results as other programs have asked how to get a liaison. Both programs have grown from their inception, and required staffing. A dedicated program assistant exists to help various campus and program endeavors. Helping the process, a Project Assistant was also hired in the past year to help with the day-to-day operations. The PA is instrumental during peak periods, like summer and winter sessions.</p>
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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.	<p>Goal 1:</p> <ul style="list-style-type: none"> <li>-CRUISE participants will have higher retention, persistence and academic success rates</li> <li>-Peer Navigators will deliver intentional mentorship focused on student success</li> </ul> <p>Goal 2:</p> <ul style="list-style-type: none"> <li>-CRUISE participants will gain an edge over incoming students through various onboarding sessions</li> <li>-Peer Navigators will create a foundation focused on job readiness</li> </ul> <p>Goal 3:</p> <ul style="list-style-type: none"> <li>-CRUISE participants will apply to become Peer Navigators the following year</li> <li>-Peer Navigators will serve as role models for the mentees while increasing their confidence and self-esteem</li> </ul>
Mesa2030 Roadmap Strategic Objective (SO) Alignment	Review <a href="#">Mesa2030</a> and the <a href="#">Roadmap to Mesa2030</a> , only link to SO's that your goal clearly and intentionally is meant to contribute to, each	<ul style="list-style-type: none"> <li>• Goal 1 <ul style="list-style-type: none"> <li>○ Completion (SO)</li> </ul> </li> </ul>

	<p>goal should link to 1 or more SOs</p>	<ul style="list-style-type: none"> <li> <ul style="list-style-type: none"> <li> <ul style="list-style-type: none"> <li>▪ Design and promote programs and services that intentionally target a reduction in equity gaps in completion outcomes.</li> <li>▪ Support students’ access to resources to mitigate the impact caused by technological and basic needs insecurity.</li> </ul> </li> <li>○ Pathways and Partnerships (SO)           <ul style="list-style-type: none"> <li>▪ Develop and implement frameworks to create communities that can provide more targeted delivery of educational resources and support services</li> <li>▪ Expand intersegmental pathways to create a seamless transition between Mesa and k-12, non-credit, Universities, and careers</li> </ul> </li> <li>○ Community (SO)           <ul style="list-style-type: none"> <li>▪ Use technology to improve communication and accessibility across campus</li> <li>▪ Develop activities, spaces, and programs that support a sense of belonging with a focus on antiracism, historically minoritized groups*, and inclusion</li> <li>▪ Remove barriers to equitable participation by developing, incentivizing and creating structures for all employees to engage in and design professional learning.</li> </ul> </li> </ul> </li> <li>• Goal 2       <ul style="list-style-type: none"> <li>○ Completion (SO)           <ul style="list-style-type: none"> <li>▪ Design and promote programs and services that intentionally target a reduction in equity gaps in completion outcomes</li> <li>▪ Develop cross-functional teams that support student success and include integrated career and transfer counseling.</li> </ul> </li> <li>○ Pathways and Partnerships (SO)           <ul style="list-style-type: none"> <li>▪ Increase community engagement, experiential learning, integrated career</li> </ul> </li> </ul> </li> </ul>
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		<p>planning, and workforce training to prepare students for future careers</p> <ul style="list-style-type: none"> <li>○ Community (SO) <ul style="list-style-type: none"> <li>▪ Build a culture of communication that is evidence based, race conscious, institutionally focused, systemically aware, and equity advancing</li> </ul> </li> <li>● Goal 3 <ul style="list-style-type: none"> <li>○ Completion (SO) <ul style="list-style-type: none"> <li>▪ Develop cross-functional teams that support student success and include integrated career and transfer counseling.</li> </ul> </li> <li>○ Pathways and Partnerships (SO) <ul style="list-style-type: none"> <li>▪ Develop and implement frameworks to create communities that can provide more targeted delivery of educational resources and support service</li> </ul> </li> <li>○ Community (SO) <ul style="list-style-type: none"> <li>▪ Remove barriers to equitable participation by developing, incentivizing and creating structures for all employees to engage in and design professional learning.</li> </ul> </li> </ul> </li> </ul> <hr/> <p>Goal 1: SO: Completion, Pathways and Partnerships, Community SO: Completion, Pathways and Partnerships, Community</p> <p>Goal 2: SO: Completion, Pathways and Partnerships, Community SO: Completion, Pathways and Partnerships, Community</p> <p>Goal 3: SO: Completion, Pathways and Partnerships, Community SO: Completion, Pathways and Partnerships, Community</p>
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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"> <li>1. Peer Navigators will provide and offer students with the advice and guidance necessary to excel in school</li> <li>2. Peer Navigators will connect with mentees via various forms of communication (Zoom, text, email, etc.)</li> </ol> <p>Goal 2</p> <ol style="list-style-type: none"> <li>1. Utilize existing resources to expand CRUISE efforts to include connections with more Classified Professionals and faculty</li> <li>2. Deliver presentations about expectations and provide anecdotes</li> </ol> <p>Goal 3</p> <ol style="list-style-type: none"> <li>1. Conduct presentations on what being a Peer Navigator means to expand the recruitment process</li> <li>2. Peer Navigators will lead by example, demonstrate model behavior, utilize appropriate language in AVANZA and during campus events</li> </ol>
Does this Action Plan require resources	if yes, complete resource request form	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Lead Writer and Manager Information		
Lead writer Name(s)	Agustin Rivera	
Name of Program/Unit	AVANZA: CRUISE and Peer Navigator Programs	
Manager Name	Leticia Diaz	
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