

## 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 &amp; Executive Summary</i>		
Prompt	Guidance	Program Response
Describe the successes and challenges your unit has faced since the last comprehensive review.		<p>The most significant challenges to the Admissions and Records program continues to be under staffing especially during peak registration periods. The hiring of the Admissions Supervisor has allowed the department to heal while transitioning. As a result, the office works more cohesively and collaboratively. The infusion of Project Assistants at the counter also brought a new face to the department and students and faculty benefited from the new style of service.</p> <p>Historically, San Diego Mesa College provides multiple sessions throughout the year on average of 30 sessions per semester, but the number of sessions has increased to 112 during Spring, 77 during Summer and 84 during Fall. The Admissions and Records program provides all support services necessary to students, faculty and</p>

		<p>administrators.</p> <p>We communicate via email with students and faculty and from these results we adjusted our information on the web and JIRA. Electronic communication has been integrated as one of the standard forms of communication and delivery of service; however, it does not meet everyone's needs, and therefore, we continue to be available in person and over the phone Monday through Thursday 8 a.m. to 6 p.m. and Friday, 8 a.m. to 12 noon. The pandemic has affected the public's mental health and well-being necessitating the program to continue working with the students and faculty on phone, email, JIRA and zoom as necessary. We aim to meet students and faculty needs as the program finds them coping with isolation and loneliness, job loss and financial instability, and illness and grief.</p> <p>The department continues to work successfully with District Student Services on any changes necessary or system malfunctions that may impact students' registration negatively. Whenever necessary, students are accommodated in order to not lose priority registration. Special accommodations are also made for fall registration in order to accommodate students who completed prerequisites outside the district and to minimize the number of those students who would get dropped due to lack of meeting class prerequisites.</p> <p>The implementation of Campus Solutions forced the use of Faculty Services improving our grade collection; however, the department continues to struggle census submissions and with some late grades; therefore, this goal is ongoing.</p> <p>During the year the department provides support to multiple instructional programs classes in order to make successful progress towards their academic goals Retail Management, Work Based Learning, Mesa College Teacher Ed Program.</p>
<p>If applicable, describe any major curricular or service changes your unit has engaged</p>	<p>Optional</p>	<p>This year the Residency program has had a variety of California legislative changes that impact the operations when adhering to new policies set forth by the state. Recently due to the conflicts in Ukraine</p>

<p>in and the impact of those changes since the last comprehensive review.</p>		<p>and Afghanistan, we have had an increase in Ukrainian/Afghan refugees which has led to the state of California protections being given and which has allowed the college to grant a 1-year temporary residency to recently arrived refugees from these countries. Also, there were policy change impacts due to the COVID 19 pandemic, AB 1113 (Medina, Chapter 569, October 2021) added section 68120.3 to the Education Code, this section requires that any qualifying surviving spouse or child of a licensed physician, licensed nurse, or first responder, who died of COVID-19 during the COVID-19 state of emergency in California and was a California resident, shall be exempt from mandatory statewide tuition and fees, including nonresident tuition.</p> <p>Since the last comprehensive program review there were also AB-540 updates: A year's equivalence at a California Community College is either a minimum of 24 semester units of credit or 36 quarter units. For noncredit courses, a year's attendance is a minimum of 420 class hours per year (a semester is equivalent to a minimum of 210 hours and a quarter is equivalent to a minimum of 140 hours). Full-time attendance at a California adult school is a minimum of 420 hours of attendance for each school year.</p> <p>Students are allowed three attempts of a non-repeatable class and for courses that are repeatable, students are allowed a maximum of three enrollments, including W grades. For the last two years, in collaboration with the Dean of Student Development, Dean of Athletics, Academic Counselor and Athletic Program Director, the department implemented an approval process for exercise science classes needed for intercollegiate sport students.</p> <p>CCAP Changes: AB 288 2015-16, AB30-23019-20, AB-102/ effective January 1, 2023: removes the provision which prohibited an oversubscribed community college course or a course which has a wait list from being offered at the high school. Removes the 10% limit for full-time equivalent students claimed</p> <p>Ed Code 76004: AB288, AB102:</p> <ul style="list-style-type: none"> <li>• Seamless pathway.</li> <li>• Agreements between college district, or governing board of</li> </ul>
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		<p>charter schools and effective January 1, 2023, county offices of education.</p> <ul style="list-style-type: none"> <li>College courses typically help on the high school campus during the regular school day and can be closed to the general public.</li> </ul>												
	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												
<b>Data Reflection</b>														
<b>Prompt</b>	<b>Guidance</b>	<b>Program Response</b>												
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>Data:</p> <table> <tr> <td>Student Contacts</td> <td>36008</td> </tr> <tr> <td>High School Dual Enrollment Contacts</td> <td>2692</td> </tr> <tr> <td>CCAP &amp; ACP Enrollment</td> <td>2935</td> </tr> <tr> <td>ID Cards</td> <td>1821</td> </tr> <tr> <td>JIRA Request and Petitions</td> <td>3792</td> </tr> <tr> <td>QLESS Sign ups</td> <td>2142</td> </tr> </table>	Student Contacts	36008	High School Dual Enrollment Contacts	2692	CCAP & ACP Enrollment	2935	ID Cards	1821	JIRA Request and Petitions	3792	QLESS Sign ups	2142
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	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													
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>Equity gaps we continue to observe and need to address: low enrollment within African American/Black student population</p> <ul style="list-style-type: none"> <li>Continue to strategically target African American/Black student population to assist with application, non-resident classification, matriculation steps and engage students with campus resources</li> </ul>												

		<p>Slight increase in first generation and first-time college students due to our return to in- person services/ courses</p> <ul style="list-style-type: none"> <li>• Continue to provide in-person services and engage students with campus resources</li> </ul>
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.	SLOs
<i>Practice Reflection</i>		
<b>Prompt</b>	<b>Guidance</b>	<b>Program Response</b>
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>The Admissions classified professionals, supervisor and director provide support to students with issues not only related to admissions and registration but also updating records, such as legal name and social security changes, California residency determination for tuition reasons. Admissions assist faculty with attendance and accounting reporting in the following programs: CCAP, ACP, Fast-Track, San Diego MET, Puente Project, Student Athletes, Allied Health, International Students, Cross Enrollment to SDSU and UCSD, Student Veterans, San Diego Promise, Kapwa, UMOJA, Honors, Retail Management and Financial Aid. Admissions provides support to instructional deans with petition to challenge and curriculum discrepancies in Campus Solutions.</p> <p>Our diverse team has had a greater impact with students and the community, as each team member brings their own experience, knowledge and skill when assisting students and collaborating with other departments.</p>

<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>Admissions continues to adapt our services due to the impact Covid-19 has had on students and the return to campus. Although the number of in-person services has increased, Admissions continues to assist students online via zoom, email, JIRA and Ivy Chat as well as phone calls.</p> <p>Registration dates for summer and fall moved up this year, and students were able to register for both semesters as early as April/May, as opposed to previous semesters June/July. Additionally, drop for non-payment was enforced this summer. Our department had to adapt new practices to deal with registration and enrollment issues, student traffic and specially issues relating to drop due nonpayment. As a department, we participated in the campus wide call to action to contact students who would be affected by drop for non-payment, as well as targeting students with non-resident classification. In an effort to retain every student, we assisted by re-enrolling those students who had been dropped, or found other class alternatives.</p>
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*Unit Goals and Action Plans*

Prompt	Guidance	Program Response
<p>Unit Goals</p>	<p>Goals should connect to Data and Practice Reflections. Goals should be Specific, Measurable, Attainable, Relevant, and Time-bound.</p>	<p>Goal 1: Our goal continues to be maintaining exemplary quality of services to the entire student body and faculty.</p> <p>Assessment Methods:</p> <ul style="list-style-type: none"> <li>• Student will articulate needs, issues or concerns to staff members.</li> <li>• Students will identify other campus services needed at the time of service as staff will redirect as appropriate</li> <li>• Students will establish a college connection in regards to registration issues.</li> </ul> <p>Goal 2: Hire two Student Services Technician (SST) contract classified positions. Currently occupied with two acting SST classified professionals. This is necessary to meet the needs of departments and programs that require high levels of service and knowledge in changing times. These positions also provide the</p>

		necessary support to meet the goals of the college. Goal 3:
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 goal should link to 1 or more SOs	<p>Goal 1: Our goal continues to be maintaining exemplary quality of services to the entire student body and faculty.  SO: use technology as a tool to remove barriers to our student population by continuing to provide online services.  SO: continue to allow professional growth and other learning opportunities for the staff  Links to: Community</p> <p>Goal 2: Hire two Student Services Technician (SST) contract classified positions. Currently occupied with two acting SST classified professionals. This is necessary to meet the needs of departments and programs that require high levels of service and knowledge in changing times. These positions also provide the necessary support to meet the goals of the college.  SO: Retention and promotion of employees  Links to: Community  Goal 3:  SO:  SO:</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: Our goal continues to be maintaining exemplary quality of services to the entire student body and faculty.  1. Focus on our call to action to strategically target underrepresented groups  2. Engage in more team development activities and continuing to maintain a collaborative partnership with other departments</p> <p>Goal 2: Hire two Student Services Technician (SST) contract classified positions. Currently occupied with two acting SST classified professionals. This is necessary to meet the needs of departments and programs that require high levels of service and knowledge in changing times. These positions also provide the</p>

		<p>necessary support to meet the goals of the college.</p> <p>1. Submit a recommendation to hire; begin the hiring process once is approved; interview and select a candidate that demonstrates Mesa's mission of equity and excellence</p> <p>2. Evaluate performance of the selected employees</p> <p>Goal 3</p> <p>1.</p> <p>2.</p>
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)	Ivonne Alvarez and Karina Sandoval	
Name of Program/Unit	Admissions & Records	
Manager Name	Dr. Ailene Crakes	
Submission Date of Program Review Draft to Manager for feedback	04/28/2023	
Submission Date of Program Review Final Draft to Office of Institutional Effectiveness	5/30/2023 12:27:36 PM	