

## 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><b>EOPS –</b></p> <ul style="list-style-type: none"> <li>a. Overall changes in leadership and personnel caused our numbers to go down. We are currently working to fill those vacancies and be fully staffed by fall 2023.</li> <li>b. The EOPS Summer Readiness Program (SRP) / Personal Growth 120 was a great success serving 60 students. . The course bolstered our enrollment and students were able to meet members of our campus community, complete an abbreviated education plan, and learn about career services, transfer services, financial aid, and the Stand. The two PERG 120 courses were taught by NextUp and FAST Counselors.</li> </ul>

**Dreamer Resource Center (DRC) & Borderless Scholars -**

- a. We increased legal services appointments for undocumented students.
- b. We are a part of the Region X UndocuLiaison
- c. We have seen some changes due to personnel changes, and this has affected coverage in the DRC. Our Counselors extended coverage to the DRC, so it would always be staffed.
- d. A major change this year is that SDCCD did not host the Undocumented Student Conference for Spring 2023
- e. We successfully partnered with JFS to obtain a student fellow who is responsible for outreach to increase student appointments.
- f. To better advocate for undocumented students, the DRC created a task force with Admissions, Financial Aid, and Outreach.
- g. The DRC is the lead and representative for the Region X group that has 9 community colleges.
- h. Revision of UndocuAlly Trainings and offered every fall and spring semester
- i. Implementation of various educational workshops. Link to Spring workshop series- <https://www.instagram.com/p/ConXG3qyfn/?next=%2F>
- j. Incentive Grant was offered to students
- k. Partnered with Work based learning to offer the first Mesa Impactship Program (MIP) to an undocumented student at Mesa College
- l. Provided Borderless Scholars stoles for graduating students
- m. DRC collaborates with Admissions and Financial Aid who are essential departments to train faculty and staff to better support undocumented students.
- n. DRC develops multiple workshops for the entire semester. Students can now plan ahead of time to attend workshops.

		<ul style="list-style-type: none"> <li>o. DRC developed new events such as, Embracing the Undocumented Identity (18 students attended), UndocuFamily night (49 students attended), Breaking Barriers: the UndocuHustle (13 students attended), and UndocuSuccess Panel: Educational and Career Journey (34 students attended). Due to funding, DRC provided Visa, Amazon, Uber, and Doordash cards to address student needs.</li> <li>p. DRC utilized the Incentive Grant to obtain a non-DACA recipient to work at the center.</li> <li>q. In collaboration with JFS, DRC obtained a Legal Services fellow to work at the center.</li> <li>r. In collaboration with Work-Based Learning, a non-DACA recipient was able to intern at the center.</li> <li>s. DRC provided stoles to recognize undocumented students' big achievement of graduating and/ or transferring.</li> </ul> <p><b>Rising Scholars –</b></p> <ul style="list-style-type: none"> <li>a. We hired two Project Assistants to support program efforts. This allowed us to offer more engagement opportunities and helped with retention efforts.</li> </ul> <p><b>CARE–</b></p> <ul style="list-style-type: none"> <li>a. We partnered with programs across the campus such as the STAND, Cal-Works and Student Health services to create more workshops for parents.</li> </ul>
<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>If applicable, describe the impact of any new resources (human, fiscal, etc.) on the unit and/or action plan implementation.</p>		<p><b>EOPS –</b></p> <ul style="list-style-type: none"> <li>a. The department received funding from HEERF, and this allowed the department to be able to fund Counselors and Project Assistants. This support enabled us to better support all of our students in the EOPS program, by offering more Counseling appointments, and wrap around support. This is</li> </ul>

		<p>extremely helpful since our program requires students to attend an orientation, and have three contacts with a Counselor, as well as an exit session.</p> <p>b. We recently hired an Adjunct Counselor. Their support will allow us to expand our direct support to students. We are in the process of hiring a new Student Services Technician (SST). The support of the new SST will support tracking and reporting efforts.</p> <p><b>NextUP &amp; FAST –</b></p> <p>a. This past year, we saw a number of personnel changes, which had a significant impact in delivery of services. We are currently in the process of filling our SST vacancy. Once the SST is hired, our NextUp program will be fully staffed and we will have the support that is needed to bolster services to students.</p> <p>b. We recently hired a NextUp Counselor/Coordinator, which has been a great support to our growing program. The support of the new Counselor/Coordinator has enabled us to begin meeting more frequently and to outreach to more prospective students. In unison, our new hires will bolster our growing program and allow us to serve more student</p> <p>c. We've seen significant changes in legislation that are in full support of our NextUp program. Effective January 1, 2022, Senate Bill 512 made changes to the Cooperating Agencies Foster Youth Educational Support (CAFYES) program, also known as NextUp, to address barriers posed by current program rules. SB 512 modified eligibility so that students who were in foster care at any point after age 13 may participate in NextUp. The bill made the following two additional changes:</p> <ul style="list-style-type: none"> <li>• Specified that funds can be used to provide support to enrolled students as they are matriculating.</li> <li>• Requires programs to create streamlined systems for application and entry</li> <li>• The bill also modified the criteria for priority registration for foster youth across all three public post-secondary systems to align with that of NextUp. Students in foster care at any point after the age of 13 are now eligible for priority registration at community colleges and CSUs, and UCs are requested to provide this as well.</li> </ul> <p><b>DRC -</b></p> <p>a. New opportunities in funding and legislation to support undocumented students such as the Incentive Grant, Legal Services Fellow, and Mesa Impactship Program (MIP).</p> <p>b. All of the internships provided a stipend or grant for</p>
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		<p>undocumented students. DRC focused on providing these opportunities to non-DACA recipients. Currently, working on adding another non-DACA recipient student to the team through the Incentive Grant.</p> <p><b>Rising Scholars-</b></p> <ul style="list-style-type: none"> <li>a. Statewide Rising Scholars Network grant received for three years; project assistant hired to support, covers a portion of counselor coordinator payroll and provides direct aid to students.</li> <li>b. Host monthly luncheons with Rising Scholars students at Mesa Culinary Arts restaurant 7250.</li> <li>c. Provide several workshops tailored to Rising Scholars student needs that revolve around wellness, legislation that can affect their status, and community organizations to support their journey post incarceration/transition into society, and while pursuing higher education.</li> </ul> <p><b>CARE-</b></p> <ul style="list-style-type: none"> <li>a. New adjunct counselor to assist with recruitment and meeting with students. Created Instagram page to connect with students.</li> </ul>
<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 checked="" 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>
<p><i>Data Reflection</i></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><b>EOPS –</b></p> <ul style="list-style-type: none"> <li>a. In regards to enrollment we have made great strides in supporting our disproportionately impacted students (headcount in the program): <ul style="list-style-type: none"> <li>● African American - 15% of our current cohort</li> </ul> </li> </ul>

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

- Latino - 53% of our current cohort
- Asian - 20% of our current cohort
- White - 31% of our current cohort
- Native Hawaiian/Other Pac Island - 1% of our current cohort
- American Indian/Alaska Native - 3% of our current cohort

- a. EOPS continues to support students via different modalities, such as google voice, and online orientations. Our online orientations have enabled students to complete this vital program step from the comfort of their home, it's accessible and equitable.

**NextUP & FAST –**

- a. This past year, we saw a number of trends in our program area. The following are some of the trends:
- We saw an increase in basic needs for students.
  - We also saw a rise in on campus department conflicts with students.
  - We also saw a decrease in foster youth enrollment in our programs. Our goal is that our new hires will help to bolster our outreach efforts.

**DRC –**

- a. The following are some of the types of services offered and used by our program:
- Legal services, educational workshops, loan laptops, book and food vouchers, bookstore credit, door dash and, Starbucks, and amazon cards, stoles, assistance with CADAA and AB540, and academic and personal counseling.
  - Besides the UndocuLiaison funding, the SDCCD DRC's will also receive \$1.2 million from the \$3.4 million from federal funding and will be provided to each college in September 2023.

**Rising Scholars-**

- a. The following are some of the types of services offered and used by our program:
- transportation assistance (gas and Uber cards, book purchase assistance, laptop loans, meal cards,

		<p>assistance with ordering transcripts, Amazon cards, expungement clinic, specialized workshops, advocacy</p> <p><b>CARE –</b></p> <p>a. The program received additional CARE funds from the state. Support services include:</p> <ul style="list-style-type: none"> <li>● education grants, meal cards, gas cards, Amazon cards, laptop and calculator loans in addition to all services provided to EOPS students. Workshops in partnership with CalWORKs, Parent Café, parenting resources, scholarship assistance</li> </ul>
<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><b>EOPS -</b></p> <p>a. Our Call to Action informed us about equity gaps in enrollment specifically with our African American/Black Latino, and Asian/Pacific Islander students. To better support our students, we did intentional outreach via phone banking efforts, to reach out to our African American/Black Latino, and Asian/Pacific Islander students, connecting them to student services, such as Counseling, DSPS, Student Health Services, The Stand, CRUISE, MT2C, Financial Aid, and the Promise program.</p> <p>b. We need to bolster our recruitment efforts to our high schools, college of continuing education, and community organizations.</p> <p>c. The EOPS program also needs to increase its in-reach efforts.</p> <p>d. Due to the changes in leadership and classified professionals, EOPS did not offer as many specialized workshops as previous semesters. EOPS looks forward to offering a thorough workshops series in fall 2023.</p> <p><b>NextUP &amp; FAST -</b></p> <p>a. The NextUp and FAST programs need to seek out more funding resources to better support our students who have experienced foster care.</p> <p>b. We need to improve our support for students who do not qualify for our programs.</p> <p>c. We need to find ways to bolster faculty engagement with FLEX trainings for foster youth.</p> <p><b>DRC -</b></p>

		<p>a. The DRC needs to better improve the student pipeline from high schools to SD Mesa College. Most undocumented students in high schools do not pursue higher education due to the lack of information, guidance, and support.</p> <p><b>Rising Scholars –</b></p> <p>a. Our Rising Scholars program needs to improve its outreach to detention centers and community agencies.</p> <p><b>CARE –</b></p> <p>a. Our CARE program needs to strengthen our partnership with community agencies. We also need to continue partnering with our on-campus programs such as The Stand, Cal-Works, and Student Health Services.</p>
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.	We met with the leads of the programs and had a number of robust discussions. We reviewed our successes, challenges and our goals for the year. Overall, it allowed everyone to contribute to this year's program review submission.
<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><b>EOPS -</b> During the 2022-2023 academic year San Diego Mesa College served 678 students. This was an increase of 33 students compared to the 2021-2022 academic year. A main factor to the increase of students served was due to our in person and remote services. We have continued to provide services remotely while in person such as hosting counseling appointments and workshops via zoom.</p> <p>Since our return to offering services from the campus, we have had a surge of students apply to EOPS and current students seeking assistance to meet basic needs. Our department and services are visible to students that seek services in person and departments have also referred students to our office. The EOPS Application was available online via Google form and</p>



		<p>we updated our website regularly. EOPS counselor and staff conducted wellness check-ins where they either called or text students using Google Voice in an effort of ensuring that students have access to the necessary resources and to let them know that the EOPS Team was available remotely via phone, email, and zoom. We also increased our social media presence on Instagram @SDMesaEOPS to provide another platform to share information about EOPS, the EOPS page has over 1,000 followers.</p> <p>We offered priority registration, open labs and study breaks. We continued to partner with various college programs and departments to outreach to prospective students, we partnered with programs such as the Outreach and CRUISE.</p> <p>Services to EOPS students included, but are not limited to educational grants, book service, health fee, student government fee, parking permit, school supplies, and academic, personal and career counseling. Our program also offered grants every semester, grants were processed promptly in order for students to access funds that would support them throughout the semester. In an effort to cultivate student success our program continued to offer one-hour appointments for the first contact with new students. This additional appointment time provides counselors the opportunity to connect with students and discuss their academic, professional and personal goals. Continuing student appointments continued to be 30 minutes, continuing students have the opportunity to schedule follow-up appointments as needed or can also request to extend appointment from 30 minutes to 1 hour.</p> <p>The implementation of the EOPS timeline continue to be strengthened. We consistently reached out to students via</p>
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		<p>email, phone, student portal, and during appointments to remind them of their EOPS appointments and services. This framework has supported our goal of retaining more students. The EOPS Exit Survey captures that the book services, grants and supplies are among the most needed financial benefits that EOPS offers. Moreover, the EOPS Advisory Committee met to review and discuss program progress and goals. There was an ongoing discussion about implementing best practices and collaborating with on-campus and off-campus organizations to offer additional support to students.</p> <p>Our EOPS Chair is now a part of the enrollment management committee and Pathways. She supported the planning for the first College of Continuing Education conference at Mesa College. During this conference she presented on EOPS eligibility and services. She has also been instrumental in promoting our services to our campus community. Her role as Chair has enabled her to meet with Faculty and lend her expertise to campus efforts, such as the Mesa College Success Coaches.</p> <p>We partnered with Region X EOPS to host workshops for employees in which attendees had the opportunity to learn about best practices, share resources, and network. We also partnered with various student services departments to inform students of the plethora of resources available on-campus that may address needs having to do with food and/or housing insecurity. Our counselors continue to be involved in the financial aid appeals process as committee members. This has helped our office better assist students with financial aid appeal applications and provide input when our students are being reviewed by the committee. The Director is an active member of various college committees and meetings, some of which include but are not limited to, the Campus Administrator's Meeting, President's Cabinet Meetings,</p>
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		<p>Student Services Council, Student Equity Plan, Guided Pathways, and the Mesa 2030: Education and Facility Master Plan. Participation in these meetings allows for the Director to be abreast of campus happenings and share EOPS information with the campus community.</p> <p>In order to better understand our students, the EOPS Office has been administering surveys using Google Form to assess student needs, and program strengths and areas of opportunities. Survey responses from students included, "Eops helped me succeed as not only does it have a ton of informative workshops but also has counselors that are easy to reach when I have any troubles which is extremely helpful", "It helped me pay for my books and if it wasn't for them I would've not been able to pay for it.", "Counseling appointments were essential to my mental health", "I was able to submit my appeal to financial aid thanks to the guidance of the EOPS counselors", and "It helped me stay on track with my educational goals and not stress about fees I may need to pay for".</p> <p>The Spring 2023 semester culminated with an in-person Achievement Ceremony. There was a total of 100 students that received a certificate, associate degree, and/or transferred to a university; this was a decrease from the previous year. This number of graduates may have decreased since our list of graduates was from April 2023 and would need an updated complete list to reconcile lists and retrieve information. This can be completed during Summer 2023, once Evaluations complete graduate/degree audits. Students were invited to participate in the ceremony and received a sash, certificate, school supplies, and food. The EOPS Program at Mesa College continues to go over, above and beyond for students.</p>
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		<p><b>NextUP &amp; FAST</b>- Our team has Increased foster care awareness training for professionals. During the 2022-2023 academic year we served 26 NextUp students and 18 FAST students.</p> <p><b>DRC</b> - During the 2022-2023 academic year we served 138 students. We have taken strategic steps to support our equity efforts:</p> <ul style="list-style-type: none"> <li>a. UndocuAlly training provides best practices to faculty and staff.</li> <li>b. The usage of grants and fellowships since non-DACAmented students are unauthorized to work.</li> </ul> <p><b>Rising Scholars</b>- During the 2022-2023 academic year we served 65 students. Continue outreach and community partnerships, campus education and awareness via workshops and social media.</p> <p><b>CARE</b>- During the 2022-2023 academic year we served 16 students. Continuing strong partnership with CalWORKs program to focus on recruitment, outreach is more widespread on campus (post pandemic) and the program is more visible to assist in recruitment, engage in statewide support meetings for best practices (CARE Circle). Increase social media engagement.</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><b>EOPS</b> – We saw a decrease in our numbers due to changes in personnel and EOPS classified staff. We also received our list of graduates in April, which might not reflect an accurate count of graduates in EOPS.</p> <p><b>NextUp &amp; FAST</b> - Change of staff/team members have impacted our programs in a big way. We have not been able to increase enrollment. We are working strategically to develop programming that bolsters enrollment, such as our Summer Readiness Program (SRP). The goal is SRP will help to connect incoming students at the onset of their academic journey to our EOPS programs and services.</p>

		<p><b>DRC</b> - federal and state funding will maintain and provide additional resources to address undocumented student needs.</p> <p><b>Rising Scholars</b> - This is the first year that Rising Scholars receives funding from the state which allowed to build the foundation and develop a more comprehensive program. We are working strategically to develop programming that bolsters enrollment, we look forward to serving more students in the 23-24 year.</p> <p><b>CARE</b>- We will continue to partner with other campus partners such as Cal-Works, The. Stand, and Student Health Services. Thus far, these partnerships have been very beneficial for our program.</p>
<i>Unit Goals and Action Plans</i>		
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: Increase the number of students receiving an associate degree, certificate or transferring to a university.</p> <p>Goal 2: Increase the number of units enrolled per semester.</p> <p>Goal 3:</p>
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: Increase the number of students receiving an associate degree, certificate or transferring to a university.</p> <p>SO: Develop pathways that provide students with clarity about degree, certificate, and transfer requirements.</p> <p>SO: Use technology to improve communication and accessibility across campus.</p> <p>Goal 2: Increase the number of units enrolled per semester.</p> <p>SO: Develop pathways that provide students with clarity about degree, certificate, and transfer requirements.</p> <p>SO: Support students' access to resources to mitigate the impact caused by technological and basic needs insecurity.</p> <p>Goal 3:</p> <p>SO:</p> <p>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</p> <ol style="list-style-type: none"> <li>1. Review program requirements during new student orientation.</li> <li>2. Send emails to students listing program requirements and update website to reflect updated program requirements.</li> </ol> <p>Goal 2</p> <ol style="list-style-type: none"> <li>1. All new and continuing students will either create, update, and/or review their education plan every semester during their 1st required counseling appointment and their education plan is accessible via their student portal.</li> <li>2. Provide open labs during Priority Registration period to support students in enrolling in classes for the following term.</li> </ol> <p>Goal 3</p> <ol style="list-style-type: none"> <li>1.</li> <li>2.</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)	Karla Trutna and Nellie Dougherty	
Name of Program/Unit	EOPS	
Manager Name	Karla Trutna	
Submission Date of Program Review Draft to Manager for feedback	4/24/23	
Submission Date of Program Review Final Draft to Office of Institutional Effectiveness	5/26/23	