

## 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](#)

**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>In 2019, the San Diego Community College district transitioned from Integrated Student Information Systems to Peoplesoft/ Campus Solutions. This conversion required intensive training for students, staff, and faculty alike. The transition also resulted in updates to previous business processes to align with the new software.</p> <p>In 2020, the Covid-19 pandemic impacted the Mesa Evaluations office in several ways. For example, student enrollment was down, mental and physical health were fragile, and students, faculty, and staff had to quickly adapt to remote work/services. On the positive side, the evaluations efficiently adjusted to remote work with the help of several online resources such as google suite, Canva, Jira, Log-Me-In, Zoom, Constant Contact, and TEAMS.</p> <p>In 2021, the student services technician was promoted to office Supervisor. As a result, the tech’s responsibilities were distributed amongst the evaluations’ Supervisor, Student Services Assistant,</p>

		<p>Project Assistants. The lack of staffing created additional stress, but the team relied on each other to provide comprehensive student services.</p> <p>In 2022, the Student Services Technician position was filled. Shortly after, the long-time Student Services Assistant retired, along with years of institutional knowledge.</p> <p>A big success in 2022 was converting all PDF petitions into electronic forms in Jira, with the help of the District Student Services office. The collaboration between campus Evaluations and District led to updated forms and new routings for approval. The conversion has expedited processing and allowed for students to track their status.</p> <p>In early 2023, the evaluations Student Services Assistant position was restructured into a front office support role, dividing the responsibilities between transfer, career, and evaluations offices.</p> <p>Throughout all six years, a constant challenge has been the 90 business day processing time for District transcript evaluation. This delay in processing continues to impact graduation, transfer, financial aid, and education planning.</p> <p>Despite the hurdles, the evaluations office has persevered. The talented staff have created classroom presentations, zoom workshops, in-person workshops, internal resource e-binders, marketing campaigns, online petitions, and more.</p> <p>Another success has been hosting the commencement ceremony on campus. This has fueled collaboration across campus.</p> <hr/> <p>Challenges:</p> <ul style="list-style-type: none"><li>● Covid</li><li>● Loss of SSA to retirement, loss of institutional knowledge</li><li>● Need for additional staff in District and Campus Evaluations</li></ul>
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<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>	<p>Since the last comprehensive evaluation, the Mesa Evaluations and District Student Services offices have converted all paper SDCCD academic petitions to electronic forms through Jira, improving access and expediting processing.</p> <p>Students, staff, counselors and the general public may now access all Mesa Evaluations petitions and forms via the SDCCD Forms and Documents website. Requirements for each petition are outlined within the respective electronic forms, empowering students to initiate, research, and complete their requests.</p> <p>This conversion has eliminated the necessity to mail petitions to and from students, and amongst departments. Consequently, processing within evaluations has improved from approximately 1 month to 1-3 business days.</p> <p>In addition, the transitions to Jira and campus solutions have allowed for better data tracking and reporting. Jira offers the ability to run monthly reports, quantifying completed petitions while Campus Solutions offers queries to run lists of student demographics.</p>

If applicable, describe the impact of any new resources (human, fiscal, etc.) on the unit and/or action plan implementation.	Optional	<ul style="list-style-type: none"> <li>● No SST August 2021- July 2022 <ul style="list-style-type: none"> <li>○ Duties were distributed between Supervisor, Student Services Assistant, and Project Assistants.</li> </ul> </li> <li>● New hires- SST in July 2022, 2 SSAs in April <ul style="list-style-type: none"> <li>○ Learning curve/extensive training</li> </ul> </li> <li>● No Evaluations budget for printing/marketing. <ul style="list-style-type: none"> <li>○ The evaluations budget is allotted for diplomas and diploma covers. However, our outreach efforts to increase completion requires a budget for Eval marketing and events.</li> </ul> </li> <li>● Updated Computers <ul style="list-style-type: none"> <li>○ Windows 10 features are updated</li> <li>○ Web Version of Office 365 allows for access to shared documents in one application</li> </ul> </li> </ul>
Please confirm that the department has reviewed the Course Learning Outcomes listed in CurricuNet for each course and verify accuracy.	Select One	<input checked="" 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.	<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>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</p>	<p>Apply for Graduation Survey Commencement Survey– understanding graduation vs commencement</p> <p>Compare Unique Grads Fall to Summer</p> <ul style="list-style-type: none"> <li>● 2018-2019 = 2,283</li> <li>● 2019-2020 = 1,649</li> <li>● 2020-2021 = 1,714</li> <li>● 2021-2022 = 1,572</li> <li>● *2022-2023 = 1,571</li> </ul> <p>*Report pulled 4/12 includes grads and potential grads</p>

service use, other data relevant to your unit's work

Based on the data provided, there has been a steady decline in the number of students earning a degree and/or certificate of achievement over the last few years. The number of unique graduates in 2018-2019 was the highest at 2,283, while the number of unique graduates in 2021-2022 was 1,572. This represents a decrease of 31% in four years.

The pandemic has had a significant impact on higher education, with many students facing new challenges that may have made it more difficult to complete their degree requirements. For example, the shift to online learning may have made it harder for some students to stay engaged in their coursework, while others may have had to take on additional responsibilities such as caring for family members or working to support themselves during the pandemic.

Another possible factor is students' lack of awareness about the graduation process. Some students may not be fully aware of the requirements for graduating or may face obstacles such as a lack of access to academic advising or other support services. This could result in students being unable to complete their degree requirements on time or delaying graduation until they can obtain the necessary support.

Overall, the decline in the number of students earning a degree is a concerning trend that requires further analysis to determine the root causes and develop effective strategies to address it. By examining data on service usage, service access, demand for services, student outcomes, types of services offered and used, headcount of services usage, and trends in reasons for service use, our department and institution as a whole can gain insight into how best to support students and increase the number of students earning an award.

Describe any equity gaps you see in these data. Are there differences and/or patterns observed by demographics (e.g. race/ethnicity, gender,

Equity gaps refer to disparities in educational outcomes and student success metrics across race/ethnicity, socioeconomic status, gender, and other demographic traits and intersectionalities.

Dashboards  
Gender gaps: 2018-2022 – Men are less likely to receive awards  
Ethnicity gaps: 2018-2022

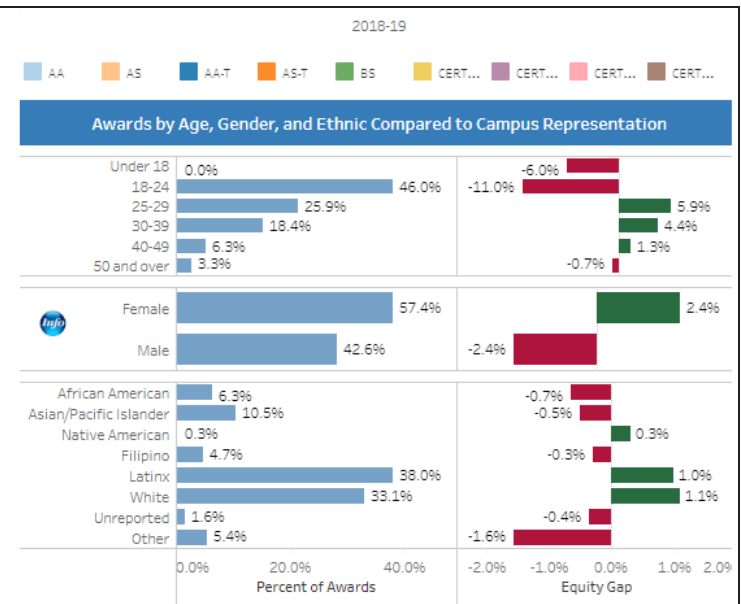
age, etc.)?

- African Americans
  - Consistent negative gap
  - Negative gap increased after the pandemic
- Asian/Pacific Islander
  - Positive gap
- Native American
  - Negative gap increasing
- Filipino
  - Consistent negative gap
- Latinx
  - Fluctuating gap
  - Significant negative gap after pandemic
- White
  - Consistent positive gap

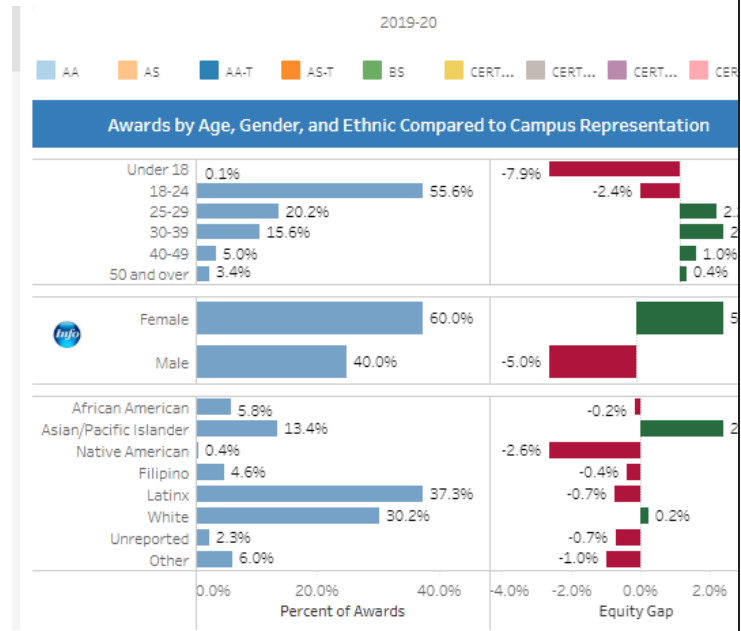
Age Gaps

- High school students have a negative gap. This could be explained by students only taking courses in high school and not continuing at SDCCD after HS.

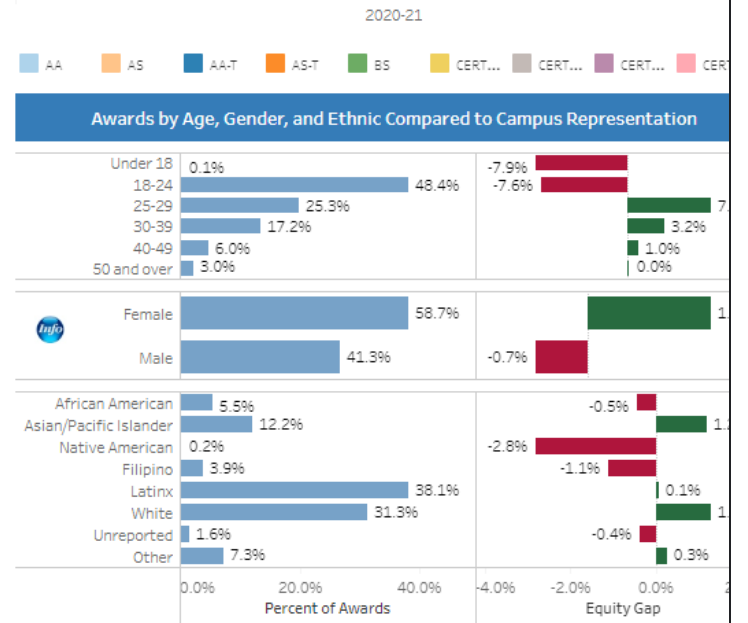
- 2018-2019



- 2019-2020

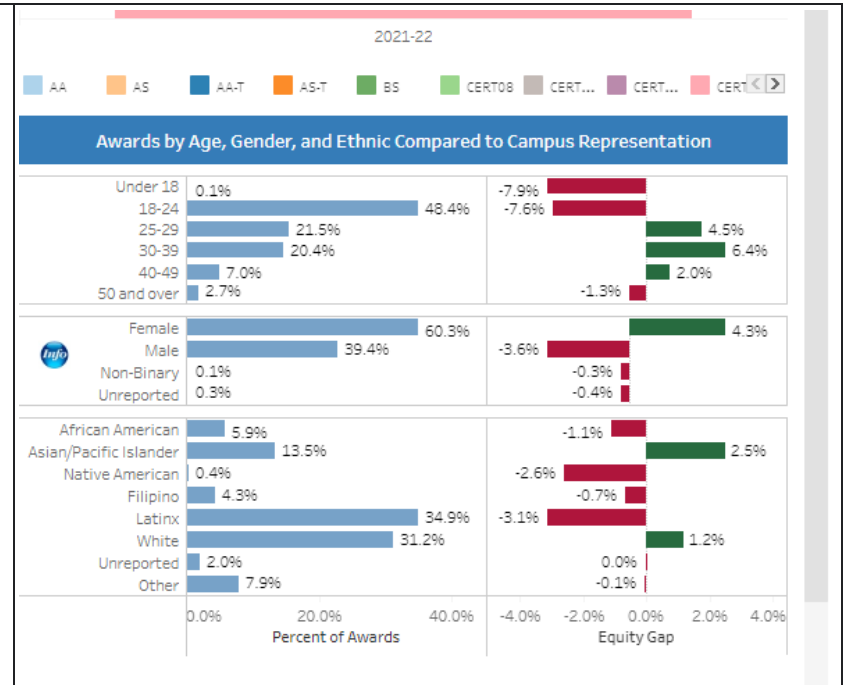


- 2020-2021



- 2021-2022





- 2022-2023 = TBD

With regard to gender gaps, the data shows that men were less likely to receive awards over the years 2018-2022. This suggests that there may be some systemic barriers or biases that prevent men from achieving the same level of academic success as their female counterparts. Further analysis into the causes of this disparity could help to identify strategies to address this issue and promote greater equity in the awarding of degrees.

Regarding ethnicity gaps, the data reveals differences and patterns. African American students consistently had a negative gap in the number of degrees earned over the years 2018-2022, and this negative gap increased after the pandemic. This suggests that African American students face additional barriers completing their degree requirements and that these barriers may have been exacerbated by the pandemic.

		<p>Asian/Pacific Islander students, on the other hand, had a positive gap, indicating that they were more likely to earn a degree than their peers in other ethnic groups. Native American and Filipino students consistently had negative gaps in the number of degrees earned, with the negative gap increasing over time for Native American students. Latinx students had a fluctuating gap, but there was a significant negative gap after the pandemic. White students consistently had a positive gap, indicating that they were more likely to earn a degree than students from other ethnic groups.</p> <p>These equity gaps suggest that there may be systemic barriers or biases that disproportionately affect students from certain ethnic groups. It should be our continued institutions practice to examine their policies and practices to identify and address these issues, and to ensure that all students have equitable access to the resources and support they need to succeed.</p>
<p>Describe the discussion(s) that took place about the unit's learning outcomes assessment data.</p>	<p>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.</p>	<p>Surveys, workshops, graduation vs commencement, how to apply for graduation.</p> <p>Our unit engaged in discussions around its learning outcomes assessment data by reviewing the graduation survey, holding "apply for graduation" workshops, defining the difference between graduation vs. commencement, and simplifying the process around applying for graduation overall.</p> <p>The Graduation survey allowed us to gather data on students' perceptions of the graduation process and identify areas for improvement. This included feedback on the clarity of the graduation requirements, the availability and accessibility of support services, and the overall ease of the graduation process.</p> <p>The "apply for graduation" workshops were a valuable opportunity for students to receive guidance and support in understanding the graduation requirements and completing the necessary steps to apply for graduation. These workshops included information on how to check degree progress, submit applications, and resolve any</p>

		<p>outstanding issues that could prevent graduation.</p> <p>Overall, the discussions that took place focused on identifying areas for improvement in the graduation process and developing strategies to support students in completing their degree requirements. By engaging in these discussions and implementing changes based on the feedback and data gathered, our institution and department can continue to improve its outcomes and ensure that all students have the opportunity to achieve their academic goals.</p>
<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"> <li>● Apply for Graduation Workshops - providing a space for students to come wit</li> <li>● Tabling at campus events such as summer cruise, transfer talks, pride center opening, career fairs, etc</li> <li>● Spotlighting Community Celebrations for Cultural Unity Week</li> <li>● 2023 Eval Binder - educating campus community on academic petitions</li> <li>● Increased marketing efforts</li> <li>● Make Your Major Matter interventions, contacting students on track to graduate,</li> </ul>
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.	Lack of staffing/evaluators at district office, current policies of not being able to award degrees, lack of automation on many policies that we have, lack of progress tracking to intervene, student centered funding formula, Lack of knowledge and understanding of processes around applying for graduation.
<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.	Goal 1: Continue reviewing and analyzing our campus systems (Jira and campus solutions) to improve accessibility and information available to the student pertaining to their academic development

		<p>Goal 2: Become more intentional about our outreach efforts to collaborate more with student services and instructional around evaluations services and processes.</p> <p>Goal 3: Rebranding Mesa Evaluations to emphasize our efforts in completion, graduation, and the value behind earning a degree or certificate.</p>
<p>Mesa2030 Roadmap Strategic Objective (SO) Alignment</p>	<p>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>	<p><b>Goal 1:</b></p> <ul style="list-style-type: none"> <li>Collaborate with District Evaluations to review Jira and Campus Solutions to recommend improvements based on student concerns.</li> </ul> <p>Links to: <b>Stewardship</b> SO: Increase student access and schedule efficiency by coordinating schedules among departments/ disciplines.</p> <p><b>Goal 2:</b></p> <ul style="list-style-type: none"> <li>Collaborate with Student Services departments to reach and engage diversity groups directly through partnership efforts.</li> <li>Attend campus meetings to inform the campus community on district processes</li> </ul> <p>Links to: <b>Pathways and Partnerships</b> SO: Develop and implement frameworks to create communities that can provide more targeted delivery of educational resources and support services.</p> <p><b>Goal 3:</b></p> <ul style="list-style-type: none"> <li>Create events, flyers, and presentations that emphasize the value of earning a degree or certificate and how to apply for graduation.</li> <li>Connect with the campus community to emphasize the difference between graduation and commencement.</li> </ul> <p>Links to: <b>Completion</b> SO: Design and promote programs and services that intentionally target a reduction in equity gaps in completion outcomes. SO: Develop pathways that provide students with clarity about degree, certificate, and transfer requirements.</p>

<p>Identify specific actions your program/service area will engage in to accomplish this goal.</p>	<p>Examples may include: policy or practice changes; unit initiatives, curricular changes, etc.</p>	<p>Goal 1</p> <ol style="list-style-type: none"> <li>1. In conjunction with our District Evaluations &amp; Campus Evaluations Teams, support conducting comprehensive review of the Jira and campus solutions systems to identify areas that could be improved for accessibility and usability.</li> <li>2. Provide training to staff and faculty on the updated systems to ensure they are well-equipped to support students.</li> </ol> <p>Goal 2</p> <ol style="list-style-type: none"> <li>1. Develop a plan for outreach efforts that includes targeted messaging to students about evaluations services and processes.</li> <li>2. Establish partnerships with student services and instructional areas to coordinate efforts and provide consistent messaging to students.</li> <li>3. Utilize multiple channels to reach students, including social media, email, and in-person events.</li> <li>4. Create materials that explain the value and importance of evaluations services and how they can support students in achieving their academic goals.</li> </ol> <p>Goal 3</p> <ol style="list-style-type: none"> <li>1. Conduct research to determine how best to rebrand Mesa Evaluations, including gathering feedback from students and staff.</li> <li>2. Develop a new brand identity that emphasizes completion, graduation, and the value of earning a degree or certificate.</li> <li>3. Create marketing materials, such as brochures, flyers, and social media posts, that highlight the new brand identity and messaging.</li> <li>4. Train staff on the new brand identity and messaging to ensure consistency in all communications.</li> </ol>
<p>Does this Action Plan require resources</p>	<p>if yes, complete resource request form</p>	<p>Yes - Budget for evaluations marketing and events - we currently do not have a budget for any print or marketing</p>

		services No
Lead Writer and Manager Information		
Lead writer Name(s)	Céline Ahearn, Ayana Woods, and Olivia Picolla	
Name of Program/Unit	San Diego Mesa College Evaluations Office	
Manager Name	Dr. Ailene Crakes - Dean of Student Development	
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