

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.		To maintain the level of support with the rapid changing of immigration regulations relating to F-1 visas, we adapt and serve our students virtually and on-campus to support their academic goals and needs. International students continued to successfully be a part of the Mesa community with the various services received.
If applicable, describe any major curricular or service changes your unit has engaged in and the impact of those changes since the last	Optional	For the first time in the program history, we are unable to accept international students into the following programs since they moved to fully online courses: Web Development, Multimedia and Real Estate

comprehensive review.		
If applicable, describe the impact of any new resources (human, fiscal, etc.) on the unit and/or action plan implementation.	Optional	Not applicable
Please confirm that the department has reviewed the Course Learning Outcomes listed in CurricuNet for each course and verify accuracy.	Select One N/A	<input type="checkbox"/> Reviewed and accurate <input type="checkbox"/> Reviewed not accurate, update in progress <input type="checkbox"/> Reviewed not accurate, need support N/A

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	DATA Applied Spring 2022 - 27 Fall 2022 - 43 Accepted Spring 2022 – 17 (6 males, 11 females, 11 countries) Fall 2022 – 20 (11 males, 9 females, 17 countries) Current Program Population International Students from the 22 countries listed below are represented in our current population of 68 currently
	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	

	<p>reason for service use, other data relevant to your unit's work</p>	<p>attending Mesa:</p> <p>Argentina, Brazil, Camboida, Canada, Chile, China, Ecuador, France, India, Indonesia, Italy, Mexcico, Mongolia, Myanmar, Nicaragua, Phillipines, Poland, Slovakia, South Korea, United Kingdom, Vietnam, and Zambia</p> <p>Outgoing University Transfers Spring 2022 – New School of Architecture, San Diego State University (4), St. Joseph University, UC Berkeley, University of California San Diego (2), University Houston Fall 2022 – UC Riverside, UCSD</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>The International Student Program is in nature a diverse group of students studying abroad in the US and their academic success is nearly 100%</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>In looking at previous data regarding the success of our international student orientation, we determined that we needed to increase engagement and interaction within the first week of orientation. Moving forward, the program will offer in person orientation.</p> <p>The International Student Orientation agenda was revised with intention to be creative, engaging, and</p>

		<p>comprehensive. We also aim to emerge the incoming class of international student with peer navigators, previous international students and the campus community.</p> <p>Below are the success rates of our International Orientation Immigration quiz: Spring 2023: Pre-quiz: 15% and Post-quiz: 94% Fall 2022: Pre-quiz: 13% and Post-quiz: 94%</p> <p>The program continues to have discussions regarding student learning outcomes and the efficiency of our program intake and the overall orientation success.</p>
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Practice Reflection

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>We assist existing nonimmigrant Mesa students in jeopardy of losing their current visa status by providing the option to become a Mesa F-1 student and facilitating the immigration Change of Status process.</p> <p>Students abroad facing political unrest and/or come from underrepresented regions of the world seek assistance to enter San Diego Mesa College, and we provide an equity focus approach to make their individual situation successful.</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>Combine efforts to support orientation with the CRUISE Program and the work from PIER navigators.</p>
<p><i>Unit Goals and Action Plans</i></p>		
<p>Prompt</p>	<p>Guidance</p>	<p>Program Response</p>
<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: Continue the collaborative efforts between Admissions and Counseling in coordination of the International Student Program (ISP) to ensure continued compliance with federal and Homeland Security and Student Success mandates while fostering a successful study abroad experience for incoming international students and facilitating campus global awareness while expanding diversity and inclusion.</p> <p>Goal 2: Offer the Departure Workshop twice per year. It demonstrates tremendous success by ensuring a smooth transition to students who may be transferring, seeking employment, or returning home from their study abroad experience. Additionally, workshop attendees are more likely to petition to graduate, receive their degree, and participate in commencement ceremony.</p>
<p>Mesa2030 Roadmap Strategic Objective (SO) Alignment</p>	<p>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</p>	<p>Goal 1: SO: Support immigration compliance Links to: Completion</p>

	more SOs	<p>Goal 2: SO: Support increase of degree completion and increase transfer rate of international students Links to; Completion</p> <p>Goal 3. SO: Increase retention efforts Links to; Completion</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 1.Continue to meet weekly to discuss student issues. 2.Continue to monitor Federal and Homeland Security Rules, policies and guidelines to adjust current practices.</p> <p>Goal 2 1. Engage potential graduates and motivate them to engage them to participate in the Departure Workshop Event. 2. Collaborate with student services departments for potential workshops.</p> <p>Goal 3 1. Minimum one contact per semester New and Existing students. 2. Create an option for student to schedule online counseling session with International Counselor.</p>
Does this Action Plan require resources	if yes, complete resource request form	<input type="checkbox"/> Yes <input type="checkbox"/> No - No
Lead Writer and Manager Information		

Lead writer Name(s)	Terrence Hale and Ivonne Alvarez
Name of Program/Unit	International Student Program
Manager Name	Dr. Ailene Crakes
Submission Date of Program Review Draft to Manager for feedback	
Submission Date of Program Review Final Draft to Office of Institutional Effectiveness	