

## 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.	SP_23_Promise_App_Report_2.1.2023 (query) Google Form submission spreadsheets	<p><b>OUTREACH &amp; COMMUNITY RELATIONS</b></p> <p><b>Successes:</b></p> <ul style="list-style-type: none"> <li>● As we ease into a post-COVID world, Outreach has supported students’ return to campus, taking advantage of multiple modalities to reach and serve them.               <ul style="list-style-type: none"> <li>○ Outreach Ambassadors provide general information, more tailored information, and humanized care to students virtually via Ivy Chat, at our in-person counter, and through tours and events held on-campus and off-site.</li> <li>○ Outreach Ambassadors are embedded in high schools, forming personal relationships with counselors and students, representing Mesa and supporting students in their matriculation journey.</li> <li>○ Outreach offers pre-enrollment workshops and</li> </ul> </li> </ul>

registration events for our feeder high school students in ways that work for those students, at Mesa or at their schools.

- Outreach helps to facilitate students' enrollment in hybrid pre-registration workshops which support students' educational planning.

#### **PROMISE DATA**

##### **Successes:**

- In Spring 2023, Mesa College received 300 Promise applications and secured 95 signed Promise contracts as of 2/1/23, which was before the signed contract deadline of 2/6/23.
- In Fall 2022, between 8/4/22 and 9/9/23, we received 500 submissions for the Fall 2022 Promise Emergency Grant and were able to distribute around 154 awards of \$250. In that same timeframe, we received 198 applications for the Fall 2023 Promise laptops and awarded 50 laptops to Promise students.
- In Spring 2023, between 4/11/23 and 4/22/23, our office received 391 applications for the Spring 2023 Emergency Grant for Promise students. Currently, the office is reviewing applications for eligibility to distribute 168 awards of \$250 each for a total of \$42,000.

#### **OUTREACH & PROMISE**

##### **Challenges:**

- 2022-2023 was a transitional year for Outreach. Not only did it mark a period in which the team was helping to construct and respond to new normals for students, it was a time of promotional opportunity during which all contract staff turned over in the department.
- New personnel, ideas, and voices presented opportunities and fresh perspectives for Outreach, but this occurred in an especially challenging year. In Spring 2023, our registration deadline for Fall (which governs our timeline for high school student matriculation) was moved forward six weeks. The

		<p>team, which was fully supported by Student Services leaders, nonetheless lacked institutional memory which made navigating the terrain challenging.</p> <ul style="list-style-type: none"> <li>As a team, we were working to understand the concept of a plane while building and flying one. We learned a lot. The experience has excited us to goal-set and to put new programming and structures in place to provide groundwork for a changing, growing, and adaptive Outreach program.</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>Optional</p>	<p><b>Outreach Partnerships</b></p> <p><b>CCE</b></p> <ul style="list-style-type: none"> <li>As a part of its Mesa Pathways work, Outreach has collaborated with the College of Continuing Education to provide guidance and encouragement for students choosing to transition to for-credit college. This is a large population of students who can benefit from the economic opportunities resulting from higher ed certificates and degrees.</li> <li>In Spring 2023, Outreach led the first CCE Mesa Day for students at our on-campus, non-credit college. Whole CCE classes attended to learn about our services, instructional programs, and special programs, like Promise. The CCE Workgroup will continue to meet in 23-24 joined by additional CCE faculty and with plans to expand our partnership and outreach.</li> </ul> <p><b>Grant Programs</b></p> <ul style="list-style-type: none"> <li>We partner with emerging grant programs, like that which serves APY students, and our Kapwa, Umoja, and Puente learning communities to help programs reach students before they arrive at Mesa.</li> <li>In 2023, we requested and received a contact list for feeder high school students that was disaggregated by race/ethnicity to support this effort.</li> </ul> <p><b>Guided Pathways, Strong Workforce, Enrollment Management</b></p> <ul style="list-style-type: none"> <li>Outreach plays a key role in Mesa's Pathways efforts through its CCE workgroup; through Strong Workforce by</li> </ul>

		<p>informing students of the college's CTE programs; and through Enrollment Management by facilitating students' movement through the matriculation process. We're a part of the conversations that will influence Mesa's work and outcomes through 2030.</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>The department's personnel turnover came at a critical and transitional time for student enrollment and retention. Enrollment and retention numbers will be influenced by students' post-pandemic needs and by the innovations, systems, structures, and people we put in place to connect with our future students. Understanding this, the team is thinking ahead to 23-24.</p> <p>2023-2024 will be a year for envisioning and thinking big, mission- and goal-setting, professional learning, and making what we learn practical and actionable.</p> <p>Our Outreach SST has a strong relationship with our feeder high school lead counselors. In 23-24, we will further develop these relationships so that, together, Mesa and the high schools can collaboratively build a programmatic arc from career planning to registration over the course of an academic year, tailored to each high school.</p> <p>Mesa has asked that SDUSD and SDCCD outreach planning happen before the next academic year, rather than "on the fly" during the academic year, so we can develop new programming that is well conceived, organized, and funded. SDUSD and SDCCD have agreed to this, and we will meet on June 6th to outline the calendar for 2023-2024.</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</p> <p><input type="checkbox"/> Reviewed not accurate, update in progress</p> <p><input type="checkbox"/> Reviewed not accurate, need support</p> <p><input checked="" type="checkbox"/> Service Area: N/A</p>

<i>Data Reflection</i>		
Prompt	Guidance	Program Response
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>Spring 2023 San Diego Promise Enrollment Report 4.12.2023 (District)</p>	<p><b>Outreach</b></p> <p>This year's adjustment to an earlier registration date was difficult for our department, high school students, and their counselors.</p> <p>We find that the HS students we serve tend to be immersed in their senior year experiences and not on the abstract concept of college and registration so early in the year. This is despite the information we provide on the importance of early registration and the support we give them to register. The new timeline, therefore, has the potential to disadvantage incoming high school students, and it's important that we anticipate this trend and respond to it.</p> <p>The past registration timeline allowed students to finish their senior years and breathe; attend Reg Fest over the summer, receive guidance, and enroll as soon as their registration date opened. This year, we're reaching out in different forms - through counselors, through group activities, and individually - but it's been challenging to interest seniors in early- and mid-spring. As a result, most of our feeder students will unprecedentedly register with or after the general population. This may be an early indicator of decreased success which, as a College, we will then have to work to remedy after the fact.</p> <p>Spring 2023 has been a time of doing what we can, learning, and reflecting. Next, we will work with our HS partners to reconceive our onboarding arc. Because further down the road we know that students often have difficulty choosing a major - the basis for their ed plans - we want to add a career planning component and begin the year with this.</p> <p>We'll have to work to better prepare students starting long before the Spring semester given our new normal. As the department has in the past, we want to reinvigorate our connection with parents. We will</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>explore different modalities and formats and continue to innovate.</p> <p>The greatest asset is our team which is committed and open to experimenting. In Spring 2023, we held our first Reg Fest sessions off-site at two high schools. The first didn't work very well. The second was hugely successful. Going forward, we want to lean into our abilities to adjust and adapt, finding the secret sauce for each of our high schools and populations.</p> <p><b>PROMISE</b> Starting 2023, Promise eligibility has expanded and has created new entry points for special populations: returning SDCCD students, SDCCE students, and students who are undocumented, US veterans, formerly incarcerated, or former/current foster youth. Due to these new entry points, the district has seen a nearly 200% increase in Spring applications. This has resulted in increased full-time enrollment at Mesa. In Spring 2022, we saw 587 full-time Promise <u>Year 1</u> students. In Spring 2023, this increased to 845, a 44% increase.</p> <p>Fall 2023 enrollment is projected to increase significantly. At the time of the report (4/12/23), the district saw 1,347 Fall 2023 Promise applications, a nearly 80% increase from the year prior – 750 applications for Fall 2022 (the final application count for Fall 2022 was 4,487, nearly six times the initial 750 count).</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.)?	Equity gaps refer to disparities in educational outcomes and student success metrics across race/ethnicity, socioeconomic status, gender, and other demographic traits and intersectionalities.	Now that we've begun receiving HS data disaggregated by race/ethnicity, we will make this a component of our pathway analysis, as we follow the progression of all Mesa-bound students through the matriculation steps.
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 have not yet had these discussions as a new team. We will begin them in summer 2023.

<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>OUTREACH</b> Please see the response embedded in the “Trends” question.</p> <p><b>PROMISE</b> The Promise program is structured to increase likelihood of success, from the campus engagement and academic self-reporting requirements to requiring that students meet with counselors at least once every semester. To ensure Promise students understand their responsibilities and to encourage contact with student services and academic services (through self-reported academic progress), we require students to submit mid-term progress reports which require students to identify strategies they can take to strengthen their academics. We also require students to attend at least one campus activity and visit a counselor every semester. We check that these requirements have been met and when they have not been submitted or completed, we regularly email and call students with missing requirements. When the District removed students from the Promise program for falling under the 12-unit minimum enrollment requirement, our office emailed information about how to appeal and with information on additional services. Thanks to the Outreach Ambassadors, we were also able to call over 200 removed students to follow up to ensure they knew about the appeal option and the process. We also offered two drop-in sessions for removed Promise students to ask questions and troubleshoot their appeal process. Students also visit, call, and email the office regularly for additional support.</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>PROMISE</b>  While we advertise Promise requirements to include meeting with a counselor every semester, submitting a progress report (with strategies for academic recovery, if needed), and campus engagement attendance, there are no penalties for not completing these. I have heard there were gift cards or other materials to incentivize participation but I understand there is no funding for Promise for such enterprises. Promise also puts on remote and in-person Promise events to encourage fellowship and engagement, but lack of funding has limited events to no- or low-cost events such as Zoom sessions and study-sessions at the Avanza center. With the projected influx of Promise students and the increased diversity of the incoming Promise cohorts, planning engaging and fun projects will continue to be a challenge without the resources and tools.</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><b>OUTREACH</b></p> <ul style="list-style-type: none"> <li>• Goal 1: Strengthen and enhance partnerships with feeder high schools to promote effective information dissemination as it relates to our programs, services, and matriculation processes.</li> <li>• Goal 2: Promote and cultivate an environment dedicated to the personal, professional, and academic development of students and staff.</li> <li>• Goal 3: Create social media outlets to promote Outreach, Mesa College, and its programs and resources.</li> </ul> <p><b>PROMISE</b></p> <ul style="list-style-type: none"> <li>• Goal 1: Mesa Promise staff will consolidate information on Promise eligibility, application process, and Promise timeline. Information will be complete and concise, the language will align with District Promise information, and will be uniform across Mesa Promise webpage, Promise Canvas shell, and presentation and promotional materials.</li> </ul>



		<ul style="list-style-type: none"> <li>● Goal 2: Mesa Promise will collaborate with other offices and departments to create social events to foster community amongst students, faculty and Classified professionals.</li> <li>● Goal 3: Mesa Promise will collaborate with other offices and external community organizations to bridge students to the local community through learning opportunities.</li> </ul>
<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>OUTREACH</b></p> <ul style="list-style-type: none"> <li>● Goal 1: Strengthen and enhance partnerships with feeder high schools to promote effective information dissemination as it relates to our programs, services, and matriculation processes.</li> <li>● SO: Pathways and Partnerships: Expand partnerships with K-12 institutions; increase community engagement and integrated career planning; expand intersegmental pathways to create a seamless transition between Mesa and K-12 and non-credit.</li> <li>● Goal 2: Promote and cultivate an environment dedicated to the personal, professional, and academic development of students and staff.</li> <li>● SO: Community and Scholarship: Remove barriers to participation by creating structures for all employees to engage in and design professional learning; expand and prioritize professional learning experiences for all employees.</li> <li>● Goal 3: Create social media outlets to promote Outreach, Mesa College, and its programs and resources.</li> <li>● SO: Completion: Develop pathways that provide students with clarity about degree, certificate, and transfer requirements; support students' access to resources.</li> </ul> <p><b>PROMISE</b></p> <ul style="list-style-type: none"> <li>● Goal 1: Mesa Promise staff will consolidate information on Promise eligibility, application process, and Promise timeline. Information will be complete and concise, the language will align with District Promise information, and will be uniform across Mesa Promise webpage, Promise Canvas shell, and presentation and promotional materials.</li> </ul>

		<p>SO: Develop and implement technologies, including website redesign, that will make pathways information available to students so that they can effectively utilize this information in their educational and career planning.</p> <p>SO :Expand intersegmental pathways to create a seamless transition between Mesa and k-12, non-credit, Universities, and careers.</p> <p>SO: Use technology to improve communication and accessibility across campus.</p> <ul style="list-style-type: none"> <li>● Goal 2 :Mesa Promise will collaborate with other offices and departments to create social events to foster community amongst students, faculty and Classified professionals. SO :Develop activities, spaces, and programs that support a sense of belonging with a focus on antiracism, historically minoritized groups, and inclusion.</li> <li>● Goal 3: Mesa Promise will collaborate with other offices and external community organizations to bridge students to the local community through learning opportunities. SO: Increase opportunities to be an asset and resource to the external community. SO: Increase community engagement, experiential learning, integrated career planning, and workforce training to prepare students for future careers.</li> </ul>
<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><b>OUTREACH</b></p> <ul style="list-style-type: none"> <li>● Goal 1: Strengthen and enhance partnerships with feeder high schools to promote effective information dissemination as it relates to our programs, services, and matriculation processes.</li> <li>● SO: Pathways and Partnerships: In an effort to improve post-pandemic success, the Outreach office will work with feeder high schools to better tailor its offerings to better meet needs of matriculating students' and improve equitable outcomes.</li> <li>● Goal 2: Promote and cultivate an environment dedicated to the personal, professional, and academic development of students and staff.</li> <li>● SO: Community and Scholarship: Outreach will provide ongoing opportunities for the professional learning of</li> </ul>

		<p>classified professionals within an intentional and collaboratively developed framework.</p> <ul style="list-style-type: none"><li>● Goal 3: Create social media outlets to promote Outreach, Mesa College, and its programs and resources.</li><li>● SO: Completion: Outreach will connect with students through social media to improve their sense of belonging; promote programs and services; and support students' access to resources.</li></ul> <p>PROMISE</p> <ul style="list-style-type: none"><li>● Goal 1: Mesa Promise staff will consolidate information on Promise eligibility, application process, and Promise timeline. Information will be complete and concise, the language will align with District Promise information, and will be uniform across Mesa Promise webpage, Promise Canvas shell, and presentation and promotional materials.<ol style="list-style-type: none"><li>1. Focusing on the Mesa Promise webpages, and keeping the website redesign in mind, craft concise and complete Promise information.</li><li>2. Redesign the Promise Canvas shell based on the webpages, keeping language uniform. Base all future presentations and promotional items off of the Mesa Promise webpages.</li></ol></li><li>● Goal 2 :Mesa Promise will collaborate with other offices and departments to create social events to foster community amongst students, faculty and Classified professionals.<ol style="list-style-type: none"><li>1. In light of new eligibility entry points for the Promise program, initiate discussions with offices which outreach to those communities (VRC/Veterans and Records, Rising Scholars, Borderless Scholars, and NextUp and Fast Scholars) on how Promise opportunities can be promoted to these special populations.</li><li>2. Discuss opportunities for collaborative social events to support special population Promise students.</li></ol></li><li>● Goal 3: Mesa Promise will collaborate with other offices and external community organizations to bridge students to the</li></ul>
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		<p>local community through learning opportunities.</p> <ol style="list-style-type: none"> <li>1. Identify on campus, local and community organizations (especially those which serve historically minoritized groups) with opportunities for Promise volunteer or engagement.</li> <li>2. Connect Promise students to other volunteer and engagement opportunities through Handshake platform.</li> </ol>
Does this Action Plan require resources	if yes, complete resource request form	<input checked="" type="checkbox"/> Yes (We will submit resource requests next year.) <input type="checkbox"/> No
Lead Writer and Manager Information		
Lead writer Name(s)	Trina Larson, Cesar Gaxiola, Jennifer Park	
Name of Program/Unit	Outreach and Community Relations	
Manager Name	Victoria Miller	
Submission Date of Program Review Draft to Manager for feedback	4/14/23	
Submission Date of Program Review Final Draft to Office of Institutional Effectiveness	5/31/23	