

SAN DIEGO
MESA COLLEGE



Program Review

Summary and Reflections with Unit Goals, Action Plans, and Updates

Student Services - Counseling

Executive Summary

Describe the successes and challenges your unit has faced since the last comprehensive review.

With the return to in-person services, we have successfully continued, and strengthened the provision of counseling services in dual modalities, face to face and remote (to include, emails, phone, and zoom). These modalities are also present in pre-registration workshops (hybrid for high schools), hotspots (STEM, Student Athletes, Puente, Umoja, KAPWA, Black Counselors Collaborative, Promise and Student Veterans). However, at the same time there are some challenges now that students have multiple modalities to request services. We have seen more students wanting to access counseling, which is a nice issue to have, however, no increase in the number of counseling faculty. Demand has always outpaced the number of personnel for many years, however, given the expanded options to receive services, the department witnessed this gradual increase for 2022-2023 academic year.

We have successfully increased the collaboration with Mesa's Financial Aid Office (FA) to outreach to those students who must appeal their financial aid. The Counseling Faculty Liaison to the FA office was provided the names of students that signed up for the Appeal Workshops for spring 2023. The counselor reached out to all who were eligible for a Financial Aid Appeal ed plan and offered to schedule an appointment with them. (This education plan is required as part of the appeal packet for aid.) In total, the counselor reached out to 26 students and 11 of those responded and met for an hour appointment. As of this report, only 2 of the 11 have submitted their appeals. Both students who submitted their appeal were approved. It is important to note that the deadline to appeal is May 12, 2023. Additionally, there are some students who will wait to submit an appeal for fall 2023. While the numbers are small, we will continue these efforts for 2023-2024.

Personal Growth (PERG) discipline is part of the Counseling department and have successfully offered courses which explore diversity, inclusion, and equity. The number of course offerings for the 22-23 academic year is as follows:

For Fall 2022, the following courses were offered:

- 2 sections of PERG 110
- 19 sections of PERG 120
- 2 sections of PERG 130
- 3 sections of 140.

For Spring 2023, the following courses were offered:

- 11 sections of PERG 120
- 3 Sections of PERG 130
- 2 Sections of PERG 140

Several of the PERG 120 sections were in LCOM to support Puente, Kapwa, Student Athletes and UMOJA.

Our PERG courses enroll at capacity and many do enroll over cap. In a separate program review, success and completion rates are reported for this academic year. (There is a seperate program review which focuses solely on our Personal Growth curriculum.)

We have mixed challenges and successes in contacting DEI students who have not completed a comprehensive education plan. The data on the number of Mesa students who do not have a comprehensive education plan was provided from District Student Services in an Excel worksheet. Once the request was made, it took approximately three months to receive. Each name that appeared on this list was reviewed to see who can be immediately contacted to 1) schedule a counseling appointment to complete an education plan and/or 2) who needed to be contacted on how to submit transcripts and request for an evaluation. This process was a labor-intensive

Summary and Reflection

process as the list supplied had over 1,000 students. Approximately 500 emails were sent to students who were immediately ready to complete an education plan. Of these 500 messages, only 115 students responded to the email wanting an appointment in the fall of 2023 and 61 students in the spring. Due to the time to conduct this follow-up, we did not have the personnel to see if the remaining students did come to the department on their own to complete their education plan. Nevertheless, given the challenges to time and labor of these efforts, the department will continue to request such data and repeat this outreach for 2023-2024 academic year.

We face the continued challenge of limited personnel resource both counseling faculty and classified professionals.

Additional challenges include the understaffing of District Student Services from transcript receiving, detailing/totaling and evaluations. Current completion transcript evaluation is taking 120 business days from submission of request of evaluation by student via JIRA.

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.

Outreaching more to the DEI Mesa students for those who have not completed a comprehensive education plan. Student query is requested via Department Supervisor from District Student Services.

Modified the Kearny Fastrack program to allow high school students to select a broader range of classes, modality and times that better meet student A-G needs

Leverage counseling support by increasing SDICCA interns for 23-24

If applicable, describe the impact of any new resources (human, fiscal, etc) on the unit and/or action plan implementation.

Hired 2 new full-time counseling faculty which has lead to increased support for general population and coordination/counseling support for Veterans and military affiliated students

Hired new project assistants assigned to support AAPI students, programs, and initiatives

If you assess OUTCOMES, please confirm that the outcomes have been reviewed for accuracy. If you do not assess Outcomes, skip this question.

Reviewed Not Accurate - Update In Progress

Related Documents for Charts and Graphs

Executive Summary Complete

Yes

Data Reflection

Trends observed in program/service area's data.

The following are the numbers of students served for the following sessions:

Summer of 2022 (July 4 to August 19, 2022)

Of the 3,748 students served, 1,280 students were served face to face (appointment and/or drop-in).

Fall of 2022 (August 21 to December 21, 2022)

Of the 6,603 students served, 2,886 students were served face to face (appointment and/or drop-in).

For Spring 2023 (January 3 to April 25, 2023 time of report)

Of the 5,585 students served, 2,468 students were served face to face (appointment and or drop-in).

Summary and Reflection

Describe any equity gaps in the data. Are there differences and/or patterns observed by demographics (e.g. race/ethnicity, gender, age, etc.)

The equity gaps that our departments we see are among Blacks, Latine and AAPI students. To that that end, the department plans to continue making intentional efforts reaching out to these groups through counseling, campus community engagement, classroom presentation, and ed planning support/ promotion and outreach.

Describe the discussion(s) that took place about the unit's learning outcomes assessment data.

General Counseling has a new Department Outcomes Coordinator (DOC). Current discussion has included training of the new DOC, a review of past documents, and results of assessments, and a focus on new measures of assessment. There has been discussion of reviewing and updating department mission and goals. Discussion has been had with different counseling faculty regarding the current learning outcomes to better understand its intention and relevance.

Related Documents for Charts and Graphs

[Counseling_Data Reflection Tables.docx](#)

Data Reflection Complete

Yes

Practice Reflection

Describe current practices your program/service area has engaged in that you believe impact the above data trends and equity gaps.

When describing the umbrella of what makes up Mesa General Counseling is intertwined with and includes personnel in Transfer, Career, and Evaluations. For example, there are 25 full-time counseling faculty and 14 part-time counselors who are who in General Counseling, Transfer and Career. There are two supervisors under this umbrella, specifically one for General Counseling and another for Transfer, Career and Evaluations. Counseling faculty in both these physical areas include: Modified Fast-Track Program, Puente Project, Student Athletes, International Students, Career, Transfer, Student Success Teams (Pilot), Veterans, STEM Connections/STEMCORE, Promise, Kapwa, UMOJA, Honors, MET, Financial Aid Liaison, DEBER and counseling faculty serving as liaisons to instructional programs. To parse out the numbers of students served in these programs and then to provide a representative number of ALL other students who do not fall within these programs is a challenge.

What other factors (internal or external) might also impact the above data trends and equity gaps?

We are continuing to see the impact of Covid as students are returning to campus but with an increased need for services in dual modalities (in-person and remote via phone, zoom, and emails). As a result, our office is having to adapt its practices to ensure that students are able to access counseling support and services in a timely manner. Legislative changes such as AB 1705, placing students into transfer level courses and removing remedial courses, will go into effect July 1, 2023. As a result, we are adapting current practices and information to counsel students accordingly as well as collaborate with instructional faculty to determine the curricular impact of these changes. Districtwide enrollment dates for both Summer and Fall have changed to earlier dates in April/May as opposed to June/July creating an increase of students seeking appointments and drop-ins.

Related Documents for Charts and Graphs

Practice Reflection Complete

Yes

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Mid-Cycle Updates

Are there any edits or updates to the Executive Summary above?

In the Fall 2023 semester, counselors are participating in a regional effort, the Strong Workforce Institute, to better incorporate data to support students' career exploration. As a result of this, our partnership with the Office of Institutional Research has enabled our department to review our counseling appointment data through SARS and compare it to the general population. This is an enormous advance in our department to assist us as we continued to make data-informed decisions about our delivery our services, our practices, and efforts to improve outcomes particularly for our DEI populations.

Though this is focused on counseling faculty, our classified professionals have a significant role in contributing to students' enrollment, persistence, and retention. We are working to improve our data collection in this area to have a holistic view our entire departmental efforts. The Counseling department continues to be dynamic in the ways it supports students through the various modalities of counseling, types of counseling support (General, Career, Transfer), and retention programs, departmental liaison work, and workshops.

Are there any edits or updates to the Data Reflection above?

The DOC facilitated a 2 separate department wide discussions in Fall 2023 on student learning outcomes and its alignment with our purpose and goals. As a result from this robust conversation, counseling faculty acknowledged that SSOs need to capture, not only the transactional components of our work, but most importantly the transformational work that students experience. A committee has been formed to review the outcomes and revise them to reflect the transformation and transactional work and align with our departmental goals, faculty evaluations, and our vision for counseling profession. New SSOs have been adapted by counseling:

Students will be able to recognize and use counseling tools and resources for their academic, career planning, and decision making processes.

Students will understand and apply policies, procedures, and deadlines related to their academic pathway and goals.

Students will be able to identify and access campus and community resources available to support their academic, career, and personal goals.

Students will demonstrate self-advocacy in relation to academic, personal, and career endeavors.

Through the Strong Workforce Institute, new data has been provided assessing students use of counseling support and impact on their persistence rates. SARS data was provided by the Counseling department for Institutional Research to assess and requires further examination to improve its accuracy and relevancy for data. For example, initial data presented by Institutional Research indicates that in 2022 - 23, 31.9% (9,346 unduplicated students) of the 29, 327 students enrolled at Mesa accessed counseling support through a drop in session or appointment. This is a 2% increase from 21-22 (8,095 of 28,815)

However, when compared to the Counseling Department's SARS data, In 2021-22, 45.2% (13,017 - unduplicated count) of the 28,815 total unduplicated students enrolled accessed counseling. With nearly a 5% increase in 2022-2023, 14, 394 (49%) unduplicated students of the 29,347 students actually accessed counseling drop ins/appointments. Of these services, 54% (7,814) were remote and 48% (6,580) were face to face. Since the beginning of Fall 2023, 8,614 unduplicated students have met with a counselor (drop in/appointments), with 52% (4,499) being face-to-face and 48% being remote.

This discrepancy demonstrates the need to improve our data collection, assessment, and reporting processes that captures the dynamism of counseling.

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Are there any edits or updates to the Practice Reflection above?

To continue to support our financial aid efforts, an additional counselor was assigned to support the FA Counseling Liaison's work improving the SAP Appeal process. Students are now able to submit abbreviated education plans to mitigate impact of delayed transcript evaluations. Counselors were given training and direction on input appropriate comments to support students' SAP appeal.

The Kapwa, Umoja, Puente Learning Communities continue to collaborate and align class activities and curriculum to support efforts to improve the campus' racial climate and solidarity amongst communities of color. An example would be the November 6, Kapwa, Umoja, Puente mixers where students learned about intersectionality, participated in community building, and discussed shared experiences. Another dynamic is during this 2023-2024, we have a counselor who transferred to City College in mid-fall and shuffling of assignments had to be done. This equates to one less counseling providing services particularly for the AAPI community.

New legislation is impacting ways we counsel students and develop curriculum. AB 928 is the implementation of the CalGETC - one transfer general education curriculum that integrates the CSU and UC requirements. We have adapted this new pattern at the beginning of Spring 2024 in preparation for the full implementation in Fall 2025. CalGETC impacts our Personal Growth courses as it is no longer a general education requirement but is integral to supporting student success. Personal Growth courses will continue to be integrated into our Learning Communities and be available to the general student population to take as elective courses. AB 928 also requires that students be automatically enrolled in an Associate Degree for Transfer (ADT) path except for students pursuing an Associates degree, a program where no ADT is offered, or they are transferring to a school that does not accept ADT. UCs are being encouraged to adopt ADTs. Our faculty will have to review curriculum to ensure that it is in compliance with the ADT path.

AB 1705 is an extension of AB 705, which now requires that students be enrolled in transfer-level Math & English courses to accelerate their time of completion. Students may be required to take the transfer level Math and English course with support if their Math and English milestones are 30s, where as students with 40/50/60 have the option to take the support courses. It allows students to go directly into the Math course required for their major without having to complete the prior pre-requisites. For example, MATH 116 is generally the pre-requisite for MATH 121, but students can now enroll directly into MATH 121/X. However, this creates complications with fulfilling transfer articulation agreements such as that of SDSU's Business program which requires both MATH 116 and MATH 121. Students may be required to take the transfer level Math and English course with support if their Math and English milestones are 30s, where as students with 40/50/60 have the option to take the support courses.

Additionally, Title 5 Regulations for an Associate Degree have also changed effective Nov 16, 2023. There is also a change in Title 5 Regulations regarding Work Experience expanding its repeatability for credit. AB 1111: Common Course Number requires that all CA Community Colleges adopt a common course number system for general education and transfer pathway courses.

Our department is continuously working hard to help students adapt, be informed, and understand the changes as it relates to their academic, transfer, and career success.

Summary and Reflection

Increase Comprehensive Education Plans for DEI Students

Unit Goal: Increase comprehensive education plans for DEI students by 2%.

Goal Status: Active

Beginning Year: 2022 - 2023

Projected Completion Year: 2025 - 2026

Mapping

Mesa College Strategic Plan: Roadmap to Mesa2030: (X - Highlight the X to Align)

- Community - Objective 2: X
- Community - Objective 3: X
- Completion - Objective 1: X
- Completion - Objective 2: X
- Completion - Objective 3: X
- Pathways and Partnerships - Objective 1: X
- Pathways and Partnerships - Objective 2: X
- Pathways and Partnerships - Objective 3: X
- Scholarship - Objective 3: X

Action Plans	Action Plan Update
<p>Action Plan Status: Active</p> <p>Action Plan: Receive semester data pull of DEI students who have not completed comprehensive education plan and outreach to schedule appointment or attend a hotspot</p> <p>Action Plan Cycle: 2022 - 2023, 2023 - 2024, 2024 - 2025, 2025 - 2026</p>	

Increase Associate Degree Attainment

Unit Goal: Increase Associate Degree attainment by 5%.

Goal Status: Active

Beginning Year: 2022 - 2023

Projected Completion Year: 2025 - 2026

Mapping

Mesa College Strategic Plan: Roadmap to Mesa2030: (X - Highlight the X to Align)

- Completion - Objective 1: X
- Completion - Objective 2: X
- Completion - Objective 3: X

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- Completion - Objective 4: X
- Pathways and Partnerships - Objective 1: X
- Pathways and Partnerships - Objective 3: X
- Pathways and Partnerships - Objective 4: X
- Scholarship - Objective 3: X

Action Plans	Action Plan Update
<p>Action Plan Status: Active</p> <p>Action Plan: Continue to work with Faculty and Deans to support enrollment management and conduct enrollment workshops during enrollment cycles</p> <p>Action Plan Cycle: 2022 - 2023, 2023 - 2024, 2024 - 2025, 2025 - 2026</p>	

Increase Community Culture and Racial Campus Climate

Unit Goal: Increase community culture and racial campus climate by 3%.

Goal Status: Active

Beginning Year: 2022 - 2023

Projected Completion Year: 2025 - 2026

Mapping

Mesa College Strategic Plan: Roadmap to Mesa2030: (X - Highlight the X to Align)

- Community - Objective 2: X
- Community - Objective 3: X
- Community - Objective 4: X
- Community - Objective 5: X
- Completion - Objective 3: X
- Completion - Objective 4: X
- Pathways and Partnerships - Objective 1: X
- Scholarship - Objective 1: X
- Scholarship - Objective 3: X
- Scholarship - Objective 4: X
- Stewardship - Objective 6: X

Action Plans	Action Plan Update
<p>Action Plan Status: Active</p>	

Summary and Reflection

Action Plans	Action Plan Update
<p>Action Plan: Support the student engagement events coordinated by counseling faculty for the special programs.</p> <p>Action Plan Cycle: 2022 - 2023, 2023 - 2024, 2024 - 2025, 2025 - 2026</p>	