

SAN DIEGO
MESA COLLEGE



Program Review

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

Student Services - Evaluations Office

Executive Summary

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

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.

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.

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, Project Assistants. The lack of staffing created additional stress, but the team relied on each other to provide comprehensive student services.

In 2022, the Student Services Technician position was filled. Shortly after, the long-time Student Services Assistant retired, along with years of institutional knowledge.

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.

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.

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.

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.

Another success has been hosting the commencement ceremony on campus. This has fueled collaboration across campus.

Challenges:

Covid

Loss of SSA to retirement, loss of institutional knowledge

Need for additional staff in District and Campus Evaluations offices to manage workload

Processing time for transcript evaluation

Lack of education on how to use mySDCCD portal

Lack of education on requirement to submit transcripts

Lack of education on applying for graduation (not automatic)

Limited knowledge on how to confirm personal information

Transitioning to Campus Solutions

Summary and Reflection

Successes:

Electronic Form System
Utilization of Jira, tracking, access
Electronic Check in for Commencement
Reach: email, constant contact, social media, in person flyers, posters, Aframes
Eval Binder, toolkit
Apply for Graduation Workshops
Hosting Commencement Ceremony on campus
Make your Major Matter- emphasizing value of degree

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.

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.

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.

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.

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.

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

No SST August 2021- July 2022

-Duties were distributed between Supervisor, Student Services Assistant, and Project Assistants.

New hires- SST in July 2022, 1 SSA in April

-Learning curve/extensive training

No Evaluations budget for printing/marketing.

-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.

Updated Computers

-Windows 10 features are updated

-Web Version of Office 365 allows for access to shared documents in one application

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

Reviewed & Accurate

Related Documents for Charts and Graphs

Summary and Reflection

Executive Summary Complete

Yes

Data Reflection

Trends observed in program/service area's data.

Apply for Graduation Survey

Commencement Survey– understanding graduation vs commencement

Compare Unique Grads Fall to Summer

2018-2019 = 2,283

2019-2020 = 1,649

2020-2021 = 1,714

2021-2022 = 1,572

*2022-2023 = 1,571

*Report pulled 4/12 includes grads and potential grads

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

Dashboards

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

Ethnicity gaps: 2018-2022

-African Americans

--Consistent negative gap

--Negative gap increased after the pandemic

-Asian/Pacific Islander

--Positive gap

-Native American

--Negative gap increasing

Summary and Reflection

- 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.

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.

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.

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.

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

Surveys, workshops, graduation vs commencement, how to apply for graduation.

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.

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.

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 outstanding issues that could prevent graduation.

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

Summary and Reflection

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.

Related Documents for Charts and Graphs

[2018-2019 Awards.png](#)

[2019-2020 Awards.png](#)

[2020-2021 Awards.png](#)

[2021-2022 Awards.png](#)

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.

Apply for Graduation Workshops - providing a space for students to come with questions
Tabling at campus events such as summer cruise, transfer talks, pride center opening, career fairs, etc
Spotlighting Community Celebrations for Cultural Unity Week
2023 Eval Binder - educating campus community on academic petitions
Increased marketing efforts
Make Your Major Matter interventions, contacting students on track to graduate

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

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.

Related Documents for Charts and Graphs

Practice Reflection Complete

Yes

Mid-Cycle Updates

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

Success: July 2023 update to the academic renewal policy allows students to renew up to 30 units without course repetition. This greatly impacts the ability for students to clean up their GPA, improving their eligibility for graduation, transfer, etc.

Challenges: Student engagement is low, post pandemic. In-person workshops are lightly attended.

The transcript evaluation process increased from 90 to 120 business days causing month long delays in education planning, financial aid, and applying for graduation.

Students are not notified when outside transcripts are received and cannot view status of transcripts in order to submit a request for evaluation.

Discrepancies in student view of unofficial transcripts and SDCCD view of unofficial transcripts cause confusion for students. Students cannot view/interpret transcript codes such as academic renewal.

Summary and Reflection

Etrieve- In Fall 2023 the District implemented a new transcript software system for receiving and viewing official transcripts. Unfortunately, campus access to the new transcript system has been delayed causing significant impact on student support and form processing that require transcripts.

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

2022-2023 Unique Fall -Summer Grads = 1503

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

Mesa Journeys Newsletter- In Fall 2023 we began sharing graduation deadlines and workshops in the Mesa Journeys newsletter reaching 17,000+ contacts, building community and encouraging completion.

Counselor trainings- In Fall 2023 campus evaluations conducted tailored counselor trainings to welcome newcomers, streamline information, and provide space for questions and feedback from general counseling, DSPS, EOPS & Special Programs. These sessions covered efficiently submitting, reviewing, and approving academic petitions, resulting in reduced processing times on the campus end, streamlining efforts for transfer and completion.

School meetings- Evaluations supervisor shared office updates and best practices to department school meetings building community and improving communication across campus.

New Websites- In Fall 2023, student services launched new websites. The new design is student centered and aims to help students find information easily. The new websites allow us to advertise events from the Mesa Calendar, share links to specific information on a page, and collaborate with other departments that share similar information. This aims to build community and access to information.

Summary and Reflection

Information Accuracy & Accessibility

Unit Goal: 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.

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)

- Stewardship - Objective 3: X

Action Plans	Action Plan Update
<p>Action Plan Status: Active</p> <p>Action Plan: 1.In conjunction with our District Evaluations & 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.</p> <p>2.Provide training to staff and faculty on the updated systems to ensure they are well-equipped to support students.</p> <p>Action Plan Cycle: 2022 - 2023, 2023 - 2024, 2024 - 2025, 2025 - 2026</p>	

Outreach

Unit Goal: Become more intentional about our outreach efforts to collaborate more with student services and instructional around evaluations services and processes.

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)

- Pathways and Partnerships - Objective 1: X

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

Summary and Reflection

Action Plans	Action Plan Update
<p>Action Plan: 1. Develop a plan for outreach efforts that includes targeted messaging to students about evaluations services and processes.</p> <p>2. Establish partnerships with student services and instructional areas to coordinate efforts and provide consistent messaging to students.</p> <p>3. Utilize multiple channels to reach students, including social media, email, and in-person events.</p> <p>4. Create materials that explain the value and importance of evaluations services and how they can support students in achieving their academic goals.</p> <p>Action Plan Cycle: 2022 - 2023, 2023 - 2024, 2024 - 2025, 2025 - 2026</p>	

Rebranding

Unit Goal: Rebranding Mesa Evaluations to emphasize our efforts in completion, graduation, and the value behind earning a degree or certificate.

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 3: X

Action Plans	Action Plan Update
Action Plan Status: Active	

Summary and Reflection

Action Plans	Action Plan Update
<p>Action Plan: 1. Conduct research to determine how best to rebrand Mesa Evaluations, including gathering feedback from students and staff.</p> <p>2. Develop a new brand identity that emphasizes completion, graduation, and the value of earning a degree or certificate.</p> <p>3. Create marketing materials, such as brochures, flyers, and social media posts, that highlight the new brand identity and messaging.</p> <p>4. Train staff on the new brand identity and messaging to ensure consistency in all communications.</p> <p>Action Plan Cycle: 2022 - 2023, 2023 - 2024, 2024 - 2025, 2025 - 2026</p>	