

SAN DIEGO
MESA COLLEGE



Program Review

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

Student Services - Mesa Academics and Athletics Program

Executive Summary

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

Successes: Student athletes at San Diego Mesa College have two Counselors designated for the purposes of meeting their needs. Providing academic counseling is a critical and vital resource for our student athletes. Especially worth noting, although one Counselor is an adjunct and the other is a full-time contracted Counselor, they both demonstrate accountability, dependability, responsiveness to the needs of the student athletes, and a genuine interest in being timely and consistent when responding to student athletes. Additionally, trust has been restored and continues being built between Athletics and Counseling Departments. This relationship needs to remain healthy by keeping the lines of communication open, making sure Counselor's follow rules and regulations set forth by governing bodies such as the 3C2A, and collaborating closely with team head coaches. These are the things happening now with only two Counselors. The lines of communication have improved between the Dean and Department Chair of the Athletic Department. When academically advising a student athlete, keen consideration is given to each student athlete's obligation to meet the rules set-forth by the 3C2A committee. Additionally, head coaches are utilizing access to the athletic counselor by taking advantage of a new open-door policy. Coaches have been supportive in disseminating academic information to students and head coaches have seemingly developed trust in both athletic counselors. To add, the Athletic Counselors have played an intricate role in assisting in the recruitment process for all the teams. Assisting in the recruitment process has varied from introduction of counseling services, simply saying hello and welcome, and/or creating a first-semester education plan for a student who is undoubtedly committed to attending San Diego Mesa College.

Challenges: We are behind the times when it comes to providing comprehensive services for our student athletes. An ideal situation would be for us to have an Athletic Counseling Center (ACC). Within such a center, we would have at least five counselors dedicated to work with our student athletes, an evaluator would be designated for helping student athletes in submitting petitions and evaluating their transfer college transcripts, and the team of counselors would collaborate in effort of making sure student athletes enroll during the priority period. This includes working closer with an official from Financial Aid. It is imperative to make sure that our student athletes are not dropped for non-payment. When this happens, student athletes who are in-season are impacted, as dropped courses could cause them to fall into ineligible status.

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.

During the Spring of 2023, collaborative discussions occurred with Athletics and representatives from Communications, English, and Geography disciplines. The purpose of the meeting was to determine if it was possible to offer these courses for athletes during the summer of 2023 in order to support course completion and transfer rates. The idea was to decouple the courses offered from these departments as was past practice by making the courses part of a Learning in Community (LCOM). The best call to action effort was to offer the courses as individual course offerings and thereby enabling student athletes to take the summer courses based on need, maximizing their ability to take one or two or more courses, and providing an opportunity for incoming athletes to get a head-start on their academic career (as the plan for many athletes is to complete their associate degree within two years). All in all, during the summer of 2023 we offered three sections of Communications 103, two sections of English 101, one section of Personal Growth 120, and 15 seats were made available for Geography 101. Each department identified instructors to teach the courses and each instructor showed enthusiasm in working with our athletes. All of the sections quickly filled with athletes seeking to get ahead, incoming first-year student athletes, and students who may have fallen deficient in achieving the required academic unit rule.

Summary and Reflection

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

As the San Diego Mesa College Counseling Department recognized the need for more athletic counseling support, when interviewing potential interns, they were intentional regarding finding an intern who was interested in working with student athletes. Needless to say, a person showed interest and started training during the fall 2023 for working with student athletes. Having an intern is a valuable contribution for growing the team of counselors.

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

Executive Summary Complete

Yes

Data Reflection

Trends observed in program/service area's data.

According to the San Diego Mesa College's Student Academic Plan Data by Characteristics, student-athletes are exceeding expectations in some categories and conversely, student athletes clearly need assistance in others. Below, is a summary of my interpretation of the report:

*98.4% of student athletes reported having an academic plan on file in comparison to non-athletes reporting at 89.9% having an academic plan completed. In consideration of the number of reported respondents, 438 student athletes/26,254 non-athletes, this is testimony related to the hard work and effort being made by the athletic counselors.

*The top three associate degrees completed by student athletes are Business, Exercise Science, and Psychology. This informs our work and efforts to support offering sections created for student athletes and/or ensuring student athletes get started on their major course requirements early in their academic career.

According to the Mesa College Student Characteristics Summary by Academic Year, student-athletes are ranking well in some categories and clearly need assistance in others. Below, is a summary of my interpretation of the report:

*Areas of concern are, 96.1% of student athletes are not EOPS participants and 96.6% are not utilizing DSPS student services. Immediately this raises questions as to why the participation rate is so abysmal in these valuable student support services. We need to strive to uncover answers related to these findings, such as: Are student athletes aware of our student services? For those who use the services, do they find the services to be of value? For those who are aware but chose not using the services, what reasons are they not using the services?

*We have a high percentage of first-time college student athletes, 81.4%. Therefore, our efforts and services should be more intentional towards helping them in their transition into college and as it relates to the expectation of being a student athlete. Recommended actions in this area include the Mesa Athletic Counseling team being more creative in orientation services and academic planning and providing a safety net for those who experience adversity. We also need to make coaches and other Athletics support staff aware of the various services available to students outside of the Athletic Counseling arena. An awareness campaign for coaching staff is essential, as coaches are intimately aware of their student athlete's circumstances and have frequent interactions with them on a weekly basis.

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.)

I believe with the MAAP Hot Spot Counseling service and having another MAAP/General Counselor to assist in MAAP Counseling hot spots, especially during peak times, has helped increase success, retention and persistence rates.

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

No discussion to report at the moment.

Related Documents for Charts and Graphs

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.

In regards to equity focused work at Mesa College, the following is occurring to address equity gaps:

*Conduct Hot Spots in the Exercise Science building in order to increase access and student success

*Worked and trained Mesa's Peer Navigators on MAAP and student-athlete resources

*Collaborated with Tutoring on student-athlete needs

*Created and presented customized workshops to various intercollegiate teams in their theory course or at their practice environment

*Referred students to Mesa's STAND and Farmers Market. The STAND is a safe place that provides free food to help alleviate food insecurity on campus and provides access to professional clothing to help our students succeed both in the classroom and in the community.

*Refer students to Puente and Umoja

*Refer student-athletes to take the Personal Growth 120, Communications 103, English 101, and Geography 101 courses with a student athlete focus

*MAAP Progress Report and an Intervention Plan

*OER and less expensive textbook offerings

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

Every year there continues to be new and revised policies and regulations that affect our Mesa student athletes' eligibility at the community college level and transfer level. These ever changing rules come from the California Community College Athletic Association (3C2A), the National Collegiate Athletic Association (NCAA) and the National Association of Intercollegiate Athletics (NAIA). Most of the reform and changes have come from the NCAA.

Related Documents for Charts and Graphs

Practice Reflection Complete

Yes

Mid-Cycle Updates

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

Yes

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

Yes

Summary and Reflection

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

Yes

Summary and Reflection

Maintain 3C4A Membership

Unit Goal: Due to the ever changing CCCAA, NCAA, and NAIA policies and academic requirements, it is crucial that the MAAP Counselor be aware of these new and revised changes and how it affects our student-athletes and their academic and athletic goals. In order for the Counselor to remain competent in the field, it is vital to maintain 3C4A membership.

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
- Pathways and Partnerships - Objective 5: X
- Scholarship - Objective 1: X
- Stewardship - Objective 1: X
- Stewardship - Objective 3: X
- Stewardship - Objective 6: X

Action Plans	Action Plan Update
<p>Action Plan Status: Active</p> <p>Action Plan: 1. Provide students with a two-year education plan upon their arrival at Mesa College</p> <p>2. The two-year education plan is indicated on the student planner, a copy is emailed to the student-athlete, is often shared with coaches and ARTS, and updated each semester to maintain accuracy.</p> <p>3. Each year, submit the required fees for renewing membership into the 3C4A.</p> <p>Action Plan Cycle: 2022 - 2023, 2023 - 2024, 2024 - 2025, 2025 - 2026</p>	

Monitor MAAP Completion

Unit Goal: Standardize the progress report system through MAAP and eventually use the same system campus wide. MAAP and the Athletics department monitor the progress of our student-athletes two times per semester to assure they are attending class and working towards completing their educational goals.

Goal Status: Active

Beginning Year: 2022 - 2023

Summary and Reflection

Projected Completion Year: 2025 - 2026

Mapping

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

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

Action Plans	Action Plan Update
<p>Action Plan Status: Active</p> <p>Action Plan: 1. Student athletes will continue to be encouraged to attend the numerous activities and events offered campus wide.</p> <p>2. Create and use a progress report that can be completed and submitted online.</p> <p>Action Plan Cycle: 2022 - 2023, 2023 - 2024, 2024 - 2025, 2025 - 2026</p>	

Increase Academic Performance

Unit Goal: In order to increase academic performance, the standardize progress report should be accessible for professors, coaches, and ARTS. An online format would be sufficient. In fact, this process would work great for interaction between EOPS, Puente, Umoja, and other student support programs. In addition, an online format would allow certain administrators, faculty and staff to view how their students are doing in their course work.

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
- Completion - Objective 2: X
- Completion - Objective 4: X

Summary and Reflection

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

Action Plans	Action Plan Update
<p>Action Plan Status: Active</p> <p>Action Plan: 1. Student athletes should meet with Career Center Counselor and or Work Based Learning to discuss internships and to utilize all the great resources.</p> <p>2. Reach out and work more with the following departments and programs in regards to equity and mental health:</p> <ol style="list-style-type: none"> 1) Exercise Science 2) Student Health Center 3) Disability Support Program and Services (DSPS) 4) Student Success and Equity 5) Extended Opportunities Programs and Services (EOPS) 6) Tutorial Services 7) Umoja/Mesa Academy and Puente 8) Creating Rich Unique Intellectual Student Experiences (CRUISE) and Peer Navigator Program (PNP) 9) Financial Aid 10) Transfer Center <p>Action Plan Cycle: 2022 - 2023, 2023 - 2024, 2024 - 2025, 2025 - 2026</p>	