Program Review

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

Student Services - Basic Needs/The Stand

2022 - 2026

Executive Summary

Describe the successes and challenges your unit has faced since the last comprehensive review.
As the Leading College of Equity and Excellence, San Diego Mesa College continues to create intentional Basic Needs programs and practices in support of student success. This is the first comprehensive program review for The Stand: Dr. Pamela T. Luster Resource Center. Creating brand new programing on a campus comes with many successes and challenges.

Our journey began in 2016 with the development of a direct student support program designed to assist students, particularly those experiencing disproportionate impact, with resources in the form of meals, school supplies, books, bus passes, and printing. Beginning in February 2017, the School of Student Success & Equity began partnership with the Transfer, Career, & Evaluations Department, to secure an innovation grant from the Mesa College Foundation. With the support of the foundation, we opened a very modest food pantry and professional clothing closet that we call The Stand. Lacking permanent funding at that time, The Stand operated solely by means of individual donations.

Although modest and small in the beginning, our intention has always been to meet student where they are. Our principles of engagement include maintaining flexibility in order to meet student's needs and to do so with kindness and compassion in ensuring that everyone who uses the services is able to maintain their dignity. In the early development process we surveyed our students to get both qualitative and quantitative data that was used to inform us of our efforts. We continue to use data effectively to support the work that we do. (Year in Review 16-17, 17-18, 18-19)

Today, The Stand has expanded both in size and scope of services. San Diego Mesa had created an Acting Basic Needs Coordinator in fall 2019 and was therefore prepared to create and onboard the permanent position in the fall 2021, well ahead of the deadline in AB 132 (section 4). Mesa College campus dedicated more than 3600 square feet of space on the campus Quad in the heart of our community to include a larger food pantry, professional clothing closet as well as dedicated workshop space, counseling space, storage and office space. In addition, the college has supported the hiring of a full-time classified position, 3 adjunct counseling positions, and 4 hourly project assistants to support the day to day operations of the space.

Creatively, the food pantry and professional clothing closet are operated on a point system that is monitored by a resource team. Students are allotted 100 points a semester to use on food and toiletries and an additional 8 points are allotted for clothing. Students are provided with a normalized shopping experience. Over the years we have fostered partnerships and secured donations to improve our services. We now have free feminine hygiene products, offer diapers, and carry some non-professional clothing. We also have refrigerated and frozen items, provide microwave capability as well as water for preparing instant soups and pastas.

Our Direct Student Support program has evolved as a means to ensure we are getting our students as much support as we can. Our application moved online with the COVID 19 pandemic in which students can self—refer. Students who fill out the application then get a one on one appointment with a Basic Needs Counselor or Counseling Intern to help assess the student's needs and/or provide minor financial assistance and get them connected to campus or community resources. Such efforts go a long way in helping the struggling student to have a sense of community connection.

During the COVID 19 pandemic we expanded our programing to include workshops to help create community and provide students with a safe place to talk and learn. As we returned to campus, these workshops have morphed to include various other helpful topics which have promoted additional partnerships between student service and instructional programs all designed to support student retention and success. Some are held by The Stand and some are partnered with other departments. Feel, Heal, and Be Real; HeART Circle – included restoration circle and art days; Scholarships workshop – providing students with information about both on and off campus scholarship opportunities; Healthy Eating – providing guidance and recipes for eating healthy; Parent Cafe in partnership with CalWORKs to provide parenting students with a place and space to connect and deal with topics that relate to parenting.

In 2019, The San Diego Mesa College Foundation announced the Resiliency Fund. This fund is meant to provided students with access to emergency funding for unexpected expenses that can occur during a semester. The campus agreed to have this fund available through the existing basic needs programing. The Foundation has created an endowment for some of the funds to assist in maintaining this emergency aid program.

In the spring of 2021, San Diego Mesa College became a participant in ECMC's Project Success program. These funds provided an additional emergency aid program, coordinated and awarded through The Stand. Student are

eligible to receive up to $500 for unexpected emergency expenses that would negatively impact their academic journey. These funds have a simple application process and a pretty quick turn around for funding. Payment can only be made to a vendor and the expenses can not be reported to financial aid. Making this a true equity program.
In The Spring of 2022, college leadership proposed a renaming of The Stand Basic Needs Resource Center to The Stand: The Dr. Pamela T. Luster Resource Center in honor of the retiring president and her dedication to basic needs programing. This included an updated logo. Additionally as part of the rebranding, The San Diego Mesa College Foundation paid to install a donor recognition tree with the names of all those who donated to Basic Needs supports on campus.
Recognizing that we cannot do it all by ourselves, we have been very intentional about developing community partnerships. For example, in 2018 we began partnering with Feeding San Diego and in 2019 we added a partnership with San Diego Food Bank to help provide large scale distributions of fruits and vegetables. Initially these were held as large scale walk through events for the campus community. During COVID, we shifted to a drive thru model, and are now slowly shifting back to the walk thru model.
In 2022, we proudly were accepted into the second cohort of Generation Hope's, Family U program. The team is led by the basic needs coordinator and includes decision makers from key areas on campus including the Director of Facilities and Events, the Director of Financial Aid, Student Services Data Analyst, and our Student Conduct Officer who is also a faculty member. The team has drafted a plan for the college to improve our connection with student parents on campus.
In the 22-23 academic year, The Stand has been working at preparing the campus to offer the Fresh Success Program to our CTE students. This hands-on program will provide greater basic needs supports to students enrolled in CTE courses, receiving Cal-fresh(but not eligible for CalWORKs). We anticipate launching the program in July 2023 with the hope of enrolling 75 students in the program by the beginning of the fall 2023 semester. We will conduct outreach to CTE programs, provide check-ins and supports to assist CTE students in completing their degree attainment and entering the workforce.
Moving forward, it is our intention to continue assessing our students' need through direct conversations and surveys. Additionally, we are constantly looking at ways to expand our partnerships and services to create a service that lets our students know we care about them as humans first. Our intention is to help our students to break through any barriers that exist. This means that while we started with food and clothing in our modest opening, we are continually expanding our support to our students as we pride ourselves on serving the whole student. As the challenges that our students face continues to change and expand, it is our intention to do the same.

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.
Basic Needs Counselors – One of the biggest shifts in how we provide services to students is that our direct support program is handled by adjunct counselors instead of Classified Professionals. This increase in staffing helps support the growth in the number of students needing basic needs supports.
Workshops – As we returned to campus post COVID, The Stand implemented workshop series to help create community. Some are held by The Stand Staff and some are partnered with other departments such as; HeART Circle, Scholarships, Healthy Eating, and Parent Cafe.
Engaging in Student Parent Work – In 2022 SD Mesa was accepted into the 2nd cohort of Generation Hope's Family U program to create a working plan for the college with a focus on student parents.
Engaging in Fresh Success Program – The Stand began the preliminary work on getting set up as a Fresh Success campus.

If applicable, describe the impact of any new resources (human, fiscal, etc) on the unit and/or action plan implementation.
During the 22-23 Academic year, The Stand: The Dr. Pamela T. Luster Resource Center has welcomed a Student Services Technician, three adjunct counselors, and four Project Assistants and four Veteran Work Study students. This is thanks in large part to HEERF Funding which has supported the adjunct and NANCe positions within The Stand. The impact of staffing has created growth in the services we are able to provide and increases the number of students we are able to serve.

We have added basic office equipment, new furniture, and new tech to the space. This has provided a more welcoming environment allowing us to provide more dignified services.

Summary and Reflection

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 - Support Needed

Related Documents for Charts and Graphs

Executive Summary Complete
Yes

Data Reflection

Trends observed in program/service area's data.
As we transition back to pre COVID operations, some trends we see are higher levels of basic needs insecurity including but not limited to housing insecurity, food insecurity, lack of access to technology, transportation and affordable childcare, as well as an increased need for physical and mental health services.
While Pre-COVID number were high, as we have transitioned to a fully open campus, our food pantry services have expanded and direct support services have more than tripled. Reports coming out during the COVID Pandemic foreshadowed the increase in basic needs insecurity that we are anecdotally seeing this semester.

Successful Launch of Fresh Success
Soft launch of Fresh Success in Spring of 2024 with full launch in 2025. Our FS counselor left mid semester and we are onboarding a new team member to increase participation. Spring 2024 we had 2 students, fall 2024 we had 18 students. We are anticipating more growth for spring 2025.

Direct Student Support
For the 23-24 academic year and fall of 2024 we were able to provide bus passes to ALL students requesting one. Beginning spring 2025, due to a decrease in funds we will be limiting the number of passes to those not receiving the PELL
Direct Student Support Served 393 students for 23-24 academic year and 412 in Fall 2024

Pantry and Clothing Closet
For fall 23-24 Served 2505 unique students. For fall 2024 we served 2880 unique students.

Implementation of TBH
In fall 2024 The Stand implemented a new case management system to streamline student tracking and MIS reporting.

Soft Opening of the FRC
In spring 2024 The Stand opened the FRC (Family Resource Center) to serve as a community space for the roughly 23% of students who are also providing care for dependents.
1.466M Grant from HUD
With support from the District office of resource development San Diego Mesa was the recipient of a HUD grant to help improve spaces on campus to support student parents
20k Grant from Generation Hope
In June of 2024 at the Family U Completion Ceremony SD Mesa was informed that they would receive a grant of 20k. Funds will be used to endow the Joyce Hamilton Student Parent Scholarship

Emergency Aid
95K in grants were provided to 190 students through Basic Needs Emergency Funding in Fall 2024
47K in $500 Grants were provided to 94 Undocumented students to support them in Fall 2024 due to delay of Financial Application processing. Support for these funds are from Lotto.
15k in $500 grants were provided to 30 students that are housing insecure. Support from these funds are from Resiliency Funds.
22k in $500 grants provided to 44 students with housing insecurity through Conrad Prebsy Funds.
11k in $500 grants provided to 22 students with housing insecurity through the Molina Funds.

Workshops

Summary and Reflection
The Stand has partnered with multiple areas on campus to provide workshops for students. Including CalWorks, CARE, EOPS, Dreamers, Culinary, and other faculty

Describe any equity gaps in the data. Are there differences and/or patterns observed by demographics (e.g.race/ethnicity, gender, age, etc.)
Within Direct Student Support, there is a significant equity gap for Black/African American students (-7.6%) and Latinx students (-2.6%), however the equity gaps are smaller than the overall college equity gaps for Black/African/American(-9.3%) and Latinx (-7.6%). Additionally there is a large equity gap for students age 30-39 (-20.3%) This is of significant note as the college wide equity gap for this age group is (+2.8%)
Of interest, there is a significant equity gap for low income students (-11.5%) while there is not a campus wide comparison for this gap, it does call for some deeper analysis.
In pantry usage the equity gaps are again seen in Black/African American student (-3.1%) and Latinx (-9.5%).

In market usage there are equity gaps among Black/African America (-1.0%) Latinx (-7.9%) Multi-Ethnicity (-4.1%) and Unreported (-4.5%)

Related Documents for Charts and Graphs
23-24 Direct Support Equity Gap.pdf;
23-24 Pantry Equity Gap.pdf;
Direct Support Usage 2019-2024.pdf;
Org Chart for The Stand.docx;
Stand Usage 2019-2024.pdf;
The Stand 2023 Program Review.docx;
23-24 Direct Support outcomes.pdf;
23-24 Pantry Outcomes.pdf

Describe the discussion(s) that took place about the unit's learning outcomes assessment data.
The Stand team worked together to develop our outcomes. As this is our very first stand alone Program Review, we focused our goals around our primary mission of providing basic needs supports, Our focus on student parents, and our developing Fresh Success program.

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.
Food Resources – Pantry, Markets, Hotspots, Events
Direct Student Support Program – one on one counseling appointment to assess student for basic needs supports
Professional Development – Free clothing, workshops, mentoring
Community Resources – connect students to off campus supports such as; CalFresh, WIC, housing, legal aid, childcare, transportation
Campus Engagement – Markets, workshops, pop-up pantries
It should be noted that according to our own data analysis of participants, students who use The Stand Direct Student Support have higher GPA's, have equal or higher retention rates, and have equal or higher overall success rates. Students who use The Stand Pantry and Professional clothing closet have equal or higher GPA's, have equal or higher retention rates, and have equal or higher overall success rates. Students who use The Stand Markets have equal or higher GPA's, have equal or higher retention rates, and have equal or higher overall success rates.

What other factors (internal or external) might also impact the above data trends and equity gaps?
AB 2881 - Could increase the number of students and the amount of support needed.
2023-24 May Revise - Budget cuts could begin to impact services we are able to provide.
The instability of relying on NANCe and Adjuncts could be catastrophic for a department where stability is something already lacking in our students lives. Additionally, the impact of hiring and training on a department that

is already stretched to the seems could lead to burnout and turnover, which could have a detrmental impact on program growth.

Related Documents for Charts and Graphs

Practice Reflection Complete
Yes

Mid-Cycle Updates

YEAR 2 Updates (2023 - 2024)
Provide any edits or updates to the prompts originally documented in the Executive Summary section for Year 2.

Provide any edits or updates to the prompts originally documented in the Data Reflection section for Year 2.

Review Outcomes Report. Review the unit's outcomes assessment process for 2022 - 2023. Discuss connections to unit goals/action plans/resource requests.

Provide any edits or updates to the prompts originally documented in the Practice Reflection section for Year 2.

YEAR 3 Updates (2024 - 2025)
Provide any edits or updates to the prompts originally documented in the Executive Summary section for Year 3.
The Stand: Dr. Pamela T Luster Resource Center has continued to grow in number of students served and services provided. We provide Food and Clothing to 2505 students in 23-24. This marks an increase of 523 students over the previous year.. Through Direct Student Support, students meet with a Basic Needs Counselor who provide holistic support for students in all areas of Basic Needs. In 23-24 we served 393 students. This is a decrease from 22-23 (533) but a significant increase from 21-22 (197).

Provide any edits or updates to the prompts originally documented in the Data Reflection section for Year 3.
Basic Needs Counselors – In order to support the increasing numbers of students seeking basic needs supports, The Stand began using a case management system, tbh,
Workshops – We continue to offer workshops as a means of engaging students in community; HeART Circles gives students a a safe space to decompress and grab a snack. Scholarship Workshop providing students with information about scholarships primarily available outside of the institution; a Conscious Spending Clinic in partnerships with instructional faculty to provide students with information on how to consciously manage the income they have; A time Management workshop in partnership with Dreamers; Parent Cafe in partnership with CalWorks and CARE;
Engaging in Student Parent Work – In August 2023 we were informed that we were the recipients of Generation Hope's National Family U Seal which recognizes colleges that have made significant improvements on campus in regards to supporting student parents on campus. In November 2023 we hosted a campus visit with Generation Hope to presenting to the campus community on the the why and what of the work the team was doing. In the spring 2024 we held a soft opening for our brand new Family Resource Center. In May 2024 we had our executive visit were the executive team from Generation Hope presented to campus leadership the importance of the work the campus has been doing. In June 2024 the campus graduated from Generation Hope's Family U cohort Program with a final presentation at the executive offices of Generation Hope.
Engaging in Fresh Success Program – We spent the 23-24 academic year building the Fresh Success Program As of June 2024 we have 20 students enrolled in Fresh Success

Review Outcomes Report. Review the unit's outcomes assessment process for 2023 - 2024. Discuss connections to unit goals/action plans/resource requests.
The pantry outcomes continue to show higher success rates across the board for all students. For the first year outcomes for Direct Student Support show a marked decrease in success. The team has discussed the reasons for this and has reviewed guidelines for direct support.

Summary and Reflection

Provide any edits or updates to the prompts originally documented in the Practice Reflection section for Year 3.

YEAR 4 Updates (2025 - 2026)

Provide any edits or updates to the prompts originally documented in the Executive Summary section for Year 4.

Provide any edits or updates to the prompts originally documented in the Data Reflection section for Year 4.

Review Outcomes Report. Review the unit's outcomes assessment process for 2024 - 2025. Discuss connections to unit goals/action plans/resource requests.

Provide any edits or updates to the prompts originally documented in the Practice Reflection section for Year 4.

Basic Needs Support and Sustainably

Unit Goal: Increase Basic Needs support to sustainably provide additional resources and supports to basic needs insecure students.
Goal Status: Active
Beginning Year: 2022 - 2023
Projected Completion Year: 2026 - 2027

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

- **Community - Objective 2:** Develop activities, spaces, and programs that support a sense of belonging with a focus on antiracism, historically minoritized groups, and inclusion. (**X**)
- **Community - Objective 3:** Build a culture of communication that is evidence based, race conscious, institutionally focused, systemically aware, and equity advancing (**X**)
- **Community - Objective 4:** Remove barriers to equitable participation by developing, incentivizing and creating structures for all employees to engage in and design professional learning (**X**)
- **Community - Objective 5:** Increase opportunities to be an asset and resource to the external community (**X**)
- **Completion - Objective 3:** Design and promote programs and services that intentionally target a reduction in equity gaps in completion outcomes (**X**)
- **Completion - Objective 4:** Support students' access to resources to mitigate the impact caused by technological and basic needs insecurity (**X**)
- **Scholarship - Objective 2:** Evaluate and improve Diversity, Equity, and Inclusion practice in classroom environments, campus activities, departments, schools, and administrative units (**X**)
- **Scholarship - Objective 4:** Expand the use of innovative and high-quality teaching, learning, and support practices that achieve equitable outcomes and increase student success (**X**)

Action Plans	Action Plan Update
Action Plan Status: Active **Action Plan:** 1. Pantry/markets (including pantry hot spots) 2. CalFresh Ambassador Program 3. Direct Student Support 4.Emergency Aid –ECMC/Project Success and Resiliency Funds **Action Plan Cycle:** 2022 - 2023, 2023 - 2024, 2024 - 2025, 2025 - 2026	**Submission Date**: 12/02/2024

Action Plans	Action Plan Update
	Action Plan Update: 1. Pantry usage has continued to grow we have served we have gone from 1,982 (22-23) students to 2,505 (23-24) students and we appear to surpassed that number already in 24-25 have served over 2700 unique students in fall 2024. 2. We continue providing twice monthly food distributions to the entire community. 3. We have a County Health and Human Services technician on campus weekly to help support students with signing up for CalFresh 4. Direct Student Support - While we saw a decrease in the number of students receiving direct support from 22-23, 533 individual students to 23-24, 393 individual students we anticipate a slight growth as to date in 24-25, we have provided services to 339 individual students. 5. Emergency Aid - we continue to grow our Emergency aid supports in 23-24 we were able to use Molina funds to provide grants to Dreamer students, our Resiliency Funds to provide some emergency aid, and we continue to utilize Project Success funds to support students. In 24-25 we have once again used a number of campus funding resources to providing emergency housing grants to students including Molina Funds, Conrad Presby, Resiliency, and Lotto Funds 6. Workshop attendance has continued to grow in part to providing food during workshops as well as intentionally incentivizing events for participation (student must attend and participate in the workshops) 7. implemented the usage of a new case management system, tbh, that provides students with immediate community resources they may qualify for and provides a 24/7 live support for students in urgent need. 8. We have discontinued the CalFresh Ambassador program. **Update Year**: 2024 - 2025 **Action Plan Progress**: On Track
	Submission Date: 11/30/2023 **Action Plan Update**: Pantry Usage has increased - with the complete opening of campus we served 1982 (verified) students in 22-23. Our tentative count for fall 2023 is 2354 students served. CalFresh Ambassador program has maintained out reach efforts. We do not have any good data collection on the number of students who apply and receive CalFresh benefits, however our team of four ambassadors has been consistent with outreach. Direct Student Support - for the 22-23 Academic year we served 533 students through our direct aid program. Emergency Aid ECMC/Project Success - for the 22-23 academic year we supported 21 students with Emergency Aid through all resources available. in the fall of 23 we have had more resources available for emergency aid **Update Year**: 2023 - 2024 **Action Plan Progress**: On Track

Unit Goals, Action Plans, and Updates

Student Parents Support

Unit Goal: Develop spaces, programming, and resources to specifically target student parents on campus.
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:** Develop activities, spaces, and programs that support a sense of belonging with a focus on antiracism, historically minoritized groups, and inclusion. (**X**)
- **Community - Objective 3:** Build a culture of communication that is evidence based, race conscious, institutionally focused, systemically aware, and equity advancing (**X**)
- **Community - Objective 4:** Remove barriers to equitable participation by developing, incentivizing and creating structures for all employees to engage in and design professional learning (**X**)
- **Community - Objective 5:** Increase opportunities to be an asset and resource to the external community (**X**)
- **Completion - Objective 3:** Design and promote programs and services that intentionally target a reduction in equity gaps in completion outcomes (**X**)
- **Completion - Objective 4:** Support students' access to resources to mitigate the impact caused by technological and basic needs insecurity (**X**)
- **Pathways and Partnerships - Objective 1:** Develop and implement frameworks to create communities that can provide more targeted delivery of educational resources and support services. (**X**)
- **Scholarship - Objective 2:** Evaluate and improve Diversity, Equity, and Inclusion practice in classroom environments, campus activities, departments, schools, and administrative units (**X**)
- **Scholarship - Objective 4:** Expand the use of innovative and high-quality teaching, learning, and support practices that achieve equitable outcomes and increase student success (**X**)

Action Plans	Action Plan Update
Action Plan Status: Active **Action Plan:** 1. Working with Family U – Develop and sustain practices on campus that relate with Data, Policy, People, and Culture on campus. 2. Expanding existing spaces and places on campus for student parents 3. Engage the campus community in discussions about student parents using data that is being and has been being collected since spring 2021	**Submission Date**: 12/02/2024 **Action Plan Update**: We have opened a Family Resource Center on campus and have been building out the space to be fully functional. In May 2024 we received 1.466 million in funding from the federal government due to advocation from our congressperson Sara Jacobs. We have mapped student parent resources like changing tables and Lactation spaces on our campus map, we have a student parent task force, we have reached out to the campus community highlighting this population and their specific needs, and we are actively working on expanding the physical footprint on campus as a visual nod to let student parents know we see them. **Update Year**: 2024 - 2025 **Action Plan Progress**: On Track

Action Plans	Action Plan Update
Action Plan Cycle: 2022 - 2023, 2023 - 2024, 2024 - 2025, 2025 - 2026	**Submission Date**: 11/30/2023 **Action Plan Update**: 1. Working with Family U - We are finishing up our second year of the cohort program and have been able to implement many of the details from our work plan. of note is the addition of student parent data to The Stand data dashboards. 2. Expanding existing spaces - We are in progress of remodeling a space on campus to serve as the family resource center as well as expanding the number of bathrooms with changing tables, and finally purchasing inviting child size furniture for community space. 3. Our team has presented at convocation in Spring 2023 and Fall 2023. We had our campus visit with a presentation to the campus community. We presented at the fall 2023 campus board meeting. We are working with the LOFT professional development team to implement training components to new faculty institute and the new classified institute in the spring of 2024. **Update Year**: 2023 - 2024 **Action Plan Progress**: On Track

Fresh Success Program

Unit Goal: Create and develop Fresh Success program on campus with the intention of enrolling 75 students.
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:** Develop activities, spaces, and programs that support a sense of belonging with a focus on antiracism, historically minoritized groups, and inclusion. (**X**)
- **Community - Objective 3:** Build a culture of communication that is evidence based, race conscious, institutionally focused, systemically aware, and equity advancing (**X**)
- **Community - Objective 4:** Remove barriers to equitable participation by developing, incentivizing and creating structures for all employees to engage in and design professional learning (**X**)
- **Community - Objective 5:** Increase opportunities to be an asset and resource to the external community (**X**)
- **Completion - Objective 3:** Design and promote programs and services that intentionally target a reduction in equity gaps in completion outcomes (**X**)
- **Completion - Objective 4:** Support students' access to resources to mitigate the impact caused by technological and basic needs insecurity (**X**)
- **Pathways and Partnerships - Objective 1:** Develop and implement frameworks to create communities that can provide more targeted delivery of educational resources and support services. (**X**)
- **Scholarship - Objective 2:** Evaluate and improve Diversity, Equity, and Inclusion practice in classroom environments, campus activities, departments,

schools, and administrative units (**X**)

- **Scholarship - Objective 4:** Expand the use of innovative and high-quality teaching, learning, and support practices that achieve equitable outcomes and increase student success (**X**)

Action Plans	Action Plan Update
Action Plan Status: Active **Action Plan:** 1. Assign Staff to support Fresh Success Program 2. Working with the CCC Foundation - Attend trainings **Action Plan Cycle:** 2022 - 2023, 2023 - 2024, 2024 - 2025, 2025 - 2026	**Submission Date**: 12/02/2024 **Action Plan Update**: We did a soft launch in the spring of 2024 and are currently navigating onboarding of new students for the 24-25 academic year. We have grown from zero Fresh Success students to a count of 20 by the end of 2023-2024. This has been accomplished via outreach at campus events, department presentations, and programmatic orientations. We have had a change in staffing but anticipate being back on track and having a minimum of 75 active students by the end of 2024-2025. **Update Year**: 2024 - 2025 **Action Plan Progress**: On Track **Submission Date**: 11/30/2023 **Action Plan Update**: 1. Staff has been assigned 2. training have been attended. 3. While we intended to launch in the fall of 2023, because of barriers with completing various paperwork to launch the program. We anticipate a soft launch in spring 2024 **Update Year**: 2023 - 2024 **Action Plan Progress**: Barriers Encountered