

Student Services

Call to Action

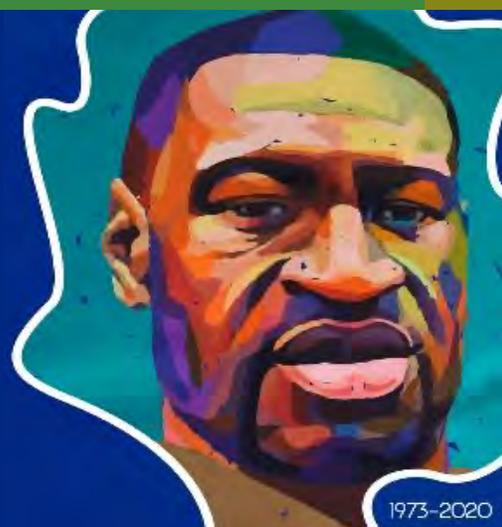
SAN DIEGO MESA COLLEGE

2020-2021 YEAR-END REPORT

In July 2020, the Student Services Leadership Team made a Call to Action to all Student Services departments. The call was a direct response to the spark felt around the world by the murder of George Floyd, the resulting light being shined on structural racism, and our responsibility to ensure that our students have access to equitable outcomes and opportunities to succeed and thrive. The following pages reflect the actions that Student Services undertook in 2020-2021 to address racial inequities with a focus on Black and African America students, bringing us closer to being the leading college of equity and excellence.

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**Get in good trouble,
necessary trouble,
and redeem the soul of America.**

JOHN LEWIS, EDMUND PETTUS BRIDGE, SELMA, ALABAMA, MARCH 1, 2020

Student Services

Leadership

Student Services | Vice President Ashanti Hands, Ed.D.

Student Affairs | Dean Victoria Kerba Miller

- Assessment & Testing | Karla Trutna, Coordinator
- Discipline | Claudia Perkins, Officer
- Financial Aid | Gilda Maldonado, Director; Pilar Ezeta, Supervisor
- Outreach | Karla Trutna, Coordinator
- Student Health Services | Suzanne Khambata, Director

Student Development | Dean Ailene Crakes, Ph.D.

- Admissions | Ivonne Alvarez, Director; Raquel Aparicio, Supervisor
- Counseling & Orientation | Cynthia Rico, Ed.D., Chair; Andrew Tanjuaquio, Supervisor
- Transfer, Career, Evaluations | Anne Hedekin, Transfer Coordinator; Kristy Carson and Raquel Sojourner, Career Coordinators; Olivia Picolla, Acting Supervisor
- Veterans & Records | Ivonne Alvarez, Director; Vicki Hernandez, Supervisor

Student Success & Equity | Dean Larry Maxey

- CalWORKs | Sasha Verastegui, Coordinator
- DSPS | Erika Higginbotham, Coordinator/Chair
- EOPS | Leticia Diaz, Director; Nellie Dougherty, Chair
- Peer Navigator and CRUISE | Agustin Rivera, Officer
- The Stand Basic Needs Resource Center | Johanna Aleman, Officer

Call to Action

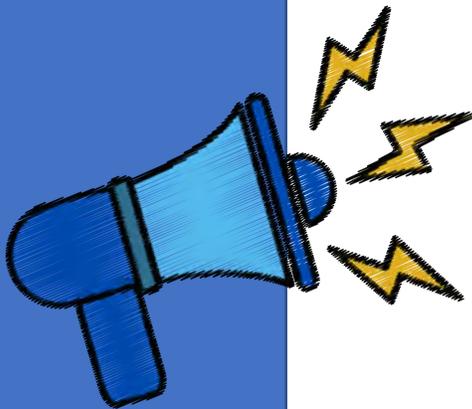
www.sdmesa.edu/student-services

Student Services

Vice President, Student Services

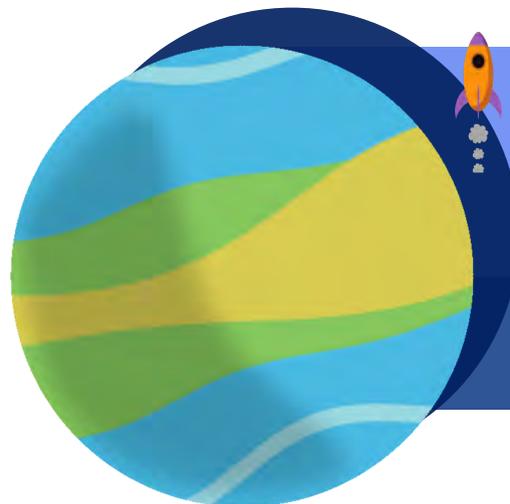
good trouble

We must find a way to get in the way as we stand for our students. We are the ones to create. 2020 MSSC Retreat



**CALLED
OUT**

The Vice President for Student Services, along with the Student Services deans, provided the vision and leadership for the 20-21 Call to Action, recognizing the urgency of racial inequity as demonstrated by the death of George Floyd. The leadership team called Student Services to engage in “necessary trouble” to end practices and structures of racism where they are found. This Call to Action created a space for our work which focused on Black and African American students and was undertaken by every department in Student Services. The next steps in our journey have just begun. We celebrate the stories of our progress as we build upon them.



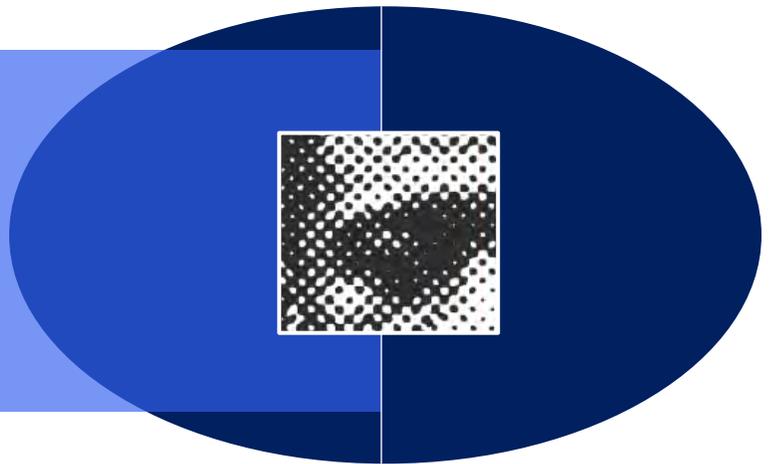
CREATED A SPACE

Call to Action

www.sdmesa.edu/student-services

MADE IT VISIBLE

This work is intended to be visible so that we are intentional and accountable to students and each other. Student Services' Call to Action projects are represented in our practices and planning, are presented at Mesa Student Services Council, are featured prominently on our website and in our Student Services Monthly Updates, and are shared in this report.



INSPECTED THE EXPECTED (& THE UNEXPECTED)

We are all put here for a purpose. When we are working toward our purpose, we are in a space to accomplish it. We keep showing up, to pull out everything in us. Ashanti Hands, 2020 Retreat



SAN DIEGO MESA COLLEGE
Student Services
Division

**FEEL, HEAL, &
BE REAL**

A space for
Student Services staff,
faculty,
student workers, and
administrators to
dialogue

VALUED AUTHENTICITY

To address the cultural trauma of racism in the world and where we are, Student Services holds monthly "Feel, Heal, and Be Real" dialogues. These encourage community-building and the authentic expressions of our experiences. They also help us return to our work more whole, empowered, and better equipped to "get in the way" on behalf of equity for students.

Student Services

Admissions

A Benchmark

We used this year as a benchmark, a foundation on how to connect with our students, be their initial point of contact and then support them in their transition into other student services.

Goals, Actions & Outcomes

- Goal: Gain Professional Learning Centering on BLM and Equity
 - Action: Admissions team members spent time to understand *the Why* of BLM and our critical equity work.
 - Outcomes: As an outcome of this goal, we attended over 30 professional learning opportunities, including a panel with our Black Faculty Counselors' Collaborative (BFCC) team members who shared how they view equity in their work and practical ways we can implement equitable practices. We also benefited from –
 - the Equity Crosswalk with Dean Crakes.
 - Racelighting with Frank Harris and Luke Wood, including Racial Battle Fatigue, which is a framework for making sense of cognitive, emotional, and physiological effects of being a person of color in environment that are both implicitly and explicitly racist.
 - Bystander Training in which we learned that each of us is an "active participant each time [we] choose not to step in. Each choice in not getting involved is reinforcing the behavior, making [us] not ... innocent bystander[s], but ... active reinforcer[s]" (Zundel).

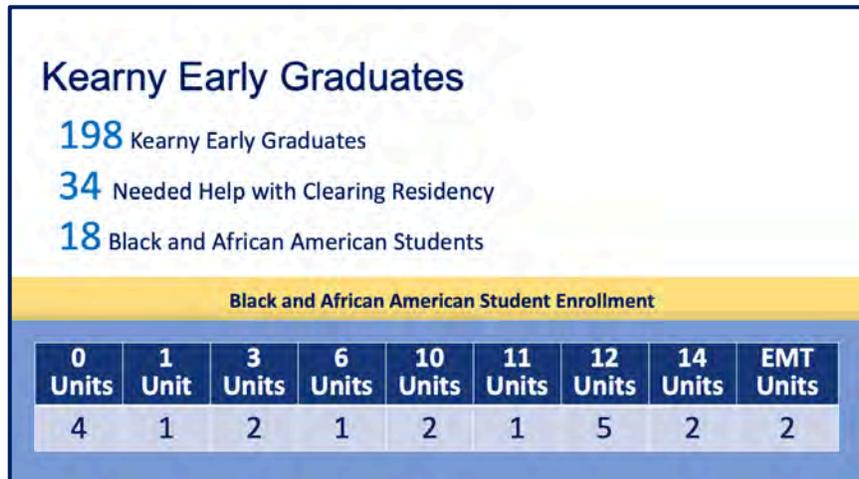
A COMMUNITY OF UPSTANDERS

UPSTANDER: a person who speaks or acts in support of an individual or cause, particularly someone who intervenes on behalf of a person being attacked or bullied.

A SENSE OF COMMUNITY

**What kind of community do you want to be in?
What would it look like if all community members at Mesa felt supported and valued?**

- Goal: Remove Barriers from Black and African American Students
 - Action: “Making it hard for students to quit”: Admissions embraced this mantra as we worked with our new Black and African American students.
 - Outcome: We prioritized our new Black and African American students in our outreach. We were intrusive in ensuring that they had the resources to be successful. We connected our Black and African American students with Financial Aid and Counseling team members who would support them in their goals to attend college.



- Goal: Become Points of Contact
 - Using these goals and practices we resolved to support students by not disengaging with them until they are connected to other support services they need.
 - We made 135 personal calls/emails to 54 new Black and African American students for Spring and Summer 2021.

Next Steps

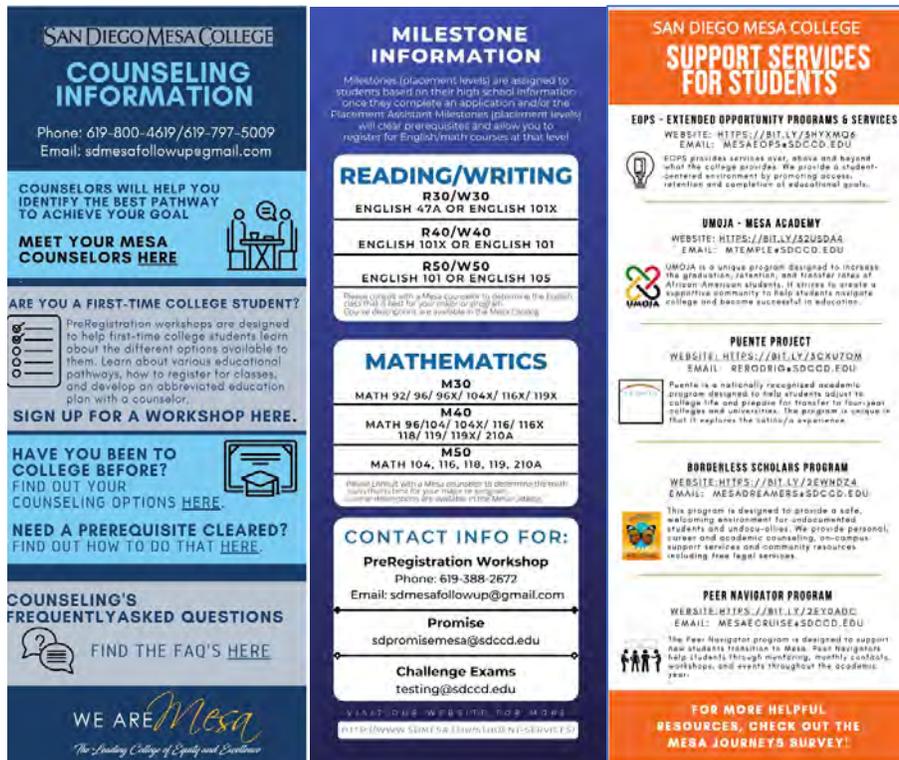
Moving forward, we plan to continue with professional development, we have institutionalized the removal of barriers as we identify them and are committed to becoming the point of contact for those Black and African American students that we identify.

Student Services

Assessment & Testing

Goal

Assessment and Testing's goal was to improve connections to new Black and African American students by creating infographics to make the assessment & testing process clearer and more approachable. To achieve our goals, we teamed up with Constant Contact, SDCCD Promise Program, and the Black Faculty Counselors' Collaborative (BFCC) and were successful at improving connections to new Black and African American students by creating three infographics.



Infographics: (Milestone Info/Counseling Info/Student Resources)

Actions

- The Assessment Supervisor met with members of the BFCC during fall and Spring semester to collaborate with and support our students who identify as Black and African American. The Assessment Student Services Technician created three (3) infographics to provide students with vital student services information, milestone information, and special programs information.

- The Assessment & Testing Office created three graphics to help new students connect with Counseling and appropriate Mesa College resources.
- The Counseling Information graphic highlighted the link “Meet Your Counselors” so students could click to view the counselor videos and the options available to them.
- The Assessment & Testing Office collaborated with Mesa’s Promise Program to screen and reach out to 25 Black and African American Year-Two Promise students.
- We reviewed each student’s matriculation steps, enrollment status for the Spring semester, cumulative GPA and counselor contacts to identify students who would benefit from direct intervention from a counselor.

Outcomes

The collaboration with the BFCC, SD Promise Program and Outreach enabled us to improve connections to our Black and African American students. These are the results of our efforts:

- With the help of the Promise Program, we also emailed invitations to 72 Black and African American students to invite them to a special workshop series organized by the BFCC titled "From Registration to Graduation."
- All three infographics were shared with students (approximately 580) who went through our annual Pre-Enrollment workshops. Assessment and Outreach visited over 12 high schools this year to provide students with matriculation support.
- The Assessment & Testing Office supported students who attended Mesa Regfest to ensure they had student services support, Placement Assistant information, Challenge Exam support, and milestone information.
- We will continue to update our infographics and find new ways to connect with our Black and African American students.

NEED HELP ENROLLING IN FALL 2021 COURSES?
WE ARE HERE FOR YOU!

MESA REGFEST FALL 2021

REGISTER: www.bit.ly/RegFestF21 (case-sensitive)

<p>BREAKOUT ROOMS FOR 1-ON-1 SUPPORT</p> <ul style="list-style-type: none"> • Class Registration Assistance • Student Services Information • Counseling: Choosing Classes • Admissions: Clearing Holds • San Diego Promise • Math Faculty • Black Faculty Counselors' Collaborative • Transitioning from Continuing Education 	<p>FIVE SESSIONS AVAILABLE IN JUNE</p> <ul style="list-style-type: none"> • Wednesday, June 23 <ul style="list-style-type: none"> ◦ 12pm-1:30pm ◦ 3pm-4:30pm • Thursday, June 24 <ul style="list-style-type: none"> ◦ 10am-11:30am ◦ 2pm-3:30pm • Friday, June 25 <ul style="list-style-type: none"> ◦ 11am-12:30pm
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SAN DIEGO MESA COLLEGE
Questions? mesaoutreach@sdccd.edu

NEED HELP ENROLLING IN FALL 2021 COURSES?
WE ARE HERE FOR YOU!

MESA REGFEST FALL 2021

REGISTER: www.bit.ly/RegFestF21 (case-sensitive)

<p>BREAKOUT ROOMS FOR 1-ON-1 SUPPORT</p> <ul style="list-style-type: none"> • Class Registration Assistance • Student Services Information • Counseling: Choosing Classes • Admissions: Clearing Holds • San Diego Promise • Math Faculty • Black Faculty Counselors' Collaborative • Transitioning from Continuing Education 	<p>TWO SESSIONS AVAILABLE IN JULY</p> <ul style="list-style-type: none"> • Friday, July 9 <ul style="list-style-type: none"> ◦ 11am-12:30pm • Thursday, July 15 <ul style="list-style-type: none"> ◦ 2pm-3:30pm <p>Questions? mesaoutreach@sdccd.edu</p>
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SAN DIEGO MESA COLLEGE

Student Services

CaWORKs

Goal

Our Call to Action response called for the intentional review of our efforts to support Black and African American students in order to ensure that they are informed and, where appropriate, enrolled in resources and other Mesa College programs.

Actions

- We updated our program intake form to include an ethnicity identifier that allows us to intentionally reach out to Black and African American students and refer them to the multiple services Mesa College has to offer, including Mesa's BLM Resource Website, the UMOJA program, EOPS, NextUP counselors who offer direct support, and the Black Faculty Counselor Collaborative (BFCC).
- In addition to those referrals, we promote and refer all of our students to other equity programs and services on and off campus through our monthly CaWORKs newsletter and CaWORKs Canvas shell. These include -
 - The Stand: Basic Needs Resource Center
 - EOPS & Special Programs: CARE, STAR TRiO, NextUp, FAST Scholars, and Project Restart
 - DSPS
 - CARES ACT / COVID-19 Emergency Relief Fund & Support
 - Veterans Success Center (if applicable)
 - Online Learning Resources
 - Mesa Tutoring (MT2C)
 - Mesa Journeys
 - Scholarships (on and off campus)
- Our CaWORKs counselors and program coordinator received professional learning and attended conferences centering on confronting biases and providing equitable and instructionally sound services to Black and African American students.

Actions & Goals

To increase career exploration access and engagement for Black, African American, and Latinx students and to dismantle career planning inequities –

- the Career Center counselor, co-coordinators, and student support specialist partnered with instructional and support programs like Black Studies, Chicana/o Studies, UMOJA & Puente to provide Career Center presentations to Black and Latinx students.
- the Career Center and Peer Ambassadors encouraged Black and Latinx students to explore careers at events and through presentations, counseling, and peer-to-peer educational opportunities.
- the Career Center team participated in the creation of the Transfer, Career and Evaluation Department's [Antiracism, Diversity, Equity, and Inclusion Plan](#).

Outcomes

The Career counselor/coordinators have been more intentional about career outreach. As of Spring 2021, they conducted five meet and greet/career presentations to over 100 students in the following courses -

- Personal Growth 120 Puente
- Black Studies 100 and 140A
- Personal Growth 140 UMOJA course/event for Black Student Success Week

The Career Ambassador Program (CAP) engaged in meaningful connections with 119 students. Notably, at the Spring 2021 Career Peer Workshop Series, the Career Peer Ambassadors created and facilitated six career-related workshop presentations aimed to help students learn about job search strategies, interview preparation and networking in a virtual environment, essential personal branding tools, and career readiness skills and resources.

Lessons Learned & Next Steps

Although our student turnout was amazing for the events held, only 7 of 119 participants self-identified as Black or African American. Among the 119 participants, the following self-identified in the other racial and ethnic groups -

- 9 Asian/Pacific Islander
- 11 Hispanic/Latinx
- 8 White/Caucasian

We hope to reach more African American/Black students by creating and sharing a newsletter with hyperlinks for the students to access the workshop presentations and session recordings.

Student Services

Counseling

Goals

The Counseling Equity Committee, composed of Jennifer Phelps, Vang Thao, Adam Erlenbusch, Kristy Carson and Leroy Johnson, met to plan activities, make reports to the Counseling Department at Counselor meetings, and create the monthly updates to our departmental Call to Action.

Activities

The Committee planned the following activities -

- Student Engagement/Experience: "Welcoming Environment"
- Professional development/Awareness: "Open House" and "Counseling Connection Newsletter"
- Removing Barriers: "Technology"

Outcomes

- Student Engagement/Experience: "Welcoming Environment"
 - "You Matter" effort to outreach to the newly attending spring 2021 group of Black and African American students. All counselors reached out to their group of 4-5 students. 89 students were e-mailed at the beginning of February of 2021. Eligible students not enrolled in EOPS were invited to apply. The BFCC met with 86 students at hotspot and ed planning events.
- Professional Learning/Awareness: "Open House"
 - In early spring 2021, the Counseling Department invited faculty from Black Studies and Chicano Studies as well as students from in those programs to share ideas on how the department can better serve disproportionality impacted students. As such, the idea of having an OPEN House was proposed by the panelist after hearing student stories that faculty are not aware of support services offered at Mesa. Case in point, the instructional faculty appeared to not know what is offered by the General Counseling Department. Taking the idea from the panelist, the Department offered an Open House targeted to instructional faculty. The goal was to inform faculty of pertinent information so they could impart with the students in their classes. A secondary goal of the OPEN house was to also showcase how our Counseling faculty service Mesa's disproportionality impacted students through our Personal Growth Courses, Puente Umoja and Black Faculty Counselor Collaborative Hot Spots.

- “Counseling Connection Newsletter”
 - To-date two editions have been published, and the third quarter edition is on its way. The newsletter includes “Counseling Hacks,” (e.g., *How does P/NP grading work?*, *the honors program*, *how to request transcripts evaluation*, *how to clear prerequisites*) to support disproportionately impacted students and lead them to services that can be expedited without really having to see a counselor and to relevant programs.
- Removing Barriers: “Technology”
 - The department felt that we could be more responsive to students’ needs during student/counselor interactions. The questions asked included:
 - “Did you feel your voice was heard in your General Counseling drop-in time or scheduled appointment? Please explain...”
 - “Were there any barriers to accessing a counselor?”
 - “During the General Counseling session time, what did we do well and where do you think we can improve?”
 - 150 responses were submitted which resulted in two innovations:
 - First, the department now clears prerequisites in a more expedient manner through the use of a dedicated email address -- sdmesaprereqs@gmail.com.
 - Second, A new Google form was created in April 2020 to request transcript evaluation. So far, more than 400 students have benefitted from this innovation.

Lessons Learned

- Student Engagement/Experience: “Welcoming Environment”
 - A rallying point for all counselors. There was total buy-in by everyone, and included follow-up by many with those same students
 - There is also a smaller goal to have student artwork displayed in Counseling areas when we return to campus.
- Professional development/Awareness: “Open House”
 - We wanted to have a bigger turnout and are now working to have a spring 2021 version of the Open House concept.
- “Counseling Connection Newsletter”
 - This has become a huge vehicle to highlight KAPWA/UMOJA/PUENTE, and other equity efforts that the department is involved in.
- Removing Barriers: “Technology”
 - The department has shared the “Share Your Voice” resource with other areas both at Mesa and on our sister campuses. We have found that this feedback system is giving students a chance to critique our services. When we first began our Counseling ‘Call to Action’, we held a student panel, and students felt that they needed to be welcomed in a much more global way, and that the Counseling Department needed to be more student friendly. This survey open to all students has been a great way for us to be in touch with what students are asking for.

Student Services

Disability Support Programs & Services (DSPS)



"I just want to take a moment to say thank you for all your kind and encouraging words." –DSPS Student

DSPS Department Goals and Actions

- DSPS –
 - has been intentional with our language through our Words Matter campaign, changing "intake" appointments to "welcome" appointments and leading efforts to adopt this change districtwide.
 - allowed for flexibility on eligibility while including students in the process.
 - accepted online appointment requests and applications.
 - was represented on the Black Faculty Counselor Collaborative (BFCC).
 - actively participated in trainings, webinars, and workshops that were grounded in equity practices for counseling and serving Black and African American students.
 - continues to provide opportunities for campus community members to educate themselves about the intersection of racism and disabilities, and the impacts of racism on individuals with disabilities at San Diego Mesa College.

Moving Forward

- DSPS will –
 - enhance marketing and awareness of the supports DSPS provides.
 - provide additional training for faculty on the intersection of racism and disabilities.
 - increase opportunities for students to feel engaged and supported as part of the San Diego Mesa College and DSPS community.

Student Services

EOPS & Special Programs

Goal

The EOPS & Special Programs Department will increase EOPS eligibility of Black/African American students during the 2020-2021 academic year.

Outcomes

EOPS and Special Programs served 77 more Black and African American students from 2019-2020 to 2020-2021. The data, below, provides a snapshot of some of the efforts that supported the goal of increasing EOPS eligibility of Black and African American students.

EOPS Eligible and Completing EOPS Requirements: Number of Black or African American Students Served		
2018-2019	2019-2020	2020-2021
72	80	157*
<i>Sources: Data Dashboard and *EOPS internal records.</i>		

Gender		Citizenship			GPA				Program Participation			
M	F	Refugee/ Asylum	Permanent Resident	US Citizen	3.5- 4.0	3.0- 3.5	2.5- 3.0	0- 2.5	CARE	NextUp / Fast	Project Restart	STAR TRIO
43	114	1	22	134	31	38	28	60	7*	25*	7*	8*
<i>Sources: Campus Solutions and *EOPS internal records.</i>												

Applied / Not Eligible		An EOPS team member called each student that had a pending application. Reasons for Ineligibility: Missing transcripts, residency, campus of record not Mesa, and/or hasn't met financial aid requirement.
Fall 2020	Spring 2021	
45	24	

Outreach and In-Reach

- Query with Ethnicity
 - Ethnicity was added to EOPS query. EOPS has always collected ethnicity from the EOPS Application. Ethnicity was also initially listed on EOPS page when Campus Solutions was created and then removed. We requested this data to be added again on the EOPS page so that ethnicity information be available through query and pulled through student record on Campus Solutions.
 - While this query was being updated to include ethnicity, we collected ethnicity through the Fall 2020 EOPS Exit Survey. Students were able to self-identify by typing in their response. This is a summary of some of the ethnicities that students shared: African, African American, Black, African-American/White/Filipino, Afro Caribbean, Black/African American/White,

Black/Pacific Islander, Black/Mexican/Irish, African/Native American, African/Portuguese, African American/Mexican American (Source: Fall 2020 EOPS Online Application).

- Query with Potential EOPS Students
 - District sent outreach emails to students that have a campus of record at Mesa, enrolled in 6 or more units, with CCPG on file inviting them to apply to EOPS.
- List from Financial Aid
 - Financial Aid also provided our department with a list of Black/African American students that have a campus of record at Mesa college and enrolled at Mesa College. EOPS Team member emailed and called students that had not yet applied to EOPS to ensure that they applied.
- Wellness Check-ins
 - EOPS Team member conducted Wellness Check-ins with all current EOPS eligible Black/African American students to answer any questions that had, provide resource and scheduled appointment to complete their program requirements.
- Outreach Emails and/or presentations
 - UMOJA-Mesa Academy, Black Studies, Athletics, Learning Communities, Black Studies Department, and sent global email.
- Website and Social Media
 - Updated [website](#) and [social media](#) page regularly so that prospective and current students can learn about the latest information.
 - Social Media presence increased, and followers increased from 200 to 900.
- Workshops and Reminders
 - Offered several workshops throughout the year. We also collaborated with other departments such as Health Services, Work Based Learning, Honors, Student Affairs and SDSU to offer different workshops. Workshop topics were proposed by EOPS team members based on interactions with students and by requests from students. Workshops are open to all students. Information below *includes and is not limited* to the workshops and reminders provided for students. Information is posted on Instagram and also sent to students via email.

Workshop and Reminder Examples					
Application	Information Sessions & Meet and Greet 1, 2, 3	Financial Aid 1, 2	Appointment Reminders	Distribution Events	Priority Registration 1, 2
Honors	University Application 1, 2, 3	Wellness 1, 2, 3, 4, 5	Scholarship Application	Student Achievement Posts 1, 2, 3, 4	Reminders were sent by email and Instagram.

- Professional Learning Opportunities
 - Professional learning continued to be offered to EOPS team members through platforms such as the CCCCO Vision Resource Center, Go2Knowledge, Student Services: Feel, Heal and Be Real, LOFT, CCCEOPSA, Region X EOPS, A2MEND, and many more.

Testimonies

“These services helped me get a head start and allowed me to get in classes that I wanted without having to make a second choice!”, “Kept me clam during this time felt i had support”, “They are there to make sure we get the extra support and good to have check in”, “It helped make school a lot less stressful”, “I was unable to pay for my books and had to drop classes with out the help from eops I would have skip this semester”, “Being the advocate by emailing people for me.”, “They helped me stay focus and on track.”, “Help me to move forward throughout my classes.”, “sending me emails about helps that I could get if COVID-19 was affecting me or my family”, “They always stay on top of me and check on me.”, “They let me know about zooms to connect with my peers and faculty.”, “They help me find links to better help whatever situation I’m going through.”, “They were always there to help answer all my questions”, “EOPS helped me succeed mostly through their financial services this year and priority registration.”, “I really enjoyed being apart of this program, it not only helped me financially with materials and cost for choosing, but gave me the guidance I needed.”, “Definitely gave me a better understanding of how to enroll and navigate through everything.”, “Eops has constantly offered counseling and a lot of resources with workshops and more.”, “Help me to figure out which universities I should transfer for my major”, “It helped me know the right classes to take. Emotionally, that I’m not alone.”, “I felt supported and encouraged”, “When ever I needed guidance some was always available in a timely manner to assist me. The team is every sympathetic and empathetic my needs and understanding”, “Book service was beneficial because I didn’t have to worry about the book cost. I find the priority registration to be most beneficial so that students are able to get the classes they need. Workshops and events were beneficial as well, providing support and a sense of community through rough times.” (Source: EOPS Exit Survey Responses)

Takeaways

- The power in collaboration and collective efforts in serving disproportionately impacted student populations.
- We are stewards and of service of communities so that communities are at the forefront of naming their need and moving towards a path of liberation through higher education.
- Create a transformational experience by amplifying student voices, and by providing and offering an array of programs and services. Community is guiding their path; we are stewards to this purpose.
- Expected outcome of the transformational experience is from the community and by the community.
- Continue dismantling systems of oppression and creating transformational spaces.

Student Services

Evaluations

Goals

Due to historic and structural racism and other forms of systemic barriers for Black and African American students including lower graduation numbers, the Evaluations department at San Diego Mesa College is committed to closing the gaps between the number of students eligible for a degree and or certificate and the number of degrees and or certificates actually awarded.

Activities

To increase the percentage of Black students obtaining a degree/certificate, Evaluations has –

- hosted Graduation Application Parties to explain the application process, the importance of earning a degree and/or certificate, and the importance of participating in the Commencement Ceremony and the Rite of Passage end-of-the-year celebration.
- helped remove structural barriers created by some student petitions.
- participated in the creation of the Transfer, Career and Evaluation Department's [Antiracism, Diversity, Equity, and Inclusion Plan](#).

Outcomes

"Apply to Graduation" parties were held in a virtual format and included information about how to apply to graduate. In addition to explaining the graduation application process and promoting the importance of participating in the Commencement Ceremony, the Evaluations team shared information about career services available to students and alumni and the value of earning a degree on a resume.

- A total of 4 "Apply to Graduation" parties were held as of the end of Spring 2021.
- A total of 60 students participated in the 2020-2021 academic year.
- Students shared how helpful the event and resources were during their last year completing their degree.
- Additionally, all student petitions and forms are now electronic. Most petitions require students to meet with a Counselor before submitting.

Lessons Learned

Although student turnout was good for these first-time virtual events, additional outreach needs to focus on our Black, African American, and Latinx students since their attendance was lower than expected.

Student Services

Financial Aid

Goals

1. Increase the number of Black and African American students who are both enrolled and not yet enrolled and who **apply** for Financial Aid.
2. Among these students, increase the number who **complete** their Financial Aid file.

Actions

Financial Aid –

- requested queries from District to collect data for the goals, above.
- reached out to students with the help of Outreach to meet the first goal.
- reached out to students to invite them to complete their financial aid files and participate in the Financial Aid Check-Ins twice a month to meet the second goal.
- added a sign-up form and flyer for the Financial Aid Check-Ins on the Student Services main web page to meet both goals.
- sent out an email invitation four times a month to between 1,200-1,455 students who identified as “Black African American.” The outreach numbers varied based on term enrollments.



Query Data				
Dependent		Independent		Enrolled in SU21
Met SAP	Did Not Meet SAP	Met SAP	Did Not Meet SAP	
388	164	424	476	111

Check-In Outcomes				
Total Participants	Completed Files	Incomplete Files	No FAFSA	Success
29	21	5	3	79%

FINANCIAL AID CHECK-INS

Helping our Black students succeed



To sign up for one-on-one help, visit <http://bit.ly/FAcheckin>

The Financial Aid Office seeks to increase the number of Black students that participate, complete and submit the FAFSA and/or CA Dream Act application.

Financial Aid Check-ins

- Financial Aid staff will be available **twice of month (Fridays) from April thru December 2021 10:30AM - 11:30AM** for brief status appointment, referred to as a Check-ins.
- Check-ins are designed to be 10-15 minute brief financial aid sessions via phone (and/or Zoom).
- Check-ins are intended to address questions specific to a student's financial aid record.
- During these sessions, Financial Aid will be able to access your personal information and provide details specific to your student record

Services Include:

- Personal session regarding your Financial Aid status
- Help with downloading forms
- Help with submitting forms via DocuSign / JIRA
- General Questions about the process

Contact:

Pilar Ezeta
mezeta@sdccd.edu

SAN DIEGO MESA COLLEGE | Financial Aid



Lessons Learned

- We had individual Zooms set for each student, but it did not provide the outcome we wanted. Out of the eight students from 1st month, only four showed up to our Zoom meeting.
- We changed to phone call appointments and that has been very successful. Out of the 29 students who made appointments, the Financial Aid supervisor was able to speak/meet all 29 students, which include the first eight.
- Having a FA Check-in bi-weekly has been very successful; however, we see a need to increase the visits to weekly.

Next Steps

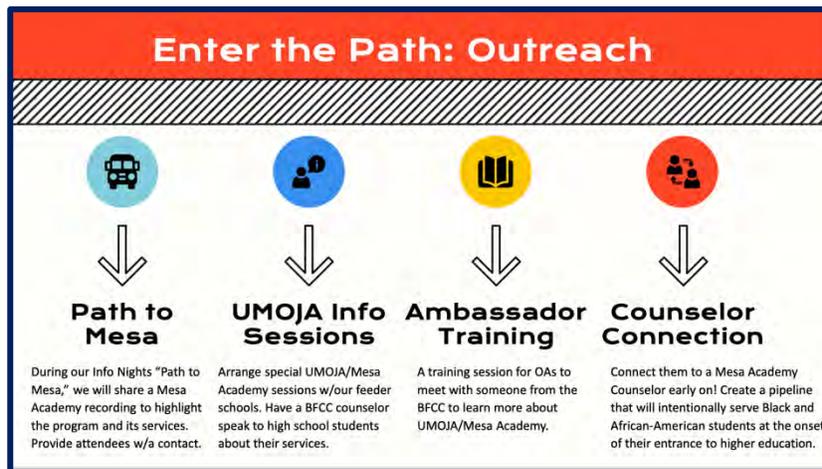
In collaboration with the Black Faculty Counselors' Collaborative, tailor a specific appeals workshop to the FA Check-Ins.

Student Services

Outreach

Goals

Outreach's goals were to collaborate with the Black Faculty Counselors' Collaborative (BFCC) liaison to best support our Black and African American Promise students, increase Black and African American student participation in Promise-led events, and connect incoming Black and African American students to Mesa College's resources and services.



Actions

- To achieve our goals, we teamed up with the Black Faculty Counselors' Collaborative.
- We met with members of the BFCC during the fall and spring semesters to collaborate and support our SD Promise students who identify as Black and African American.
- We created a plan to increase outreach to incoming Mesa College students who identify as Black and African American and connect them with support services and programs.
- We surveyed our SD Promise cohort 20-21 (Year 1) and cohort 19-20 (Year 2) to acquire demographic data. These were the results:
 - Year 1 – 52 students self-identified as Black/African American
 - Year 2 – 26 students self-identified as Black/African American
- We invited high school students, Continuing Education students, and community members to our "Path to Mesa," which included information about Umoja/Mesa Academy.
- We invited high school students to Umoja info sessions.
- We held a training session for our Outreach Ambassador team.
- We connect all Black and African American students in the SD Promise Program to Umoja/Mesa Academy counselors.

- We invited all current Black and African American Promise students to the Sawubona Canvas shell.
- We emailed Sawubona Canvas shell announcements directly to these students.
- We shared announcements on Promise social media channels.
- We invited incoming and Year-One SD Promise students who identified as Black and African American to a virtual spring semester workshop series hosted by the BFCC and Umoja/Mesa Academy.
 - The two sessions "From Registration to Graduation," were hosted by Professor Michael Temple and Student Services Assistant, Shanelle Changotra.
- Invited incoming students to our Summer Mesa Regfest and had an Umoja/Mesa Academy Presentation as well as a breakout room. Professor Michael Temple was the presenter and the breakout room host.

**NEED HELP ENROLLING IN FALL 2021 COURSES?
WE ARE HERE FOR YOU!**

MESA REGFEST FALL 2021

REGISTER: www.bit.ly/RegFestF21 (case-sensitive)

BREAKOUT ROOMS FOR 1-ON-1 SUPPORT

- Class Registration Assistance
- Student Services Information
- Counseling: Choosing Classes
- Admissions: Clearing Holds
- San Diego Promise
- Math Faculty
- Black Faculty Counselors' Collaborative
- Transitioning from Continuing Education

SAN DIEGO MESA COLLEGE

SAN DIEGO MESA COLLEGE
BLACK FACULTY COUNSELOR'S COLLABORATIVE
umoja community

FROM REGISTRATION TO GRADUATION
A JOINT INITIATIVE WITH MESA OUTREACH

HOSTED BY
Professor Michael Temple and Shanelle Changotra, SSA

The Black Faculty Counselor's Collaborative, Umoja Program and Outreach will host virtual 'From Registration to Graduation' workshops to help support your path towards success.

WORKSHOP 1
THURSDAY, JUNE 3
2:00PM-3:00PM

WORKSHOP 2
THURSDAY, JUNE 10
2:00PM-3:00PM

WORKSHOP 3+
JUNE 23, 24 AND 25

Keeping It G
(and the g is for graduation)
Get the real scoop on what to expect as a college student. Discussion topics will include homework, studying habits, and understanding your course syllabus.

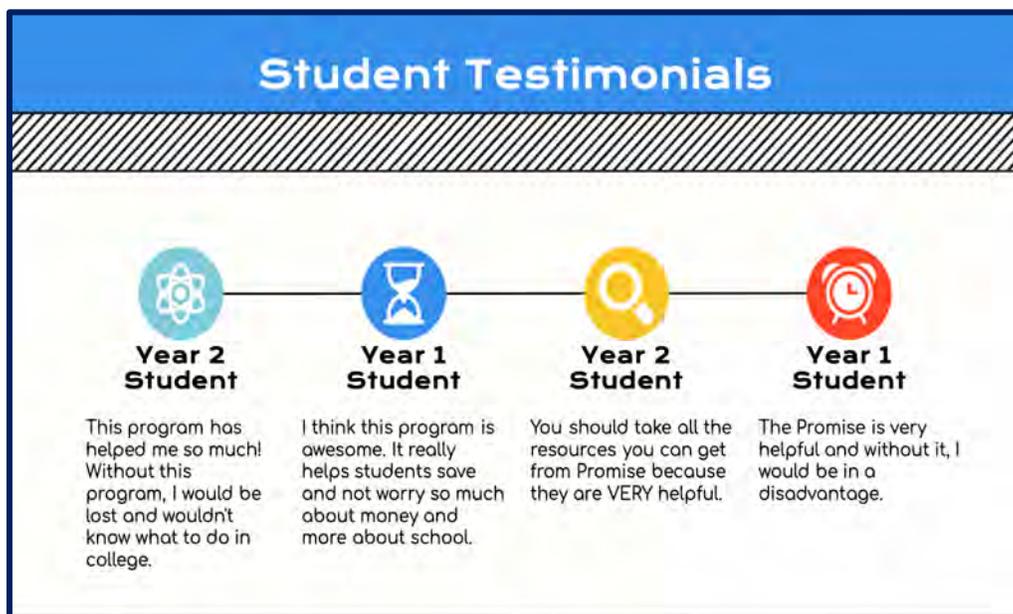
Meet the Fam
Come and meet your Mesa Fam! Meet some of Mesa College's faculty, staff, and administrators they will be the one's assisting you on your path towards graduation!

Pull Up to RegFest!
Join the outreach members to assist you with registering for your courses! BFCC members will be available to assist you with any questions that you may have!

For additional information, please email Michael Temple at mtemple@sdccd.edu or Shanelle Changotra at schangotra@sdccd.edu

Outcomes

- Overall, we were successful at increasing our level of engagement and support as it pertains to in-reach and outreach to our Black and African American students.
- We contacted 13 feeder high schools, 3 College of Continuing Education sites, sent over 140 emails, and contacted over 150 community partners with Umoja/Mesa Academy marketing information.
- We've had the opportunity to refer students to resources and opportunities to enhance their Promise program and Mesa College experience.
- Outreach Ambassadors made over 175 calls to directly connect with our Black and African American Promise students.
- 80 incoming 20-21 Promise students indicated interest in Umoja/Mesa Academy and requested more information. Outreach/Promise shared their contact information with BFCC.
- A total of 15 attendees participated in the "From Registration to Graduation" workshops and established ongoing communication with the BFCC and Promise programs.
- At RegFest, Professor Michael Temple met with 10 incoming Mesa College students who are interested in Umoja/Mesa Academy.
- Due to our collaborative efforts with the BFCC, we have been able to connect SD Promise students and incoming students to a number of events and Mesa College faculty and other personnel.
- Anecdotal data demonstrates just how important this work has been to support our students who identify as Black and African American and helping them to find community and a sense of belonging at Mesa College. Here are some student testimonials:



The graphic is titled "Student Testimonials" in a blue header. Below the header is a decorative hatched border. The main content area features four columns, each with a colored circular icon, a student label, and a testimonial text block. The icons are: a teal atom-like symbol, a blue hourglass, a yellow magnifying glass, and a red alarm clock.

Year 2 Student	Year 1 Student	Year 2 Student	Year 1 Student
This program has helped me so much! Without this program, I would be lost and wouldn't know what to do in college.	I think this program is awesome. It really helps students save and not worry so much about money and more about school.	You should take all the resources you can get from Promise because they are VERY helpful.	The Promise is very helpful and without it, I would be in a disadvantage.

Peer Navigator & CRUISE Programs



Goals

Because existing data indicate a need for more Black and African American CRUISEr participation:

- Bring awareness to the Peer Navigator (PN) and CRUISE programs to increase and retain Black and African American CRUISEr participation.
- Be intentional in our work and use a genuine, warm approach to help/support.

Process

The 2020-2021 PN team was tasked with identifying on-campus resources and programs designed to support our Black and African American CRUISErs. The process taught our team the steps necessary for CRUISErs to locate and reach such resources. To ensure progress and provide support, the PNs provided weekly updates, processed thoughts and

discuss racial inequities, and reviewed data and captured responses via Padlet.

Outcome of efforts

- PNs identified over 30 resources. Most popular were Umoja / Mesa Academy, the Black Studies Department, and the Black Lives Matter Resources Page
- During monthly one-on-one meetings with mentees, PNs would share resources with Black and African American CRUISErs to support, while strengthening mentor-mentee bond. List of resources also emailed
- PNs encouraged Black and African American CRUISErs to attend our Call to Action focus group at the end of the academic year

Findings and Suggestions

- Create survey to see who is willing to participate
- Bring in a guest speaker during Summer/Winter CRUISE
- Advocate mental health
- Can't assume all students are lacking resources
- Show students how to check emails – make it a habit
- Provide a "did you know" series on Instagram
- Use text more often
- Connect with resources specifically designed for Black and African American students

Next steps

Using points above, recruitment, participation and retention efforts will continue to support our Black and African American CRUISErs.

Scholarship Program Goals

In 2019, Student Affairs (SA) received its first equity analysis of the scholarship program. From the data, we discovered that Black and African American students received the lowest amount per award, the lowest amount per headcount, and the lowest average number of awards per headcount. SA, thus, aimed to target this scholarship equity gap for our Call-To-Action -- our goal was to increase the number of Black and African American applicants by expanding outreach and support programs, as well as through intentional promotion. However, this was only one part of our larger plan to improve Black and African American scholarship success. SA also worked closely with other departments in revisiting the application itself and, in collaboration with Student Equity and Success, designed a workshop for reviewers and donors to center efforts back to the original purpose of the scholarships -- to support all of Mesa's diverse students. The workshop series reviewed the scholarship data, discussed definitions of "equity," and developed strategies for meeting the mission with an equity lens.

Actions

- We engaged in targeted scholarship outreach directly to Black and African American student populations and expanded our support programs for student applicants. This was a major component which included restructuring and strengthening our workshop offerings. First and foremost, it is important to recognize the close collaboration with various on-campus groups, such as MT2C, EOPS, Star TRIO, DSPS, Associated Students, Personal Growth classes, Athletics, and the Promise Program, for example, that allowed us to provide one-on-one support and guidance to student applicants.
- To expand Scholarship outreach, we -
 - distributed a "welcome back" email to students self-identified as Black and African American.
 - created a promotional video with testimonies from Black and African American scholarship winners.
 - created a video guide on how to apply using the AcademicWorks online application system.
 - communicated with Black Studies professors to incorporate scholarship info into class sections.
 - regularly uploaded Instagram posts and stories featuring curated lists of scholarships by major/field, transfer status, and no minimum GPA requirement, for example.
 - shared tagged Instagram posts/stories with BSU, Umoja, AS, each active Peer Navigator, and approximately 50 other Instagram accounts owned by Mesa departments, groups, clubs, and faculty, for example.



- To strengthen scholarship support programs, we -
 - established a robust schedule of info sessions and writing workshops, including sessions on Fridays and weekday evenings, and brand new weekly Open Office Hours (Tuesdays 1-2PM) with options to schedule appointments at other times.
 - debundled info-session/writing workshops into 30-min info-sessions followed by 1-hour Writing Workshops.
 - collaborated with MT2C and tutors in restructuring Writing Workshops to meet students where they were in the process. Workshops incorporated Jamboard to encourage anonymous interaction brainstorming scholarship essay ideas for commonly appearing prompts.
 - aimed to create a sense of familiarity with MT2C to encourage attendees to use the Writing Center and strengthen their scholarship essays. The drop-in tutoring Zoom link hosted all Info and Writing Workshops, Tutors helped facilitate the Writing Workshops, and we created Writing Tutor appointments for each student to help them create a writing timeline with built-in support.

Outreach Programs Flyers

The collage features several flyers for San Diego Mesa College programs:

- SAN DIEGO MESA COLLEGE SCHOLARSHIPS INFO SESSION, WRITING WORKSHOP, OFFICE HOUR**
 - INFO SESSION: 30 min
 - WRITING WORKSHOP: 1 hour
 - SCHEDULE:

11	THUR	5 PM	5:30 PM
19	FRI	11 AM	11:30 AM
24	WED	4 PM	4:30 PM
31	MON	10 AM	10:30 AM
5	FRI	Noon	12:30 PM
8	MON	Noon-2 PM	*Open Lab/ Q&A
 - Application: sdmesa.edu/scholarships DUE Mon, March 8, 2021
 - Join via Zoom: bit.ly/ScholarshipOfficeHour
- SAN DIEGO MESA COLLEGE SCHOLARSHIPS INFO SESSION BORDERLESS SCHOLARS**
 - SCHEDULE:

27	WED	11 AM - 12 PM
9	TUE	11 AM - 12 PM
 - Application: sdmesa.edu/scholarships DUE Mon, FEB 2-MAR 2
 - Join via Zoom: bit.ly/ScholarshipOfficeHour
- SAN DIEGO MESA COLLEGE SCHOLARSHIPS INFO SESSION EOPS & SPECIAL PROGRAMS**
 - SCHEDULE:

28	THUR	11 AM - Noon
8	MON	2 PM - 3 PM
17	WED	2 PM - 3 PM
 - Application: sdmesa.edu/scholarships DUE Mon, March 8, 2021
 - Join via Zoom: bit.ly/ScholarshipOfficeHour

Outcomes

The data shows evidence of success on all three data points: amount per award, amount per headcount, and average number of awards per headcount!

- In 2019, each Black and African American recipient received approx \$694, which was 33% less than the average. In 2020, each received \$1,091, 18% more than the average. In 2021, each received \$1,186, 33% more than the average
- In 2019, each Black and African American recipient received \$522 on average for each award, which was 16% less than the average. In 2020 and in 2021, each received \$873 and \$692 on average per award, 30% and 18% more than the average, respectively
- Finally, in 2019, the average number of awards per headcount for each Black and African American recipient was 1.3 (79% of the average), which was increased to 1.3 (91% of the average) in 2020, and to 1.7 (113% of the average) in 2021
- Additionally, female scholarship recipients have had their equity gaps reversed: in 2020 and 2021, women had a higher amount per award, higher amount per headcount, and higher average number of awards per headcount compared to male recipients
- Furthermore, we added the non-binary option to the applications for 2020 and 2021, and despite a very low sample size at this time, this group had the *highest* amount per award, *highest* amount per headcount, and *highest* average number of awards per headcount

We are proud of our efforts to reduce or reverse equity gaps for Black and African American students and are already thinking about next year! In conjunction with MT2C, we are reviewing scholarship workshop data and developing strategies for improving our scholarship support programs.

Student Services

Student Development

Let's make it harder for our students to quit!!!

Goal

The School of Student Development provided leadership and support on the Call to Action through dialogue on diversity, equity, and inclusion (DEI) in various meetings and presentations. Discussion of equity-minded practices and ways to advance DEI and challenging programs and areas to examine ways they can take action beyond supporting DEI efforts.

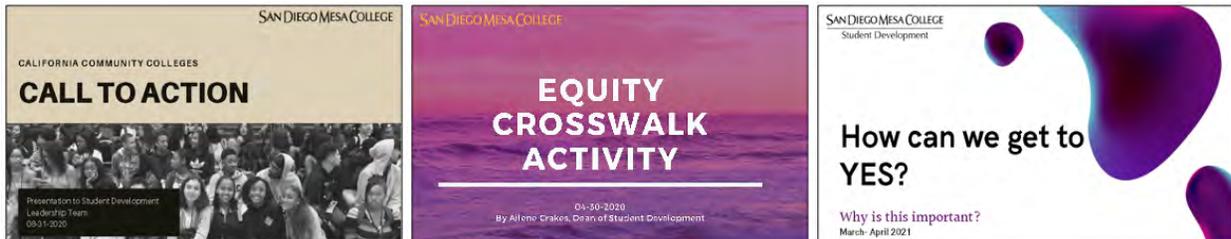
Actions

- Embraced the ongoing theme of “Making it Harder for Our Students to Quit” through facilitated discussions and dialogue
- Facilitated ongoing professional learning opportunities to the Student Development Leadership Team on the following:
 - Equity Minded Approaches
 - Basic Needs Insecurity
 - Equity Crosswalk Activities and Presentations
 - Call to Action
 - Ways to Get to Yes
 - Leadership Development Series
- Continued review of processes within the School of Student Development
- Collaboration with the School of Exercise Science, Health Education, Dance, and Athletics through the OPP – Olympian Pathways Prototype coordination. This work is done through an equity-minded, team approach that includes the head coach, the SA Counselor, Assistant Athletic Directors, the Dean/ Athletic Director, Athletic Retention Technicians (ARTs), and Student Services.

“I cannot thank you enough for your help! I really thought my requests were hopeless, thank you for restoring my nearly depleted faith in our educational system.”

- Message from a student who received support

- Partnered with all student services areas, including the Dean of Student Success and Equity, to facilitate training sessions with an equity focus for Athletic Retention Technicians
- Created the Sawubona Canvas shell for Black Faculty Counselors' Collaborative and Olympian Pathways Prototype



Testimonials

- "Throughout the year, we have had many conversations in the Student Development Leadership Team. At the heart of those conversations were how to ensure that we are equity-minded in our approaches with students. One thing that resonated with me in our discussions was being intentional with the support and services we are providing to our black and brown students. Because of these discussions, equity is incorporated in all Veteran Services programming.

Some insights I have on ways to help our students are as follows:

- Meet the students where they are, and this could be at activities they attend on campus.
 - We could also have activities geared towards them, something like Latinx veteran coffee social. Or something regarding the Montfort Port Marines. We can also collaborate with the Black/Latinx counselors and do specific workshops for them.
 - Initially, I thought of the VSC grand opening and would like to invite a Black Retired Major General to come to campus and speak. I would like to have him come to campus as his presence alone will be pretty valuable and make our students feel special."
- "The Student Development Leadership Team has discussed many topics throughout the year; one that stands out for me is "Ways to Get to Yes." When working with students and not fully knowing what they are going through, the reminder to figure out ways to get to yes for them is a crucial part of their success. Even more so than getting to yes is remembering not to respond with a quick no, or this can't be done. A takeaway from this discussion for me was, "Be creative with solutions to help students."

- “As a part of the SDLT, we took part in a Leadership Development Series that has been very impactful from the moment I joined the team. It has helped me grow and see different approaches to leadership. There are a variety of insightful topics and discussions that were covered through the course of the series that I have implemented in my role as a supervisor. I really do appreciate the trusting, safe environment that the team created. It has had such a positive effect in my role with the Counseling Department.”
- “The Admissions team completed an Equity Crosswalk in September 2020. This experience allowed us to see gaps in our processes and spearheaded our Call to Action to “Remove Barriers” from our Black students. Our staff mentioned, “Our campus already does a lot in service of equity, but this Crosswalk makes you think about what's not being done and what more we can do.”
- “The Student Development Leadership Series provided me with a reflective learning experience that has expanded my leadership skills. Listening to my colleagues and learning from their leadership styles made the series very real and practical. I feel very prepared at approaching potential leadership opportunities I might encounter in the future.”

Next Steps

- The School of Student Development recognizes the importance of continuing with the Call to Action efforts and discussions concerning diversity, equity, inclusion. Leadership and support will continue to be provided to department and program leads through dialogue and professional learning opportunities.
- Equity assets will continue to be at the forefront of assessment, planning, and implementation of all School of Student Development activities. This concerted approach will allow the school to focus on structures, programs, personnel, policies, capacity building (both general and race-conscious), and culturally relevant curriculum development
- Continued efforts will be made to provide opportunities for Student Development Leadership to become reflective practitioners and work towards equity-minded approaches and race consciousness.

Student Services

Student Health Services

We believe that increasing mental health support to underrepresented Black and African American students will bolster their resilience and reduce symptoms of trauma.

Goal

Increase engagement in individual and group mental health services by students who identify as Black and African American by at least 10%.

Actions

- Plan Development
 - Create an MOU with Urban Restoration Counseling Center (URCC) in San Diego to provide counseling services for our Black and African American students.
 - Increase focus on mental health activities (groups & events) that further reach students who identify as Black and African American.
 - Explore feedback from experts in counseling, the current mental health team and community consultation.
 - Solicit direct feedback from students receiving services and continue the ongoing work of creative solution finding.
- Activities & Events
 - Urban Restoration Partnership: Athletics (3); Sexual Assault from a Black and African American Perspective (1).
 - Rise Up event to empower the Black, Indigenous, and People Of Color (BIPOC) community to encourage mental balance, resilience, and hope and for the future. The event featured presenters identifying as Black and African American, art, spoken word poetry, drumming, ancestral representation, and ritual storytelling.
 - Athletics presentation with Monica & Aurora.
 - Active Minds Book Club: Held six weekly meetings to discuss the wisdom in the book written by Black author Alicia Keys.
 - A personal growth collaboration with Veronica Gerace.
 - A "Healing Circle" held on January 6, 2021, in response to the Capitol insurgency.
 - A mental health support session for the Associated Students at which racism and self-care were discussed.
 - Three listening circles for Palestine.

Outcomes

The Call to Action resulted in an increased number of students who identify as Black and African American connecting with Student Health Services Mental Health overall.

- We connected and collaborated with campus professionals who are in touch with Black and African American students and facilitated warm hand-offs for effective services.
- We worked in collaboration with Mesa Athletics to offer open workshops.
- We started a collaborative partnership with the Urban Restoration Counseling Center.
 - When requirements were met in March 23, 2021, students were invited to participate in URCC based therapy services. URCC has since provided 4 workshops for Mesa College students on topics of sexual assault and “handling reality while playing your best game” to athletes.
- In some areas, we surpassed our goal.
 - In total, 52% of students attending virtual platform support and gatherings in 20-21 identify as Black and African American (107 of 204 total participants).
 - Of the 109 who enrolled, approximately 80 people attended Rise Up. Of these, 80% identify as Black or African American.

Measuring Goals						
Students Identifying as Black and African American Attending Virtual Events & Gatherings						
Black Forum		Be Calm		Palestinian Support	Post-Election Listening Circle	Games Group
FA20	SP21	FA20	SP21			
9	13	16%	19%	38%	40%	19%

- In terms of individuals connecting with therapy, we did not meet the specific goal of increasing the number of students who identify as Black and African American to get mental health care as we expected for Spring 2021. This was likely due to delays in approval of the contract and insurance with URCC. This meant that recruitment for students began late in the semester. In the fall of 2021, we plan to continue this effort. We are currently in process to verify updated insurance.

Measuring Goals			
Increase in Black & African American Reaching Out & Receiving Individual or Group Therapy by 10%			
Fall 2020		Spring 2021	
Goal	Outcome	Goal	Outcome
10% Increase	7.52%*	10% Increase	5.39%*
<i>* Individual, unduplicated therapy sessions</i>			

Next Steps

Moving forward, Student Health Services Mental Health will –

- continue outreach to students who identify as Black and African American to promote access to Mesa mental health and URCC services.
- invite URCC to offer virtual and, when appropriate, in-person workshops at Mesa.
- continue the Black Forum into the Summer, Fall and Spring semesters of 2021-2022 to provide ongoing access to students who identify as Black and African American.
- continue dynamic programming to have events that are engaging and relevant for students who identify as Black and African American.

The 21 Day Equity Challenge Goal

The purpose of the challenge was to learn together about power, privilege, supremacy, and equity. For 21 days, we provided a robust body of materials ranging from articles, videos and podcasts to learn and grow in community with the hope of creating effective social justice habits. This challenge was developed for students, faculty, educators, leaders of all kinds, and for those who wish to create a more equitable world.



Activities

- A total of 85 participants signed up to complete the 21 Day Equity Challenge. For 21 consecutive working days between March 22nd and April 19th, participants engaged in some form of daily interaction and/or learning associated with diversity, equity, and inclusion.
- Participants were asked to “engage,” which meant the following.
 - Take Notice: To learn about white privilege and America’s systems of oppression through history. Understand the phenomenon of selective noticing.
 - Act: To act, while recognizing that action requires self-education, self-reflection, and multiracial partnerships so that power and privilege dynamics aren’t reproduced.
 - Follow: To follow and connect with racial justice activists, educators, organizations, and movements on social media.

LET'S COMMIT

SAN DIEGO MESA COLLEGE

March 22nd - April 19th

21-DAY EQUITY CHALLENGE

Where the objective is to learn, connect and grow together as a community.



Unite, Learn, Grow: Getting started is easy as 1-2-3!

Step 1: Review “Materials” tab and select what you’d like to read/watch/listen to for this challenge. You will select one for each day.

Step 2: Go to the “Engage” tab and learn how to notice inequities in your daily life, and consider the suggestions on how you might *act* on what you’ve learned.

Step 3: Click on “Connect & Reflect” – share your experience each day, or whenever you feel called to do so. Respond and chat with peers via the Padlet. See how others may be experiencing this challenge.

(March 22nd - April 19th)

Testimonials

The final piece to the 21 Day Challenge included a Connect & Reflect component which allowed the community of participants to express their feelings and emerging ideas associated with what they were learning. Some Reflections:

- ***I am Not Your Inspiration***
I loved this podcast. It's easy for me to see that given her outward appearance, she would be considered an inspiration for just getting up in the morning. I am grateful that she breaks it down for us - reminding us that she's just like us. We need to stop telling ourselves that others inspire us because of their physical limitations or the color of their skin, sexual orientation, etc. I think we have a lot to learn from others and I am grateful she shares her story to remind us of how we actually have a lot more in common than we may think.
- ***Ally or Co-conspirator***
I like to think of myself as an ally...until I read this article. Though I will admit, I lack the courage to move toward being a co-conspirator. I will also admit it's difficult for me to keep up with the ever-changing terminology that is being used and one of my biggest fears is offending someone. There has to be a way for us to figure out how to move past the fear and into action.

- Black women voters**

I am truly inspired by Black women. I am inspired by women, period and as a woman, I see firsthand how hard it has been and continues to be for us to climb the corporate ladder, balance work/family life and be successful in achieving rights. Yet all the work Black women do, especially, is not for their own benefit as I have seen with other groups. I think sometimes those who have it the worst - or have to work the hardest to make it - are those who are always looking out for others and not just themselves.
- Latino Renters**

Insert pretty much any type immigrant to this country. It is sad to think that those most vulnerable who are trying so hard to make it in this new country can continue to be so vulnerable when it comes to basic needs like housing. I think we are all one paycheck away from being in the street but this article reminded me that no matter my situation, others in specific ethnic communities continue to be somehow targeted to have it worse than I ever think I would. Yet people keep immigrating/fleeing to this country because they know things will at least be better than where they came from - and that's sad.
- The Ban**

It's scary to think the former president set forth a directive banning training that contained phrases like "white privilege". It's one thing when you don't understand or don't want to understand but it's quite another to use power to get others to remain misinformed or worse, believe that it's not happening at all. My hope is the current president can "fix" the damage and we can move forward with addressing these issues.
- White Passing :/**

I'm Mexican-American and I have the privilege of being white passing. I have lighter skin with colored eyes and haven't experienced the discrimination others have faced. Am I proud of that? No but in this day I'm able to feel somewhat safe and be heard.
- Verna Myers: How To Overcome Biases**

While watching the video I reflected on how as a mother I have had some fears for my son as he walks out the door. Although my son has assured me nothing will happen to him because he realizes he needs to react to police in a respectful way - I know that is no guarantee he could survive an encounter with the police. When my son was 19 he had a racist encounter with police (actually security at SeaWorld) and thank goodness San Diego Police responded and de-escalated the situation. My son believes it was only de-escalated because the police officers who responded were non-white. Ms. Myers spoke the truth and I appreciated her words.
- Birds are God's voice**

I heard this really loud bird this morning singing the most beautiful song. They say birds are God's voice. I sat and reflected what God was saying to me. He was saying calm down..every little thing is gonna be all right. I'm grateful to the bird song and to all my Colleagues who are working equally as hard to achieve equity.

Goals

During the 2020-21 academic year the Transfer Center Call to Action goals evolved into creating interventions designed to address the varying stages of the transfer process. Looking forward to Fall 2021, continued efforts will include targeted classroom visits.

Actions

Fall 2020

In response to the Call to Action initiated in the Fall of 2020, the Transfer Center's goal was to partner with Umoja, Puente, EOPS, STAR-TRIO, Borderless Scholars, FAST Scholars, DSPS, and Veterans to provide custom transfer application workshops during the Fall 2021 application season.

- Counselor Mary Eden set up three transfer [Umoja Application Workshops](#) to reach Black and African American students. Two additional workshops were offered when the CSU application deadline was extended.
- Through coordination with the Puente program, a Zoom transfer classroom visit was made to Puente ENGL 101 by the Transfer Center Coordinator/Counselor Anne Hedekin to cover transfer services answer transfer questions.
- Counselors Mary Garcia and Anne Hedekin hosted one [Transfer Workshop](#) each for EOPS, STAR/TRIO, Borderless Scholars, and FAST Scholars.
- Two workshops were offered in collaboration with DSPS, one with an admissions representative from San Diego State University and the other with the Transfer Center Coordinator/Counselor Anne Hedekin.
- Transfer Center Coordinator/Counselor Anne Hedekin hosted one Transfer Workshop designed specifically for Veterans.
- The Transfer team also participated in the creation of the Transfer, Career and Evaluation Department's [Antiracism, Diversity, Equity, and Inclusion Plan](#).

Spring 2021

Building on Fall 2020, the Transfer Center team planned targeted workshops to strengthen connections with our campus partners and, through this collaboration, introduce more students to the Transfer Center in Spring 2021.

- Workshop Wednesdays were offered every week. These workshops had preplanned topics as well as an opportunity to engage in an open question and answer format. Attendance varied throughout the semester but was well received. Flyers and event details included below:
 - Mary Eden’s [Umoja Workshop Wednesdays](#)
 - Mary Garcia’s [Workshop Wednesdays](#)
 - The Transfer Center Coordinator/Counselor Anne Hedekin provided a Transfer Next Steps workshop for EOPS, STAR/TRIO, Borderless Scholars, and FAST Scholars to help students prepare for the matriculation process to four-year colleges.
 - Counselor Mary Garcia hosted a U-Link Workshop for EOPS, STAR/TRIO/Borderless Scholars/Fast Scholars in the spring.
 - The Transfer Center applied for and received an Innovation Grant from the SD Mesa Foundation to provide reimbursements for application and transcript fees for the Fall 2022 application cycle.

Outcomes

- Our efforts to reach Black and African American and other minoritized populations at Mesa provided a great opportunity to collaborate and strengthen connections with campus partners while supporting transfer students. Overall, we served approximately 53 new students to the Transfer Center.
- As a result of this increased collaboration and contact with students, we were able to collect nominations for the prestigious UC San Diego Chancellor’s Associates Scholars Program. We were proud to learn that one of the FAST Scholars from San Diego Mesa College was awarded this full ride scholarship.
- Finally, when planning for spring we identified a need to offer specialized workshops and developed a targeted intervention program for the Fall 2021.
- Workshop attendance varied however as this was our first attempt to set up focused events while also offering general transfer application workshops. We have learned from the process and will make changes for the Fall 2021.

Student Testimonial

Hello, my name is Sumaia Wegner. I was a former student at Mira Costa College and am a current student at Mesa College. Between attending Mira Costa and Mesa, I have dropped in and out of school since 2014 due to personal matters. This has caused a mess of my grades, transcripts, etc. At the moment, I am in the process of transferring to SDSU (hopefully in Fall 2021 if all goes well).

I was fortunate enough to get Mary Eden as my counselor, who happens to work at both Mira Costa and Mesa. I would like to take this time to acknowledge that if it was not for her perseverance, reassurance, and dedication to helping me, I would be lost and frustrated with this tedious process that I have put both her and me through. Mary has gone above and beyond to guide me step by step in what I need to do. She has helped me with my application, Supplemental application, Academic Renewal, and has even taken the time to go over each and every class for both colleges over the years. She has put in so much time and effort with me. She has and is continuing to follow up with me every step of the way. Her work ethic shows her character as someone who genuinely cares about the students. Her standards as a counselor and her attentiveness as a person, has made me feel more confident in my future success.

People such as Mary, need to be recognized where recognition is due. I hope my experience with her gives you more insight on her demeanor. I appreciate your time. Thank you.

Next Steps

Fall 2021 Call to Action Programming

- Moving forward to the Fall of 2021 the Transfer Center has planned to further Call to Action efforts by making strategic classroom visits for:
 - Black Studies and Chicano Studies classes
 - Umoja Community
 - Puente Program
 - KAPWA

Student Services

Veterans

Goal

Our goal has been to increase the number of black students participating in our VA work-study program. To participate, a student would need to be eligible for and be utilizing their VA Educational Benefit. We believed increasing the number of Black and African American students participating in the VA work-study program would result in important outcomes:

- Student veterans would feel connected to the campus, making it harder for them to discontinue school.
- Student veterans would gain valuable civilian work experience.
- Student veterans would benefit from an instant camaraderie with fellow veterans that some feel is lost when coming to higher education.

Our Why: A Sense of Purpose

The Veterans and Records team's Call to Action has been designed to increase the number of Black and African American student veterans participating in the VA work-study program for several reasons:

- Veterans want to be part of something bigger than themselves.
- Veterans want to give back to other veterans.
- Veterans want to share an awareness of services and opportunities with other student veterans.

Action: Recruitment Plan

To meet the goals of increasing the number of Black and African American students participating in the VA work-study program, we had to review and develop our recruitment plan.

- Students received an email inviting them to apply for work-study positions via a Google document through which we invited them to interview.
- When meeting one-on-one with students or in our "Hotspots," a staff member would talk to the student about the possibilities of a VA work-study position.

Outcomes

- We have received contracts and placed five work-study students in three different offices on campus.
- We are currently recruiting for additional offices.
- We will continue our intentional efforts to put Black and African American and other minoritized veterans in VA work-study positions.
- As a result of our Call to Action, we have diversified our VA work-study staff which was also a goal.

Testimonials from Students and Employees

- My experience with Mesa College Work-Study was nothing short of amazing. From the support of the staff and dedication of each person while transitioning to remote. I am thankful for my time with them and looking forward to what's in the future.
- My experience working as a VA Work Study personnel has been incredibly helpful. I am paying forward my knowledge, of how the school and the VA work together with veteran students to ensure they receive their benefits.
- I love working for the veteran services team. I am nothing but grateful for the opportunity to work for the team and give back to other veterans at Mesa College.
- Being part of purposeful actions towards success of our students in this way has been enriching.