

SAN DIEGO  
MESA COLLEGE



## **Program Review**

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

Leadership - Dean, Student Success and Equity

## Executive Summary

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

#### Successes:

- Through equity-minded practices and a strengths-based understanding of our students, Student Success and Equity supports the college in closing equity gaps historically experienced by many of our students. The office accomplishes this through direct support to students, by supporting campus programs and activities, and by continuing to inquiry into practices as researchers and change agents.
- The School of Student Success and Equity plays a unique role in creating and supporting innovative programs and activities meant to move the equity needle and create institutional change.
- The collaborative effort across the School of SSE to support student success, for example; faculty within DSPS and EOPS have facilitated workshops to support campus wide programs such as Cruise and Jumpstart Your Success.
- Collaboration with community and public institutions to support program growth and services to students including: San Diego Continuing Education, the County of San Diego Health and Human Services' contractors, ResCare and PCG, San (Public Consulting Group, Feeding San Diego, San Diego Food Bank, California Community College Foundation, CalCoast Credit Union, etc
- Implemented and/or expanded services to affinity groups. Creating Inclusive Spaces – Foster a campus environment to raise awareness and develop a sense of community for marginalized groups. Mesa will prioritize addressing racial inequities over discomfort through creating and supporting inclusive spaces.
- Partner with schools and departments to cultivate intentional, institutional, transformational programs and services that serve Mesa's disproportionately impacted student populations as stated in Mesa's Student Equity Plan who are students that identify as Black, Latinx, and Asian Pacific Islander. An intentional focus on race and integrate our planning with initiatives across the campus that are designed to improve outcomes for our marginalized students.
- Work towards increasing the institutional scope of addressing racial inequities. Dismantling institutional barriers while intensifying our resolve to achieve racial equity in outcomes for our students of color. The campus has begun efforts to work towards promoting Black, Latino/a, and APIA student success. By creating opportunities and increasing access to minoritized groups (as opposed to all students), we hope to specifically point to the student groups that face larger disparities, including racially minoritized and low-income students.
- Focusing efforts on addressing the challenges students face by addressing financial barriers, food insecurities, housing insecurities, and safety, all while providing culturally relevant systems and programs. The continued growth and expansion of our basic needs supports to our students has been exceptional, we have secured a larger space that will allow for the continued growth of supportive services to students to include supports to counteract food and housing insecurity, build community, and provide a resource place for student success. For instance, currently in the process of establishing the Fresh Success Program to launch in Fall 2023, Fresh Success supports students that receive CalFresh gain education and training that will lead to better employment and a path to economic self-sufficiency.
- Collaborate with different departments and constituencies across campus to develop, implement, and evaluate personal, professional, and academic related equity minded strategic opportunities for students and employees.
- Support the College's enrollment management efforts to by providing registration open labs, communication to students, tailored support to student at risk of being dropped such personalized phone calls and emails.
- Conduct equity-minded and student-centered presentations and facilitate courageous dialogue that include and are not limited to New Faculty Institute, Classified Senate, New Classified Institute, Classi-Con, Outreach Ambassador and Peer Navigator trainings.
- Partner with the LOFT to provide professional learning opportunities aimed at addressing equity minded teaching and learning strategies
- HEERF, Outreach and Retention Funds, and COVID 19 Block Grant funds have provided significant support in offering a plethora of support for students to access, stay connected, and complete their goals throughout their time at Mesa College.
- Transitioned leadership as Larry Maxey moved on to the role of the Vice President of Student Services, Leticia Diaz has transitioned Acting Dean of Student Success and Equity.

## Summary and Reflection

### Challenges:

- The campus continues to transition back from the pandemic and determining ways to better serve our students. The pandemic exacerbated racial inequities that impeded equitable outcomes for marginalized students. Many students experienced greater racial, social, and health inequities due to the pandemic. As a result, we are determined to rebuilding community and a sense of belonging. We also want to ensure the comprehensive support system provided to students is effectively delivered as we pivot and tailor the way that courses and services are offered to students online/remote vs in person. We also consider influencing factors such as inflation, cost of living, employment opportunities, etc.

### **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.**

- Foster a campus environment to raise awareness and develop a sense of community for marginalized groups. Student Services will prioritize addressing racial inequities over discomfort through the creation and support of inclusive spaces such as Black Leadership Fellows, Rite of Passage, Avanza Engagement Center, Borderless Scholars, Latinx Alliance, Amplify the voices and stories of Asian American students and leaders, and opened the Pride Center.

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

N/A

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

## Related Documents for Charts and Graphs

### Executive Summary Complete

Yes

## Data Reflection

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### **Trends observed in program/service area's data.**

- The campus continues to transition back from the pandemic and determining ways to better serve our students. The pandemic exacerbated racial inequities that impeded equitable outcomes for marginalized students. Many students experienced greater racial, social, and health inequities due to the pandemic. As a result, we are determined to rebuilding community and a sense of belonging. We also want to ensure the comprehensive support system provided to students as we pivot and tailor the way that courses and services are offered to students (online/remote vs in person). We also consider influencing factors such as inflation and cost of living.

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

As a college we are committed to eliminating disproportionate impact. The equity gaps below are aligned with the San Diego Mesa College Student Equity Plan:

#### Successful Enrollment

##### Black or African American

- 1-year outcome: Increase Black or African-American sense of belonging measured using survey data
- 2-year outcome: Increase Black or African-American sense of belonging measured using survey data
- 3-year outcome: Increase Black or African- American enrollment by 5%

##### Native Hawaiian or other Pacific Islander

- 1-year outcome: Increase Pacific Islander sense of belonging measured using survey data
- 2-year outcome: Increase Pacific Islander sense of belonging measured using survey data
- 3-year outcome: Increase Pacific Islander enrollment by 5%

#### Completed Transfer-Level Math & English

##### Black or African American

- 1-year outcome: Increase Black or African-American sense of belonging measured using survey data

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- 2-year outcome: Increase Black or African-American sense of belonging measured using survey data
  - 3-year outcome: Increase Completion of Transfer Level Math & English for Black or African-American by 5%
- Hispanic or Latino
- 1-year outcome: Increase Sense of Belonging for Latino/a/x measured using survey data
  - 2-year outcome: Increase Sense of Belonging for Latino/a/x measured using survey data
  - 3-year outcome: Increase Completion of Transfer Level Math & English for Hispanic or Latino a/x by 5%
- Native Hawaiian or other Pacific Islander
- 1-year outcome: Increase Sense of Belonging for Pacific Islander measured using survey data
  - 2-year outcome: Increase Sense of Belonging for Pacific Islander measured using survey data
  - 3-year outcome: Increase Completion of Transfer Level Math & English for Native Hawaiian or Pacific Islander by 5%

### Persistence: First Primary Term to Secondary Term

#### Black or African American

- 1-year outcome: Increase sense of belonging for Black or African American measured using survey data
- 2-year outcome: Increase sense of belonging for Black or African American measured using survey data
- 3-year outcome: Improve Black or African American retention from primary term to secondary term by 5%

#### Hispanic or Latino

- 1-year outcome: Increase sense of belonging for Hispanic or Latino/a/x measured using survey data
- 2-year outcome: Increase sense of belonging for Hispanic or Latino/a/x measured using survey data
- 3-year outcome: Increase Hispanic or Latino/a/x, retention from primary term to secondary term by 5%

### Transfer

#### Black or African American

- 1-year outcome: Increase Sense of belonging for Black or African American measured using survey data
- 2-year outcome: Increase sense of belonging for Black or African American measured using survey data
- 3-year outcome: Increase Black or African American transfer by 5%

#### Hispanic or Latino

- 1-year outcome: Increase Sense of Belonging for Hispanic measured using survey data
- 2-year outcome: Increase Sense of Belonging for Hispanic measured using survey data
- 3-year outcome: Increase Hispanic transfer by 5%

#### Native Hawaiian or other Pacific Islander

- 1-year outcome: Increase Sense of Belonging for Pacific Islander measured using survey data
- 2-year outcome: Increase Sense of Belonging for Pacific Islander measured using survey data
- 3-year outcome: Increase Pacific Islander or Hawaiian Native transfer by 5%

### Completion

#### Black or African American

- 3-year outcome: Increase the completion rate for Black Students by 5%

#### Hispanic or Latino

- 3-year outcome: Increase the Completion Rate for Hispanic Student by 5%

## Related Documents for Charts and Graphs

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

The School of Student Success and Equity (SSE) regularly meets with the Deans and VPSS of Student Services Division to discuss how to collectively progress towards goals. The Success, Equity, and Transformation (SET) Committee discusses data and goal setting in connection with outcomes assessment. The School of SSE meetings bi-weekly.

### **Data Reflection Complete**

Yes

## Summary and Reflection

### Practice Reflection

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

- Develop and implement frameworks to create communities that can provide more targeted delivery of educational resources and support services.
- Partner with the LOFT to provide professional learning opportunities aimed at addressing equity minded teaching and learning strategies
- HEERF, Outreach and Retention Funds, and COVID 19 Block Grant funds have provided significant support in offering a plethora of support for students to access, stay connected, and complete their goals throughout their time at Mesa College.
- Ensuring that the Student Equity Plan is presented to faculty, staff, student services, and instruction.

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

Other factors that might impact the data trends on equity gaps may include the following:

- The pandemic has dramatically impacted our students, more so those from the disproportionately impacted student groups, and most vulnerable student population such as our African American/Black, Latino/a/x, AAPIA student population. Specifically, the pandemic exacerbated the problems experienced by students, making it more difficult for them to recover.
- Impact of influencing factors that are drastically changing such as inflation and cost of living makes us reconsider how courses and services are also provided. When making changes, we also need to reconsider if this is the best for students that are most vulnerable student population.
- Focus on rebuilding our community and working towards increasing the sense of belonging for our students. It becomes more critical that we create spaces and opportunities that allow students to engage with each other and be seen in their unique spaces.

### Related Documents for Charts and Graphs

#### Practice Reflection Complete

Yes

### Mid-Cycle Updates

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#### YEAR 2 Updates (2023 - 2024)

**Provide any edits or updates to the prompts originally documented in the Executive Summary section for Year 2.**  
No.

**Provide any edits or updates to the prompts originally documented in the Data Reflection section for Year 2.**  
No.

**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.**  
No.

#### YEAR 3 Updates (2024 - 2025)

**Provide any edits or updates to the prompts originally documented in the Executive Summary section for Year 3.**

The School of Student Success and Equity continues to support the implementation of the Student Equity plan across the campus by supporting different efforts/departments across the office in addition to supporting the development, implementation, and evaluation of the CalWORKs program, Avanza/CRUISE/Peer Navigators, The Stand Basic Needs Resource Center, Family Resource Center, Pride Center, EOPS, CARE, NextUp, FAST, Rising Scholars, Borderless Scholars/Dreamers Resource Center, Test Proctoring Center, and DSPS/High Tech Center.

The following are only some of the many efforts that have collectively contributed to an increase in Black African-American student enrollment by fostering a supportive, inclusive, and culturally affirming spaces. Student

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leadership programs such as the pilot program Black Leadership Fellows and enhanced support through the Umoja program foster empowerment, representation, and leadership skills, which attract prospective students seeking strong community engagement and personal growth opportunities. Professional learning opportunities were offered for both employees and students to attend the Umoja Conference, A2MEND Summit in Ghana, and A2MEND Conference. Events such as Black Student Meet and Greet, Black Student High School Conference, Black Mental Health healing circles, and Open Mics create a sense of belonging and students feel supported during their educational journey; these activities have also supported in outreach efforts to promote the different type of opportunities available for Black African American Students. Students have also participated in the CRUISE program, an onboarding program that helps new students transition to Mesa during their first semester. The program has guided students to on-campus resources and introduced them to the many opportunities, programs, and people available to help them excel in all areas of their academic and personal growth.

Mesa College is in the process of creating inclusive spaces for learning communities for Puente, Umoja, and Kapwa. New additional spaces that are also in the implementation process are a new Family Resource Center and Rising Scholars center. Existing spaces continue to develop their support services, spaces included are Pride Center, FAST Center, Veteran Success Center, MESA program, Dreamer Resource Center, and HSI STEM Center.

Through the HSI Title III grant In February 2024, 15 employees were selected to attend a 3-day retreat in Imperial Valley for an ESCALA – Moving Towards Servingness professional development opportunity. The ESCALA Quince came back with recommendations for Mesa and how to better serve our Latine population. One of the outcomes of that group is the development of the ALMA (Alliance for Latine Mesa Achievement), a committee devoted to the success of Mesa's Latine students and employees. Various student support programs that support the Mesa Latine current and prospective students to reach their educational goals continue to be developed and strengthened such as Puente, MeCHa Club, Dreamer Resource Center, HSI STEM Center, Avanza, expansion of Chicano/a studies Faculty and course offerings, Chicano/Latino Heritage Celebration Committee Study Abroad opportunities, Latine Student Success Workgroup, Latine heritage month activities, and much more.

The Success, Equity and Transformation Committee provides a platform for collaboration and communication across the College that will result in the integration of student success and equity efforts campus-wide. The Committee for Diversity Action, Inclusion and Equity (CDAIE) committee's overarching goal is to engage and support students, faculty and staff in the ongoing process of transforming our campus environment into one which we envision as safe, supportive, culturally proficient, globally inclusive and reflective of the larger San Diego community.

The basic needs of student continues to be supported; Mesa focuses its efforts on addressing the challenges students face by addressing financial barriers, food insecurities, housing insecurities, and safety, all while providing culturally relevant systems and programs through the Stand Basic Needs Resource Center. The Stand Basic Needs resource center provides biweekly free food distributions, transportation assistance through gas cards and semester bus passes, housing assistance through \$500 grants, financial literacy and scholarship workshops, CalFresh application assistance, new Fresh Success program and much more. Each of these signals a commitment to creating an environment where students thrive academically, socially, and personally.

Professional learning are also cultivated by our campus Learning Opportunities for Transformation (LOFT) department which share resources from the CCC Vision Resource Center, and have implemented comprehensive employee training such as @ONE, Teaching Tree to foster peer-to-peer equity-minded teaching practices at Mesa, Mesa's Online Success Team (MOST), Leaders Engaging in Equity Practice (LEEP) and Catalyst Teaching conference related to equity infused professional learning opportunities.

**Provide any edits or updates to the prompts originally documented in the Data Reflection section for Year 3.**  
Increase Black or African-American enrollment by 5%

The baseline successful enrollment of Black or African-American students was 20% for the 2020-21 cohort. In Year 2 of 2022-23, the successful enrollment of Black/African American students increased to 22%. We are progressing toward meeting the end-of-year 3 goal of 25%.

2022-23: 190/858 (22%) Yr2

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2021-22: 167/791 (21%) Yr1

2020-21: 185/929 (20%) Yr0 Baseline

(Source: Data Vista by CCCCCO)

Increase Completion of Transfer Level Math & English for Black or African Americans by 5%

The baseline for this metric in 2020-21 (Year 0) is 12% (30 out of 244). The Year 3 goal for this metric, reflecting a 5% growth, is 17%. In Year 2, the percentage of Black or African American students completing transfer-level Math and English was 11% (25 out of 226). We are actively working toward meeting this goal.

2022-23: 34/273 (12%) Yr2

2021-22: 25/226 (11%) Yr1

2020-21: 30/244 (12%) Yr0 -Baseline

(Source: Data Vista by CCCCCO)

Increase Completion of Transfer Level Math & English for Hispanic or Latino a/x by 5%

The Year 0 baseline was 18%. The Year 3 goal, reflecting a 5% growth, is 23%. In Year 2, 16% of Hispanic or Latinx students completed transfer-level Math and English within their first year of college. We are working toward achieving the target goal.

2022-23: 260/1645 (16%) Yr2

2021-22: 265/1522 (17%) Yr1

2020-21: 281/1557 (18%) Yr0 -Baseline

(Source: Data Vista by CCCCCO)

Improve Black or African American retention from primary term to secondary term by 5%

The baseline data for the 2019-2020 year is 63% (143/227). The end of Year 3 goal after 5% growth is 68%. In Year two, 53% or 119 out of 226 Black or African American students persisted from the primary fall term to the subsequent spring term. We are in progress to meet the goal for this metric.

2021-22: 119/226 (53%) Yr2

2020-21: 144/244 (59%) Yr1

2019-20: 143/227 (63%) Yr0 -Baseline

(Source: Data Vista by CCCCCO)

Increase Hispanic or Latino/a/x, retention from primary term to secondary term by 5%

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The baseline data for the 2019–2020 cohort of Hispanic or Latinx students who persisted from the primary term to the secondary term is 69%. Our Year 3 goal, reflecting a 5% growth, is 74%. In Year 2, 64%, or 971 out of 1,522 students in the 2021–2022 cohort, subsequently enrolled in the spring after their enrollment in the fall. We are making progress toward meeting the target.

2021-22: 971/1522 (64%) Yr2

2020-21: 969/1557 (62%) Yr1

2019-20: 1336/1937 (69%) Yr0 -Baseline

(Source: Data Vista by CCCCCO)

Increase Black or African American transfer by 5%

The baseline data for Black and African American students transferring to 4-year institutions within 3 years in the 2016-17 cohort was 33% (30/92). Our end of Year 3 target is to grow 5% (38%). In Year 2, Mesa College reported that 36% (32/89) of 2018-19 Black or African American students in the cohort transferred to 4-year institutions within 3 years. We are in the progress of meeting the target.

2018-19: 32/89 (36%) Yr2

2017-18: 30/106 (28%) Yr1

2016-17: 30/92 (33%) Yr0 -Baseline

(Source: Data Vista by CCCCCO)

Increase Hispanic transfer by 5%

The baseline for this metric in the 2016-17 cohort is 26%. The end of year 3 target is 31% after achieving 5% growth. In year two, 28% of Hispanic or Latinx students in the 2018-19 cohort transferred to 4-year institution within three years. We are in the progress of meeting the target.

2018-19: 193/686 (28%) Yr2

2017-18: 204/660 (31%) Yr1

2016-17: 158/616 (26%) Yr0 -Baseline

(Source: Data Vista by CCCCCO)

Increase the completion rate for Black Students by 5%

The baseline for this metric is from 2017–18: 20 out of 302 students (7%) in Year 0. We are making progress toward this goal. A 5% growth from the baseline (7%) would bring the target to 12%. Mesa College's Year 2 percentage of students attaining the Vision for Success definition of completion within three years is 9% for the 2019–2020 cohort. We are making progress toward meeting the goal.

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2019-20: 20/227 (9%) Yr2

2018-19: 19/274 (7%) Yr1

2017-18: 20/302 (7%) Yr0 -Baseline

(Source: Data Vista by CCCCCO)

Increase the Completion Rate for Hispanic Students by 5%

Baseline data with the 2017-18 cohort is 9% for this metric, and our goal at the end of year 3 is 14% after 5% growth. Mesa reported 9%, or 178 students completing vision for success of definition of completion within three years out of 1937 students in the 2019-20 cohort. We are in the progress of meeting the goal.

2019-20: 178/1937 (9%) Yr2

2018-19: 131/1781 (7%) Yr1

2017-18: 151/1751 (9%) Yr0 -Baseline

(Source: Data Vista by CCCCCO)

**Review Outcomes Report. Review the unit's outcomes assessment process for 2023 - 2024. Discuss connections to unit goals/action plans/resource requests.**

NA

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

NA

### **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.**

# Unit Goals, Action Plans, and Updates

## Access and Completion

**Unit Goal:** Creating opportunities, and increasing access and completion to diverse student populations.

**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)
- **Completion - Objective 1:** Develop pathways that provide students with clarity about degree, certificate, and transfer requirements. (X)

Action Plans	Action Plan Update
<p><b>Action Plan Status:</b> Active</p> <p><b>Action Plan:</b> Goal 1 Action List</p> <ul style="list-style-type: none"> <li>• Develop and implement frameworks to create communities that can provide more targeted delivery of educational resources and support services.</li> <li>• Support to strengthen and concentrate efforts for African American/Black, Latino/a/x, AAPIA Mesa students.</li> <li>• Registration and FASFA/CADAA Open</li> </ul> <p><b>Action Plan Cycle:</b> 2022 - 2023, 2023 - 2024, 2024 - 2025, 2025 - 2026</p>	<p><b>Submission Date:</b> 01/12/2024</p> <p><b>Action Plan Update:</b> - Allocated more funds towards professional development for this year only. Partnered with the LOFT to make these opportunities available. More employees and students have had the opportunity to attend on campus and off campus trainings and conferences.</p> <ul style="list-style-type: none"> <li>- Student Equity funds have been allocated to support African American/Black, Latino/a/x, AAPIA Mesa students via educational and cultural events and student leadership opportunities.</li> <li>- Partnered with Financial Aid to promote the new Financial Aid application such as placing posters around campus and obtaining current lists from the district to contact them via text, email, and constant contact.</li> </ul> <p><b>Update Year:</b> 2023 - 2024</p> <p><b>Action Plan Progress:</b> On Track</p>

## Data Informed Decision Making

**Unit Goal:** Use student success and equity data and research to inform college practices.

**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 3:** Build a culture of communication that is evidence based, race conscious, institutionally focused, systemically aware, and equity advancing (X)

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- **Scholarship - Objective 1:** Expand and prioritize professional learning experiences for all employees that create parity in outcomes across racial/ethnic groups and all disproportionately impacted groups (X)

Action Plans	Action Plan Update
<p><b>Action Plan Status:</b> Active</p> <p><b>Action Plan:</b> Goal 2 Action List:</p> <p>" Partner with different divisions on approaching work from an equity lens and focusing on race such as having equity integrated with Mesa Pathways, Mesa 2030, Enrollment Management, and Strong Workforce.</p> <p>" Continue offering Professional Learning opportunities through the LOFT and across campus efforts to raise awareness and implement/strengthen effective practices.</p> <p><b>Action Plan Cycle:</b> 2022 - 2023, 2023 - 2024, 2024 - 2025, 2025 - 2026</p>	<p><b>Submission Date:</b> 01/12/2024</p> <p><b>Action Plan Update:</b> Same as 22-23.</p> <p>" Partner with different divisions on approaching work from an equity lens and focusing on race such as having equity integrated with Mesa Pathways, Mesa 2030, Enrollment Management, and Strong Workforce.</p> <p>" Continue offering Professional Learning opportunities through the LOFT and across campus efforts to raise awareness and implement/strengthen effective practices.</p> <p><b>Update Year:</b> 2023 - 2024</p> <p><b>Action Plan Progress:</b> On Track</p>