SAN DIEGO MESA COLLEGE

Program Review

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

Leadership - Dean, Student Success and Equity

Executive Summary

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

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

Summary and Reflection

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 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 to 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

Practice Reflection

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

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

Summary and Reflection

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 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.

Summary and Reflection

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

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

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

(Source: Data Vista by CCCCO)

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 CCCCO)

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 CCCCO)

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 CCCCO)

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

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 CCCCO)

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 CCCCO)

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

Summary and Reflection

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

(Source: Data Vista by CCCCO)

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.

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

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

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

(Source: Data Vista by CCCCO)

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 CCCCO)

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.
Providing updates that DEIA Coordinator efforts will be reported under the SSE Program review starting 25-26. We are also reporting the Rising Scholars and Dreamers Resource Center-Borderless Scholars under SSE for 25-26

only since they are no longer under EOPS and are a stand alone programs, these programs will have their own program review starting the new cycle in 26-27.

Mesa College's Institutional Commitment to DEIA: Mesa College continues to advance its mission as the Leading College of Equity and Excellence through coordinated DEIA initiatives that center equity-minded practices, community care, and shared responsibility across campus.

- New DEIA Coordinator- Edeama Jonah

- DEIA@Mesa Newsletter: The monthly DEIA@Mesa Newsletter keeps the campus informed and engaged by highlighting DEIA initiatives, cultural and heritage celebrations, events, and equity-focused resources.

- Community Contributions to DEIA Work: Faculty, staff, students, and campus partners are actively invited to contribute reflections, stories, and resources that strengthen collective learning and DEIA engagement.

- Monthly Cultural & Heritage Displays: In collaboration with the Library, the DEIA Coordinator hosts monthly cultural and heritage displays in the LRC Atrium that celebrate diverse histories and create accessible, educational spaces for the campus community.

- DEIA-logue Community Conversations: Mesa DEIA-logue provides a monthly, informal forum for faculty, staff, and administrators to engage in dialogue that builds belonging, understanding, and mutual support.

- Mesa DEIA Collective: The Mesa DEIA Collective was established to expand campus participation by offering a flexible, interest-based opportunity for colleagues to support and complement existing DEIA committee work.

Rising Scholars-
Since Spring 2025, the Rising Scholars Program has implemented several key improvements to strengthen student engagement, streamline communication, and expand access to services. A formal Rising Scholars Student Application was created and launched, allowing the program to better track participants, identify needs earlier, and ensure more accurate data collection. The program also expanded center hours, increasing availability for students who have work, family responsibilities, or transportation challenges.

Also, Mesa Rising Scholars email account was activated to centralize communication and provide students with a direct, reliable point of contact. To enhance outreach and visibility, the program implemented Constant Contact and launched a weekly newsletter that highlights workshops, resources, important deadlines, and opportunities. These changes have strengthened the program and improved responsiveness to a rapidly growing student population.

Highlights-
Streamlined Enrollment Process: The new Rising Scholars application has increased efficiency and allowed staff to identify students earlier in the semester, improving retention and support accuracy.

Increased Student Access: Expanded center hours have resulted in higher foot traffic, more counseling appointments, and more availability for drop-in support.

Increased Communication: The activation of the Rising Scholars email and weekly newsletter has significantly improved communication consistency, helping students stay informed about campus resources, events, and academic deadlines.

Improved Data Tracking: With a formalized application and centralized communication tools, the program now has stronger data on student demographics, needs, and engagement trends.

Growing Program Visibility: Regular newsletters, outreach emails, and a streamlined intake process have increased program recognition across campus and with community partners.

Summary and Reflection

Collaboration: Program has increased collaboration with the Rising Scholars Network which include all of Region X community colleges and Universities by attending and being part of the Transfer Collaboration Initiative (TCI), San Diego Re-entry Roundtable, and SDCCD Justice Involved monthly meetings, among others.

Challenges
Limited Staffing: Despite increased student interest and engagement, the program continues to rely on part-time counselors and student workers, making it difficult to meet demand and provide consistent coverage.

Rising Student Needs: As program visibility grows, so does the complexity of student needs. Many students require intensive case management, basic needs support, and continuous follow up.

Capacity Constraints: Expanded hours and increased communication efforts require additional staffing and operational support, which are currently limited.

Data Management: While the new application and newsletter systems have improved organization, they also require ongoing time and maintenance that exceed existing capacity.

Sustaining Engagement: Maintaining regular contact with a diverse student population with varying schedules, technology access, and reentry related barriers remains an ongoing challenge.

Dreamer Resource Center -
Since Spring 2025, the Dreamer Resource Center (DRC) has gone through a series of changes to improve its program. Internal and external changes have impacted the program at different levels, but the DRC team has managed to overcome its challenges. As a team, the DRC has worked strenuously to support Borderless Scholars—especially during a difficult and uncertain time with the political climate, and ongoing attacks the Presidential Administration implemented towards the immigrant community that has hindered the academics and educational journey of undocumented students. Below, we go over updates, highlights, and challenges the DRC has encountered since Spring 2025 to present time—Fall 2025.
Updates
- We have grown the Borderless Scholars Program, in which we offer a variety of services that address the different needs of our undocumented students, such as, mental health, legal services, and financial support.
- For Spring 2025, we had 98 students officially in the Borderless Scholars Program.
- For Fall 2025, we had 84 students officially in the Borderless Scholars Program.
- Note: For both semesters, the DRC provided a $200 book store credit–students could purchase anything at the book store–, and a $100 incentive.
- Previously, we noted the following data information of students served throughout the semester:
Fall 2023: 326
Spring 2024: 244
Fall 2024: 223
Spring 2025: 215

Note: The DRC team has recently-—in the last academic year-—observed a noticeable decline in the number of undocumented students scheduling and attending counseling appointments both in person and via zoom, visiting the DRC, and attending workshops in person and via zoom. This trend may reflect growing concerns about safety, and uncertainty around immigration policies and the political climate. The total numbers above are based on unduplicated students by term served through the DRC that include currently enrolled students (per respective term) and students from mixed status families. Mixed status students are U.S. citizens or U.S. residents that have immediate family members (parents and/ or siblings) that are undocumented. Lastly, there are prospective students that have not applied to Mesa and are not captured in the number of students listed above since they do not have a Mesa Student ID number.

Fall 2025: 145 (with perspective students 155)
Highlights
-The DRC hosted the district SDCCD Undocumented Student Conference on April 11th, 2025.
-The DRC had its grand opening on April 24th, 2025 for a new affinity space dedicated to its Borderless Scholars.

Summary and Reflection

The new DRC is located at the Student Services Building I4-207.
-The DRC collaborated with SDCCD, Miramar College, City College, and Continuing Education to provide a variety of informational sessions that included different topics to educate and inform our students and immigrant community. The SDCCD Undocumented Support Services: Know Your Right! Emergency Preparedness was done once a month from Spring 2025 to Fall 2025.
-In Summer 2025, the DRC provided a special incentive of $200 to provide some type of financial support and relief due to the immigration raids that instilled fear among the immigrant community.
-With the ongoing collaboration of Higher Education Legal Services (HELS) and legal provider Jewish Family Services (JFS), we continue providing legal services at no cost. We offer virtual appointments throughout the week and in-person appointments every Thursday. This is a vital resource to our undocumented students.
-Within the region of San Diego, we are one of the few and only colleges within the SDCCD district that offers some type of financial support to undocumented students. The Borderless Scholars program offers bookstore credit and incentives to undocumented students. Other departments from Mesa College, such as financial aid, the Stand, and student equity have provided grants.
Challenges
-We are one of the few programs that provides counseling services to prospective students. Many of these prospective students are High School undocumented students that need guidance to obtain the proper information, resources, and help to successfully enroll into college. According to data, approximately 100,000 undocumented students graduate from high school annually in the United States. However, a significant small portion—about 10%—attend college with a large majority not pursuing higher education due to financial barriers, lack of access to federal aid, misinformation, and legal uncertainties surrounding their immigration status, which severely limits their opportunities. As a college, we can't do this alone, we need other colleges to also have a similar approach and service for prospective students.
-Due to Covid Block grant funds expending, the DRC team lost half of its team. In Spring 2025, we had 3 counselors—one full timer and 2 adjuncts, one full time student services assistant, three project assistants, and one work study. Now, for Fall 2025, we have one full time counselor and one adjunct counselor, but her hours are split between two programs—DRC and EOPS, one full time student services assistant, one project assistants, and one work study.
-As previously noted, we are observing a noticeable decline of undocumented students enrolled and/ or receiving DRC services and resources. Reasons for student retention vary, but ever since the presidential election and its results of Trump winning the presidency, the number of students have declined.

Student Success and Equity-
- Lead initiatives aimed at identifying and closing equity gaps in student outcomes by analyzing disaggregated data to target support for disproportionately impacted student populations. Advocate for resource allocation and changes that prioritize equity and remove systemic barriers to student success.
- Serve as college lead contact and liaison for the California Reconnect InsideTrack College, pivotal in supporting adult learners who have some college credit but have not completed their degrees. These efforts involve a blend of outreach, personalized coaching, and institutional collaboration to facilitate re-enrollment and ensure student success.

Provide any edits or updates to the prompts originally documented in the Data Reflection section for Year 4.
From Student Equity Plan, data compiled from Data Vista and Mesa IE office:

Black or African American

Target Outcomes
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%
Describe the Status of Target Outcomes *

Summary and Reflection

Student Population- Black or African American
3-year outcome:
Increase Black or African American transfer by 5% (Metric 620C, 3-year cohort)
Target Outcome Status:
Year 0 2016-17: 33% (30/92)
Year 1 2017-18: 28% (30/106)
Year 2 2018-19: 36% (32/89)
Year 3 2019-20: 44% (33/75)
(Source: Data Vista by CCCCO)
Describe the Status of Target Outcomes:
The revised baseline transfer rate for Black/African American students to four-year institutions in the 2016–2017 cohort
was 33%. After applying a projected 5 percentage point growth, the Year 3 goal was set at 38%. San Diego Mesa College
exceeded this

Native Hawaiian or other Pacific Islander

Target Outcomes
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%
Describe the Status of Target Outcomes *
Student Population-Native Hawaiian or Other Pacific Islander
3-year outcome:
Increase Pacific Islander enrollment by 5% (Metric 300)
Target Outcome Status:
2022-23: 27% (13/49)
2023-24: 19% (10/53)
(Source: Data Vista by CCCCO)
Describe Status of the Outcome:
Pacific Islander (PI) student data are suppressed in most academic years, including the baseline year of 2020–2021, and
therefore are not visible in Data Vista. However, the PI population is recognized as a marginalized student group at San
Diego Mesa College, and we have made significant efforts to increase the successful enrollment of PI students.

Latine

Target Outcomes
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%
Describe the Status of Target Outcomes *
Student Population-Hispanic or Latino
3-year outcome:
Increase Hispanic transfer by 5%
Target Outcome Status:
Year 0 2016-17: 26% (158/616)

Summary and Reflection

Year 1 2017-18: 31% (204/660)
Year 2 2018-19: 28% (193/685)
Year 3 2019-20: 31% (229/745)
(Source: Data Vista by CCCCO)
Describe the Status of Target Outcomes:
The revised baseline transfer rate for Latine students in the 2016–2017 cohort was 26%. The actual transfer rate for the
2019–20 cohort (Year 3) was 31%, meaning Mesa College successfully achieved the targeted 5 percentage point growth
in this metric. As a designated Hispanic-Serving Institution (HSI), Mesa College will continue to strengthen support services, expand transfer pathways, and implement data-informed strategies to further improve transfer outcomes and
close equity gaps for Latine students in the next SEP 2025-28.

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

- Coordinated the college's a Native American Pow Wow in 2024; collaborated with local tribal leaders, elders, and community members to ensure cultural protocols, representation, and respectful engagement were upheld throughout the planning and event.
- Led the planning and execution of the college's 60th Anniversary Celebration, coordinating a year-long calendar of events that honored the college's legacy while spotlighting its future vision.
- Led the development and submission of the STAR TRIO Grant, securing over $1.7 million in federal funding to support first-generation, low-income, and students with disabilities.
- Spearheaded the application for the Rising Scholars Grant, securing funding to expand educational opportunities and support services for justice-impacted students. Collaborated with regional reentry programs, faculty, and student services to design a trauma-informed and equity-focused program model tailored to the needs of formerly incarcerated and system-impacted students.

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

Implementation of student equity initiatives has become increasingly challenging due to a combination of rising costs and
declining resources. The cost of wages, supplies, and food has continued to increase, placing additional strain on departmental budgets. At the same time, allocations for Student Equity and Achievement (SEA) funding have steadily decreased
over the years. This reduction with the combination of the increase cost has limited the ability to replace vacant positions,
resulting in reduced staffing capacity and fewer resources available to support equity-focused programming. The amount of
direct aid that can be provided to students has also been reduced, even at a time when students are experiencing significant
financial hardship due to the very high cost of living in San Diego. This combination of increased need and decreased
resources has made it increasingly difficult to sustain and expand student equity initiatives. Additionally, the expiration of onetime funding sources that were available during the COVID-19 pandemic has further constrained funding flexibility. The loss of these supplemental funds with the combination of increased cost and decrease SEA funding has made it difficult to sustain
certain services and initiatives, impacting the overall scope and reach of student equity efforts.

YEAR 5 Updates (2026 - 2027)

Provide any edits or updates to the prompts originally documented in the Executive Summary section for Year 5.

Provide any edits or updates to the prompts originally documented in the Data Reflection section for Year 5.

Summary and Reflection

Review Outcomes Report. Review the unit’s outcomes assessment process for 2025 - 2026. 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 5.

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:

- **Community - Objective 2:** Develop activities, spaces, and programs that support a sense of belonging with a focus on antiracism, historically minoritized groups, and inclusion. (✓)
- **Completion - Objective 1:** Develop pathways that provide students with clarity about degree, certificate, and transfer requirements. (✓)

Action Plans	Updates
Action Plan Status: Active **Action Plan:** Goal 1 Action List • Develop and implement frameworks to create communities that can provide more targeted delivery of educational resources and support services. • Support to strengthen and concentrate efforts for African American/Black, Latino/a/x, AAPIA Mesa students. • Registration and FASFA/CADAA Open **Action Plan Cycle:** 2025 - 2026, 2024 - 2025, 2023 - 2024, 2022 - 2023	**Submission Date**: 01/12/2024 **Action Plan Update**: - 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. - 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. - 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. **Update Year**: 2023 - 2024 **Action Plan Progress**: On Track

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

Unit Goals, Action Plans, and Updates

Mapping
Mesa College Strategic Plan: Roadmap to Mesa2030:

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

Action Plans	Updates
Action Plan Status: Active **Action Plan:** Goal 2 Action List: " 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. " Continue offering Professional Learning opportunities through the LOFT and across campus efforts to raise awareness and implement/strengthen effective practices. **Action Plan Cycle:** 2025 - 2026, 2024 - 2025, 2023 - 2024, 2022 - 2023	**Submission Date**: 01/12/2024 **Action Plan Update**: Same as 22-23. " 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. " Continue offering Professional Learning opportunities through the LOFT and across campus efforts to raise awareness and implement/strengthen effective practices. **Update Year**: 2023 - 2024 **Action Plan Progress**: On Track