SAN DIEGO MESA COLLEGE

Program Review

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

Leadership - Vice President of Student Services

Executive Summary

Describe the successes and challenges your unit has faced since the last comprehensive review.
Successes:
- Supported facilitation of exemplary teaching and learning in the areas of student services.
- Transitioned Student Services back from pandemic: The challenges associated with migrating to online remote services was very difficult, perhaps equally challenging has been the “return”. Student services is proud of the fact that the entire student services building is now fully returned and operational, although many of the remote services which served as a convenience to many students, has been implemented into how we serve our students.
- Implemented and/or expanded services to affinity groups
- Support enrollment management efforts of the institution through retention efforts:

Students today need much more support to persist at the college than in the past, supporting the Basic Needs of students has become tied to our mission. In the past, being hungry as a student was a part of the narrative that made going to college an “experience”, however, today’s struggles cause students to withdraw or just stop attending school. To combat this, Mesa has initiated comprehensive programs through student services, to support the retention and persistence of the students through difficulty, including food and other insecurities.
- Strengthened division goals to be in alignment with Mesa 2030 and other cross institutional efforts
- Transitioned leadership as Dr. Ashanti Hands moved on to the role of the president, Larry Maxey has transitioned into the vice president role.

Challenges:
- Continue to struggle with some aspects of return from pandemic: Faculty and classified professionals alike have experienced fear, anxiety, and uncertainty. Many have expressed fear about returning to campus. Additionally, the pandemic exacerbated racial inequities that impeded equitable outcomes for marginalized students. The pandemic placed additional stresses and pressures on students, putting many of them at risk.

- Implementation of remote work policies:

There are many concerns that center around remote learning as a result of the pandemic. This has created uncertainty that will take time for the college to recover from.

- Changing enrollment patterns of students:

During the pandemic students withdrew from school and most struggled to find ways to support themselves, now as we are beginning to transition back to campus and instruction, many of those students whose pathways were diverted by the pandemic have not returned to college, some have chosen to work rather than come back to education. Many others have preferred to take online courses rather than in person.

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:

Black or African American
- Black Leadership Fellows
- Rebranding of Umoja
- Partnered with athletics, Athletics Retention Technicians
- Rite of Passage
- Black Counselor Collaborative

Hispanic or Latino/a
- HSI work
- Partnering with Puente

Summary and Reflection

- Raza Grad
- Avanza Engagement Center
- Borderless Scholars
- Latinx Alliance

Asian, Native Hawaiian, or Pacific Islanders

- Offer learning community courses taught from an APIA perspective
- Foster a sense of community through events and spaces
- Amplify the voices and stories of Asian American students and leaders
- Create AAPI gathering spaces
- KAPWA Learning Community taught through an Asian Pacific Islander lens

LGBTQIA

- Opened the Pride Resource 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.
Demand for services in Student Services Division continues to expand in the areas of Basic Needs and increased retention efforts.

Many services have pivoted due to the pandemic and departments are providing increased remote services and supports.

Many processes have shifted online as technology has additionally expanded and has changed the way we do business in many ways through the JIRA platform.

Describe any equity gaps in the data. Are there differences and/or patterns observed by demographics (e.g.race/ethnicity, gender, age, etc.)
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
- 2-year outcome: Increase Black or African-American sense of belonging measured using survey data

Summary and Reflection

- 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 Vice President of Student Services facilitates on going bi-weekly meetings where outcomes and assessment are discussed. The Success, Equity, and Transformation (SET) Committee (Student Services Lead) monthly discusses data and goal setting in connection with outcomes assessment. At division-wide Student Services Council meetings (held monthly during the semester) outcomes are regularly discussed and priorities are set.

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.
Examples include the following:

- Encouraging faculty and classified professionals to present in Spotlight on Equity and Excellence during

Summary and Reflection

President's Cabinet Meetings

- Interview questions and decisions centered around equity and excellence
- Equity considerations in the heart of decisions in areas concerning employment, review of policies and procedures.
- Ensuring that the Student Equity Plan is presented to faculty, staff, student services, and instruction
- Discussing equity in enrollment and discussions during deans meetings
- Equity goals added in faculty and staff evaluations
- Promoting opportunities that allow us to address ways equity minded approaches through the use of HEERF and Retention and Success Funds (Ed Plan campaign for African American/Black, Hispanic/Latino/a, AANHPI students)

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:

- AB1705:

By July 1, 2023, a community college shall not enroll into non-credit coursework students who have graduated from a United States high school or been issued a high school equivalency certificate, as a substitute or replacement for direct placement and enrollment into transfer-level English and mathematics coursework. This will greatly impact the support systems put in place needed to support student success.

- 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, Hispanic/Latino/a/x, APIA student population. Specifically, the pandemic exacerbated the problems experienced by students, making it more difficult for them to recover.
- 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.
- Guided Pathways:

Student Success Teams, Equity, and Data Coaching – Implementation of student success teams to include a Career Peer Ambassador, Faculty Mentor, Career/Transfer Coach, Work-Based Learning Faculty, Career/Transfer Center Supervisor, and Early Alert Technology. Collaborate to plan and implement data-informed, equity-infused practice to support students' education goal completion.

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.

- In the Spring of 2024, student services will take a huge step forward in support of our infinity groups and disproportionately impacted groups through the hiring of a permanent full-time Pride Center Coordinator and Umoja Coordinator. In addition, we will be working on expanding supports to Dreamer's through the expansion of the center while creating collaborative affinity spaces to support Latinx, Black/African American, and Asian American, Pacific Islander students.
- Student Services is working collaboratively in support of developing a college -wide pathways model that well intentionally support transitioning students to identify, enter, and stay on a pathway to career. We are revamping the way that we onboard students to incorporate pathways as early on in the process as possible.

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

None

Summary and Reflection

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.

None

YEAR 3 Updates (2024 - 2025)

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

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

Review Outcomes Report. Review the unit's outcomes assessment process for 2023 - 2024. 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 3.

YEAR 4 Updates (2025 - 2026)

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

In 2025, Mesa College opened the K.U.P. Unity Village — a student?designed home for Kapwa, Umoja, and Puente communities. It become a daily place of comradery, study groups, cultural exchange, and mentorship: a visible promise that students who arrive with rich, intersecting identities will be seen, supported, and expected to thrive.

That promise did not appear overnight. Over several years Mesa deliberately rewired campus systems to center Black student success. Faculty, staff, and students launched the Harambee Protocol to bind eight Black student–serving programs into a single, strategic force — reducing duplication, aligning resources, and holding one another accountable for measurable outcomes. Umoja cohorts, an A2MEND chapter, a General?Fund Umoja Counselor/Coordinator, the Black Student Union, culturally responsive mental?health supports, and targeted tutoring became coordinated parts of a coherent student journey instead of isolated services.

Behind the visible programs, Mesa invested in the tools to see what mattered: student research, disaggregated data, and equity dashboards that made gaps impossible to ignore and progress impossible to miss. Advisors used that data to meet students earlier; faculty used it to change classroom practices; programs used it to iterate.

Students responded. Peer networks deepened, persistence rose in courses where embedded tutors and Umoja supports were present, and more students saw graduation and transfer as attainable next chapters, not distant hopes.

In the fall of 2025, that steady, student-centered work was recognized formally: Mesa College received designation as a Black Serving Institution. The K.U.P. Unity Village, the Harambee Protocol, and the coordinated programs that fed them were not merely initiatives on a list — they were the threads of a living story: a campus that listened, organized, and transformed to ensure Black and African American students belong, persist, and succeed.

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.

Summary and Reflection

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

<u>YEAR 5 Updates (2026 - 2027)</u>
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.

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.

Promote Access, Learning Success and Engagement

Unit Goal: Strengthen pathways in Student Services to promote access, learning success and engagement for our diverse student population.

Goal Status: Active

Beginning Year: 2022 - 2023

Projected Completion Year: 2025 - 2026

Mapping

Mesa College Strategic Plan: Roadmap to Mesa2030:

- **Completion - Objective 1:** Develop pathways that provide students with clarity about degree, certificate, and transfer requirements. (✓)
- **Completion - Objective 3:** Design and promote programs and services that intentionally target a reduction in equity gaps in completion outcomes (✓)

Action Plans	Updates
Action Plan Status: Active **Action Plan:** Goal 1 Action List: 1. Become highly informed on statewide initiatives: AB705 & AB1705, continue to leverage to create college and districtwide change. 2. Work collectively with instruction and admin services to fully implement guided pathways. **Action Plan Cycle:** 2025 - 2026, 2024 - 2025, 2023 - 2024, 2022 - 2023	

Advance Innovative Methods of Service Delivery to Students

Unit Goal: Advance innovative methods of service delivery to students, including technology.

Goal Status: Active

Beginning Year: 2022 - 2023

Unit Goals, Action Plans, and Updates

Projected Completion Year: 2025 - 2026

Mapping
Mesa College Strategic Plan: Roadmap to Mesa2030:

- **Pathways and Partnerships - Objective 4:** Expand intersegmental pathways to create a seamless transition between Mesa and k-12, non-credit, Universities, and careers (✓)
- **Pathways and Partnerships - Objective 5:** Develop and implement technologies, including website redesign, that will make pathways information available to students so that they can effectively utilize this information in their educational and career planning (✓)

Action Plans	Updates
Action Plan Status: Active **Action Plan:** Goal 2 Action List: 1. Work with district student services to create/seek out new and improved technology resources, including the maximizing of campus solutions. 2. Work with programs/units to develop standards for remote practices such as counseling, service delivery, and/or instruction. **Action Plan Cycle:** 2025 - 2026, 2024 - 2025, 2023 - 2024, 2022 - 2023	

Equity-Driven and Data-Informed Decisions

Unit Goal: Systematically use data to inform decision-making in Student Services with an emphasis on equity.

Goal Status: Active

Beginning Year: 2022 - 2023

Projected Completion Year: 2025 - 2026

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 (✓)

Unit Goals, Action Plans, and Updates

- **Completion - Objective 3:** Design and promote programs and services that intentionally target a reduction in equity gaps in completion outcomes (✓)

Action Plans	Updates
Action Plan Status: Active **Action Plan:** Goal 3 Action List: 1. Work with IE to develop equity dashboards for all student services programs. 2. Provide training to program leads and classified professionals in how to view, examine, and goal set around data. **Action Plan Cycle:** 2025 - 2026, 2024 - 2025, 2023 - 2024, 2022 - 2023	