SAN DIEGO MESA COLLEGE

Program Review

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

Student Services - AVANZA (Peer Navigators/CRUISE)

Executive Summary

Describe the successes and challenges your unit has faced since the last comprehensive review.
The AVANZA Student Engagement Center was established, allowing students to engage with each other in a physical space. Adjacent to the engagement side is a workshop room. The designated area facilitates academic and student success workshops, aimed at increasing student retention, participation and academic success rates. In addition to program resources, the workshop room is also a place for students to study quietly when no events are taking place. The space in AVANZA also helps the greater campus community by providing space for student gatherings, classes to hold events and a quiet study area for students when not in use. The student engagement side, allows for students to connect with each other or take a break from their school day. Interactive components, like Game Day/Night and student-on-student workshops, have led to a greater sense of belonging. As evident by student feedback, the center is described as “welcoming” and a “safe place to relax.”

AVANZA also houses the Peer Navigators, current second-year students who serve as mentors to first-year students. Their mentorship supports the institution’s goal of being the leading college of equity and excellence. Another accomplishment the center celebrated was the installation of art work from a prominent Latinx artist. Paintings promote Latinx culture, explore Latinx identity and self-awareness. AVANZA has evolved into a hub for all students. Adding to the success of the center was the full-time hire of a Program Assistant. The additional personnel allows for the day-to-day support required to hold the center open, while providing services to all.

One of the main challenges the center has encountered is striking a balance between a “hangout” space and a study space. With the implementation of using the workshop room as a quiet room for students to study, many expect it to be free of noise. However, due to the popularity of AVANZA, the volume from student voices tends to travel. Staff has been made aware of the request to keep the volume to a respectable level and the team is actively working on it. Supervising the mixed-use space is something the team delicately manages. Staffing fluctuates as the center is dependent on Peer Navigators (current students) and their availability. A challenge the center contends with on a semester basis.

*The Peer Navigator program recruits and trains a new team every year to ensure incoming students are supported. Making the team’s accomplishment of serving their mentees during the pandemic noteworthy was pivoting overnight and incorporating wellness checks. The program had to adapt to the sudden change in programing. Peer Navigators called, e-mailed, texted, and made every reasonable effort to reach out to their mentees with the goal of retaining as many as possible. In the early days of the pandemic, many students stopped attending school, citing the sudden change to online learning as a reason. Leading by example, the Peer Navigators continued mentoring and conducting wellness checks on a monthly basis. Such efforts helped retain their remaining mentees. The wellness checks turned into an integral part of the one-on-one process throughout the pandemic. In addition to their accomplishments, Peer Navigators also led all components of the online Summer and Winter CRUISE. As the pandemic subsided, less students returned, leading to a challenge the program is still trying to manage. With a return to in-person learning, participation has also increased, as noted by overall attendance with the CRUISE program. Another challenge the program contends with every term is keeping staff turnover at a minimum. Should a member from the Peer Navigator team be found to not meet academic standards, the individual would be placed on a progressive academic plan, complete with tutoring and professor office hour requirement.

*Summer CRUISE has seen a steady increase since the early days of the pandemic. At the peak of Summer CRUISE (2019), a total of 1,100 students attended the program in person. The following year the program adjusted to Covid by going fully remote. CRUISE welcomed just over 800 new students in 2020, and just under 600 participants in 2021. Most recently in 2022, Summer CRUISE welcomed 650 new students to campus, and continues to work towards increasing participation for next year.

The synergy created with Technology Services facilitated the loan of laptops and hotspots for students participate in the CRUISE program. Through multiple redesigns, student and team feedback, and a return to in-person

services, the CRUISE program has seen an increase in attendance. Another accomplishment of the program was the creation of an online session. Witnessing the success of a virtual CRUISE session, the program now offers a remote option for students who remain online or in a hybrid format. CRUISE continue with its strong partnership with the San Diego Promise Program at Mesa College. The continued collaboration between Promise and the CRUISE program combines mentorship and the financial support needed for students to excel in school.

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.
Major service changes the mentorship component of the Peer Navigator program initiated and has kept since the pandemic is the remote option of meeting with their mentors. Mentees have the option of meeting their Peer Navigators via Zoom or continue to hold their meeting on campus / in AVANZA. The approach has led to a greater availability for students who may not otherwise be available to come to campus or remain online. In addition, end of the year participant feedback expressed a continued need for remote options, citing work and familial responsibilities as the main reason. A reflection of Covid, CRUISE adjusted from a three-day session (2019) to two-days online (2020 – 2021). In an effort to increase enrollment and turn the corner from the pandemic, Summer CRUISE offered various iteration to best support students, from fully remote to hybrid to fully in person, and working towards a fully in-person, three-day on-campus session.

If applicable, describe the impact of any new resources (human, fiscal, etc) on the unit and/or action plan implementation.
Securing a full-time assistant has led to consistent and a streamline delivery of services. AVANZA center needs are met, scheduling of program staffing is secured, and all logistical matters are taken care of by the program assistant.

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.
A noticeable trend from the pandemic -- that is also reflective of the campus / District – is trying to increase enrollment. In 2019-2020, the Summer CRUISE program successfully onboarded close to 1,200 new students. The year after, 860 new students were welcomed through an online session. And under 600 for 2022-2023. Feedback received from each session does point to a deep appreciation and recognition of our program's efforts. They range from anecdotal, team and participant responses to data from the institutions dashboard (https://www.sdmesa.edu/about-mesa/institutional-effectiveness/institutional-research/data-warehouse/CRUISEDash.shtml). The majority of CRUISE participants identify as female (< 50%), Latinx (50%) and continue to not be first-generation students (60%). Black/African-American representation has remained steady since 2018-19 at five percent. The percentage of students identifying as White has steadily increased from 19% (2018-19) to 24%, with Latinx being the largest population attending CRUISE sessions. Demonstrating the impact mentorship has on students, CRUISE participants who go through their respective session and receive monthly one-on-one meetings (mentoring) demonstrate a higher GPA (3.06 vs 2.80) and stronger retention rates (93% vs 87%). Persistence rates are also strong. Evident by the 87% vs 64% (CRUISE participant vs. comparison group) in 2018-19 and the consistent average of above 85% over the past four years, mentorship from the Peer Navigators directly impacts student success rates. Feedback from CRUISE participants from a recent survey point to a positive sense of belonging (90%), greater familiarity with academic and student services program, and deep appreciation of the program. For example, "knowing where to go for support and knowing I don't have to go through this alone" and "meeting with the organizations in person and having fellow peers explain in the different aspects and programs for the school," are just a few of the positive statements participants share about their experience with CRUISE.

Summary and Reflection

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

As reflected in the program's data dashboard, CRUISE participants have a significantly smaller equity gap when analyzed with a comparison group. However, our students of color do exhibit an equity gap of 4%, but far smaller than the comparison group of 14%. Further analyzing rates, students who identify as low-income have higher success rates (72% vs 64%) than those in a comparison group. Another interesting correlation worth noting is the amount of units taken and success rates. The more units a student takes (>12 units), the higher their success rates (76% vs 69%). Adding to the higher rates is the amount of contact provided by their mentor. Similarly, the more frequent meetings a student has with their Peer Navigator, the higher their course success, course retention and GPA will be. The majority of our students tend to be in the 18-24 demographic and have stronger rates than the comparison group.

Related Documents for Charts and Graphs

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

In addition to setting and discussing the goals of the program at the beginning of each semester, learning outcomes are embedded in new team training. During the academic year, time is set aside to review and ensure goals of the programs are being met. Typically, during weekly meetings. To help support the creation of tracks for CRUISE sessions (2018-19 goals), partnerships with the International Student Orientation, Promise, and Athletes have led to a greater sense of belonging. The programs have been intentional about their recruitment and delivery of services for our Black/African-American population.

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.

Both programs are intentional in their approach. Citing the CRUISE data dashboard, coupled with the DEIA Discussion Guide, the information provided facilitates the space to hold an honest discourse to not only take place, but encourage each of our members to go the extra step with students. Seeing that our male students of colors are so underrepresented, a new partnership took place with the campus' Black Student Initiative. (The initiative was not present during the last cycle) As a result, the Peer Navigator program does presentations with Umoja and works with the BSI liaisons to recruit strong leadership. Similarly, our AANAPISI and Latinx learning communities have been excellent stewards of promoting our programs to boost said representation.

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

Peer Navigators do their best to balance a full course load (12 units) while meeting the expectations of the job. The program sets and holds the team to a high but attainable standard. However, being a Peer Navigator is a job. As such, the program does contend with staff turnover, leading to a direct impact on mentees. A GPA requirement is required of all team members. Should a Peer Navigator not meet academic program requirements they are counseled and placed on an academic progress plan. Students mentored by Peer Navigators may also drop from the program for various reasons. No longer needing a PN being the most common answer.

To help best support learning communities and bridge equity gaps, liaisons were created. The purpose of the PN – Liaison is to help augment existing learning communities' programming while disseminating information to the team. The effort has yielded positive results as other programs have asked how to get a liaison. Both programs have grown from their inception, and required staffing. A dedicated program assistant exists to help various campus and program endeavors. Helping the process, a Project Assistant was also hired in the past year to help with the day-to-day operations. The PA is instrumental during peak periods, like summer and winter sessions.

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.

The AVANZA Student Engagement Center has grown in popularity. Learning communities, like Kapwa, Puente, Umoja, and Dreamers often reach out to request usage of the workshop room. The space is very inviting and has led to more requests to use the space. The workshop room is now used to hold department meetings, student and campus events, and culturally impactful activities that have led students and the campus community a sense of belonging. In addition, the Peer Navigators use the workshop side to host monthly workshops focused on student success. The topics range from time management to researching scholarships and cover test taking strategies and tips on selfcare. Students have come to rely on the center to offer quality student programming.

The Peer Navigator program continues to include wellness checks with their mentees. Peer Navigators ask their mentees if they have the essentials, like access to food and housing, to ensure a firm base before segueing to their classes. If a student needs such items, a referral to the Stand is then placed. Unit requirements for Promise are also included with each monthly check-in. Helping students with their retention and persistence, Peer Navigators inquire if their students are fully enrolled in each term, along with reminders about any upcoming registration dates. The modality in which Peer Navigators provide mentorship is delivered in person or online, but always on-campus. Similar to supporting CRUISErs, Peer Navigators also require constant support to keep them in the program. Each mentor needs to meet a GPA and unit requirement each semester, along with meeting the standards of the position. A significant challenge that the Peer Navigator program experiences has been staff turnover, despite providing all support needed to each member of the team. This turnover shows in our NANC Employees (Peer Navigators). During the 2022-2023 academic year, we started off with 13 Peer Navigators, but ended the year with 9. As for the 2023-2024 academic year, we started the year with 12 Peer Navigators, and will be entering the spring semester with 10. When losing a Peer Navigator, it is both a loss to the team, as well as to the students they were mentoring – as they will now have to connect with a new Peer Navigator, should they choose to continue. The addition of a Project Assistant has helped streamline a majority of both programs processes. This proved useful as the program did not have an existing Peer Navigator apply for the Lead position the following year. The Lead Peer Navigator positioned was fulfilled after Summer CRUISE (typically done before the start of the fall semester). Due to turnover, the Peer Navigator program was unable to offer or continue with a second-year pilot.

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

Enrollment for 2023 Summer CRUISE remained steady at around 600 students. (Official data from the Office of Institutional Effectiveness is pending as of this update) Preliminary, raw data reveals a substantial increase in students identifying as multi-ethnic, 24% vs 9% (2022), which may explain the decreases in student data. For example, Latinx/Chicanx/Hispanic students saw a drop of 20% (55% in 2022 vs. 35% in 2023), similar to White students (124 vs 139 in 2022). There was a slight increase with our Black/African-American student population (36% vs 35%). Summer CRUISE also had a slight increase with female students (57% vs 53%), while our male population reflected a slight decrease (41 % vs 44%), and our non-binary students remaining the same (.08% vs .09%). To aid in the growth of the Peer Navigator program, surveys are conducted at the end conclusion of each monthly workshop. Presentations are ranked from zero (needs improvement) to five (excellent presentation). The majority of Peer Navigator workshops earn high marks, four and above. Open-ended questions are also included to allow attendees an opportunity to provide feedback. It ranges from "I think it was perfect" to "it was good! no suggestions." In addition to the workshop survey, Peer Navigators are also asked to provide their thoughts on the CRUISE and the Peer Navigator programs. A practice that aids in the implementation of new methods to deliver student services.

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

No outcomes were survey for 2022-2023.

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

To help bridge equity gaps, certain Peer Navigators continue to serve as liaisons with Kapwa, Umoja, Puente, Dreamers, Pride and the Promise program. Their main focus is to be the conduit between both programs by

supporting current program endeavors, while sharing information with the rest of the Peer Navigator team to disseminate with their mentees. The pilot has yielded strong results, as the team is kept abreast of the learning communities' practices, and encouraging students to attend such events. Current leadership among Kapwa, Umoja and the like, helps facilitate the partnership between programs and the Peer Navigator. Since a new team is created each year, getting a liaison to understand the flow of things does take time. To help draw a larger pool of candidates, the wording of the help wanted flyer now includes verbiage to invite more students to apply. For example, "working towards" precedes the GPA requirement. And to streamline the hiring process, group interviews have been switched in lieu of additional interview questions.

YEAR 3 Updates (2024 - 2025)

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

AVANZA is recognized as a consistent space where students can gather to connect with each other, meet other like-minded students, and look towards for quality student programming. Some of the activities offered in the past include, but not limited to: welcome back events to start each semester, monthly workshops aimed at increasing student success, retention and persistence, movie nights, game days, and other extra-curricular activities focused on engagement. AVANZA also supports various affinity groups, like Kapwa, Umoja, Puente and the Dreamer Resource Center with the workshop room and to promote events. Unique to the campus, AVANZA also hosts activities on the terrace (patio area). Students also use the center to study and complete projects when the workshop room is available. The center also has a Pay4Print station, laptop checkout (while visiting the center), and access to campus wifi – all used by students.

As of this review, the Peer Navigator program is proud to report that it has a complete team of student leaders. Twelve Peer Navigators (PNs) started the semester and mentored over 500 new students (divvied up amongst the team) during Summer CRUISE. In addition, each PN serve as a liaison between select affinity groups, like Kapwa, Umoja, Puente, Pride, and new for this year, work with other student services programs, like Promise and the Dreamer Resource Center. In collaboration with DSPS, EOPS and the AANAPISI grant, PN liaisons work to connect and/or refer students to each respective departments. In return, PNs support existing programs by informing the rest of the team about department related news. To ensure PNs are meeting program requirements, one-on-one meetings are conducted at the start of the semester, midway through the academic year – typically held in late November/early December – and at the conclusion of the PN assignment in late May. These three meetings held throughout the year provide the space to practice professional autonomy and provide the space for learning opportunities. The spring semester also includes an exit interview, complete with a request to update their resumes. Helping to lead the team, a Lead PN is assigned. The lead is responsible for checking in with each member of the team twice a semester, leading weekly PN team meetings, and serving as a conduit between program leadership and the team. Another added layer of mentorship the program provides involve the Returning PNs (RPNs), second and third-year PNs, who are assigned a group of three PNs. In turn, RPNs are responsible for checking in with each PN and reporting back to the LPN and leadership. This approach proves useful, as the team has met the expectations set forth at the beginning of their assignment. The team is fully aware of the expectation the campus has as they support new, incoming students. Peer Navigators also provide collaborative support to multiple departments/events on campus, like JumpStart, various CalWORKs and campus wide events such as Spirit of Mesa, and Promise activities. The latest initiative is collaborating with MOST. By providing online support, the PN presence continue to evolve on campus.

Some of the changes that have taken place since the last program review involve losing key personnel. Both programs are going to feel the effects of losing a Project Assistant, and prepare for the potential of having less staffing for the new year. Another key update to student programming revolves around CRUISE. Traditionally, CRUISE onboarded students through a three-day program. A change occurred from last year's program review, and now CRUISE is offered over two-days and offers longer hours. Registration labs are now embedded in each session to help students check off each onboarding step. A new addition to CRUISE is the Resource Fair. In an attempt to include more Student Services departments and programs and provide more support for new students, the resource fair is held at the Mesa quad to accommodate the larger turnout. The inaugural event was a success, as reflected by the amount of programs who participated (20) and students supported every week (125+). To accommodate Promise students, the Promise orientation was moved into the CRUISE schedule (versus after lunch during CRUISE) to facilitate more engagement. Changes are part of the process. Through post-survey and team planning, the campus tour, originally split into various days during CRUISE, is now only offered to one day. This

allows for more student programming during the other day. Winter CRUISE will now only offer one session to accommodate new students for the spring semester.

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

(Raw data provided as official numbers from the O.I.E. are pending) Summer CRUISE for 2024 experienced a slight downtick in terms of enrollment. Around 530 new students came through CRUISE compared to the 600 from the previous year (2023), representing an +/- 10% decrease. Students identifying as multi-ethnic increased from 9% (2022) to 11% for 2024, but still lower than 2023, which came in at 24%. Note: the lower enrollment rates may explain the decreases in student data. Latinx/Chicanx/Hispanic students saw a slight decrease to 34% from 35% in 2023. (Figures do not include those who indicated multiple ethnicities, otherwise this figure would increase to 44%). Students identifying as White also dropped from 124 in 2023 to 108. The decrease in enrollment from the aforementioned groups is aligned with the drop in overall CRUISE enrollment. Summer CRUISE participants whom identified as Black/African-American represented 12% of the student population. The lower enrollment also signified a smaller percentage of female students: 51% of students identified as female, which is 2% less than last year (2023). Our male population reflected an uptick in enrollment as the program reported 47% compared to 44% from last year. Non-binary students remained low at .03% versus .09% last year. To continue the strength of student programming and offering opportunities for more students to attend, the team of PNs elected to offer workshops / activities during peak times in the center. This is the time where AVANZA tends to see the most foot traffic. To help lure more students in, PN events typically offer a snack or drink. Continuing with professional growth, each monthly workshop offers attendees to provide feedback for each presentation. The approach is twofold: it helps increase professional growth with the PNs and offers constructive criticism for presentations. As a part of the student check-in process, all students are required to swipe and/or enter their CSID in the log-in computer in AVANZA. This ensures capturing accurate data of students visiting the center for reporting purposes. The PN team uses SARS to record and capture their one-on-one meetings via one and two-way contacts.

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

In our 2023-2024 Outcomes, 96% of CRUISE participants felt confident having a Peer Navigator would help them with their educational journey at Mesa. This connects to our unit goal for Student Succes and our completion of our unit goal - Peer Navigators will deliver intentional mentorship focused on student success.

86% of mentored students reporting having a positive experience with their Peer Navigator. This connects to the goal of Peer Navigators will serve as role models for their mentees while increasing their confidence and self-esteem

Over 90% of student leaders reported having stronger leadership skills and more confident with public speaking and classroom presentations. The outcome is connected to the Peer Navigators creating a foundation focused on job readiness. Based on our student feedback and our program goals, we will continue offering services aimed at student development and self efficacy.

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

One of the major changes that took place from last year's program review revolved around the restructuring of CRUISE. Although shorter in days offered, sessions are now longer. Thanks to the support of the Assessment office, all applicants have their student file reviewed to make sure they have completed the necessary onboarding steps. In collaboration with Promise, all CRUISE registrants are contacted if they have not completed their FAFSA and/or encouraged to meet with a counselor to review their education plan. This helps Promise students fulfill their requirements while maintaining eligibility. As a success of the pilot and through word of mouth, CRUISE participants told their peers about the resources offered after CRUISE. More students started to show up, which led to the Promise program to hold their own separate workshops. A constant provided by the program, CRUISE continues to offer a student athlete orientation, and new for this year, STEM has agreed to partner up with the program. STEM students now have the opportunity to explore more ways to get involved through workshops and STEM center visits after CRUISE sessions. As previously mentioned, the resource fair was a huge change – and a success. The program also used True Dialogue as a new way to reach students (and did some phone banking to increase enrollment). The program is also in the process of ordering new "merch/swag" to further increase brand recognition. To help the Peer Navigators reach out to more students, Google voice was offered to those who wanted to use the features associated with it.

Summary and Reflection

YEAR 4 Updates (2025 - 2026)

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

Our AVANZA Engagement Center (AVANZA) has become a trusted place for students to “be.” The responsibility also includes the center’s duty to provide relevant student programming that adds to persistence, retention and success rates. These events include but are not limited to: monthly workshops with topics on time management, scholarships, budgeting and saving, and transferring; social gatherings such as welcome week events, movie night, game night, and pumpkin/ornament painting events; and a space for other departments and programs to hold their events: in turn, AVANZA is able to be identified as a resource for all students. In addition to the space, Peer Navigators staff the front desk and are trained to practice strong customer service with students coming in and out of the center, supporting students with wayfinding and helping anyone who may need it. The student engagement center is a staple in student services and the campus. Laptops are still available for students to checkout while visiting the center, a Pay4Print station with access to a computer for quick prints is accessible, scantrons and blue books are readily available, and multiple whiteboards with dry erase markers for students to study. AVANZA continues to be a space for all students to build community and receive support at Mesa College, whether they’re dropping by in-between classes to study, attending a workshop, or hanging out with peers.

The space is also used by Peer Navigators to hold their monthly one-on-one meetings with mentees. Cubicles located in AVANZA provide each Peer Navigator with the space and equipment to hold successful mentor meetings. The team is doing their best to support their mentees from Summer and Winter CRUISE. Due to budgetary constraints and a nervous economy, the Peer Navigator program was only able to hire six mentors for the academic year. To offset the loss of half the team, collaborations with EOPS, Umoja and Federal Work Study were essential to bring the total to a team of ten. Down from 12 last year, a challenge the program faced was not being able to onboard as many students. During our 2024 Summer CRUISE, we were able to onboard ~ 530 new students. But during this year’s 2025 Summer CRUISE, we onboarded ~470 new students. With two less PNs from last year, we had to close some of our sessions early due to meeting capacity before reaching our one week deadline. The number of incoming students that the program can onboard is directly connected to the amount of Peer Navigators available.

Another challenge the program has experienced from having less Peer Navigators, is having less front-desk coverage. Typically we have two Peer Navigators at a time staffing the front desk, however on some days we only have one Peer Navigator. This is especially challenging when the center is busy, or when another department calls on support from the PNs. Despite this, the PNs continue to provide phenomenal support to all those entering the center. To help mitigate having less Peer Navigators while also providing the quality of service the team is recognized to deliver, liaisons have been eliminated. The move was instituted to provide the center with adequate office coverage and not taxing the team. One Peer Navigator serves as the lead, and they continue to provide support and routine check-ins with each member of the team. The current team, like those in the past, are a unique and strong bunch. Additionally, the program has also recently received a work-study student to help with front-desk staffing and other departmental needs.

Both programs continue to feel the effects of losing a Project Assistant. The two full-time employees have had to work closely to makeup the work otherwise delegated to the PA. In the third year of CRUISE being reduced to a two-day event, each day is now a bit longer. Afternoon workshops now make up the loss of the additional day. The workshops include: a student athlete and international student orientation, STEM, KUP open hours, registration lab, and new for the incoming year, a pilot program to better serve our military-connected students. The newly implemented workshop for veterans should create another avenue for students to create those connections that are needed to excel. In addition. CRUISE consolidated the Saturday session into Winter CRUISE.

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

Data reflects a headcount trend of a little over 600 students for the 2024-25 year. This is a point that reflects about a 10% drop in enrollment from the previous year (686). Latine students (311) -- represented as 50% of CRUISE participants -- still outpace other groups by a wide margin: the next closest ethnic group are White students (122), representing 20% of CRUISErs, and Asian students (81) rounding out the top three most represented groups. In comparison, two of the aforementioned students groups were higher the previous year (2023-2024): 337 Latine

students, 131 White, while Asian students were down with 75 enrolled. These trends can be indicative of the larger student body enrolling to the campus.

As evident by the data dashboard, course completion rates are higher than comparison groups. For example, CRUISE participants reflected a 94.4% completion rate versus 91.8% for Student Services participants and almost five percent higher than all Mesa students (90.2%). Similarly, course success rates are equally strong and impressive. Close to 82% of CRUISE participants reflect success rates, higher than the 78% of Student Services participants and over five percent higher than all Mesa students (76%). These findings reflect the strong work of our Peer Navigators (mentors). Making the data more fulfilling is knowing the monthly contacts Peer Navigators have with the mentees lead to higher success and completion rates.

The CRUISE and Peer Navigator program work hand-in-hand with other student services departments. As such, and to be fair, the data points reflect students who are also cross-enrolled with other programs, like EOPS, DSPS, and Promise. Although there is a drop in enrollment when compared to the previous year, success and completion rates continue to be strong. When viewed, the line graph represented in the data is continuously fluctuating due to a very diverse student population. Excluding 2020-2021 (the COVID year), the data point to an exponential rise and progressive success rates.
However, equity gaps do exist. For example, Latine and Black/African American students reflect a 8.5% and .08% gap, respectively. To bridge the gap, 221 additional course successes are needed for Latine students and two more for Black/African American. When viewing course completion rates, the same groups come up with lower percentages: Black/African American at 2.6% and Latine at 1.6%. To close the equity gap of each group, seven students would need to have successful completion rates and 43 for Latine students. A surprising group that came up when analyzing the data is the of White students. While not reflected in course success rates, they were present with course completion rates with 0.4%, needing six students to close the gap.

Review Outcomes Report. Review the unit's outcomes assessment process for 2024 - 2025. Discuss connections to unit goals/action plans/resource requests.
After reviewing our outcomes for 2024-2025, 100% of mentees did report having a positive experience with their mentor (Peer Navigator). This finding connects to our goal of Peer Navigators delivering intentional mentorship focused on student success

Provide any edits or updates to the prompts originally documented in the Practice Reflection section for Year 4.
A major challenge the Peer Navigator program encountered was having less personnel. Due to budgets, the program hired less mentors for the new year. As a result, the amount of new students onboarded during the CRUISE session was reduced. Weekly capacity at each CRUISE session is dictated by how many Peer Navigators are available (funded). In addition, the Assessment Office – a pivotal contributor to the piloted afternoon sessions – was eliminated. However, each program was able to receive the support from said personnel. Mentioned in last year's program review, CRUISE changed from a three-day format to two days. Each day is now longer to accommodate having less days throughout the week. Previous collaborations remain strong: Promise, Student Athlete 101, STEM, International Students, and new for the upcoming year is a pilot Military Connected Student Orientation. The track is focused to better support Veterans coming to campus for the first time. The pilot will take place during the winter with (if necessary) changes to be made for the summer. To assist with the growth of the newly created affinity space, CRUISE also partnered with the KUP village to pilot an open house after Summer CRUISE.

The Resource Fair and RegLabs offered during CRUISE are not only popular but effective. Survey responses from participants point to having a great understanding of the programs during the fair and also the registration labs. RegLab is offered for students who have yet to complete their onboarding and milestones. In its third year, the registration lab component connected to CRUISE has grown by having more counselors support students and having participants close any loose ends before the semester starts.

The current practice that impacts data trends and helps address equity gaps is highlighted by the efficacy surrounding mentorship. Peer Navigators receive extensive, in-depth training during the summer -- and thorughout the acadmic year -- and learn about campus resources. Monthly meetings bewteen mentor and mentee yield

positive results: mainly with course success and completions rates, as they apprear higher than non-CRUISErs.

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.

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

Student Success

Unit Goal: -CRUISE participants will have higher retention, persistence and academic success rates
-Peer Navigators will deliver intentional mentorship focused on student success

Goal Status: Active

Beginning Year: 2022 - 2023

Projected Completion Year: 2025 - 2026

Mapping
Mesa College Strategic Plan: Roadmap to Mesa2030:

- **Community - Objective 1:** Use technology to improve communication and accessibility across campus. (✓)
- **Community - Objective 2:** Develop activities, spaces, and programs that support a sense of belonging with a focus on antiracism, historically minoritized groups, and inclusion. (✓)
- **Community - Objective 4:** Remove barriers to equitable participation by developing, incentivizing and creating structures for all employees to engage in and design professional learning (✓)
- **Completion - Objective 3:** Design and promote programs and services that intentionally target a reduction in equity gaps in completion outcomes (✓)
- **Completion - Objective 4:** Support students' access to resources to mitigate the impact caused by technological and basic needs insecurity (✓)
- **Pathways and Partnerships - Objective 1:** Develop and implement frameworks to create communities that can provide more targeted delivery of educational resources and support services. (✓)
- **Pathways and Partnerships - Objective 4:** Expand intersegmental pathways to create a seamless transition between Mesa and k-12, non-credit, Universities, and careers (✓)

Action Plans	Updates
Action Plan Status: Active	**Submission Date**: 11/20/2025 **Action Plan Update**: how did they do this? (look action plan above) **Update Year**: 2025 - 2026 **Action Plan Progress**: On Track **Submission Date**: 12/02/2024

Unit Goals, Action Plans, and Updates

Action Plans	Updates
Action Plan: 1. Peer Navigators will provide and offer students with the advice and guidance necessary to excel in school 2. Peer Navigators will connect with mentees via various forms of communication (Zoom, text, email, etc.) **Action Plan Cycle:** 2025 - 2026, 2024 - 2025, 2023 - 2024, 2022 - 2023	**Action Plan Update**: 1) Peer Navigators offer monthly, one-on-one peer-to-peer support, leading to students excelling in school. 2) Mentorship provided via online, in-person and/or text and email. **Update Year**: 2024 - 2025 **Action Plan Progress**: On Track

Onboarding and Job Readiness

Unit Goal: -CRUISE participants will gain an edge over incoming students through various onboarding sessions
-Peer Navigators will create a foundation focused on job readiness

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 (✓)
- **Completion - Objective 2:** Develop cross - functional teams that support student success and include integrated career and transfer counseling. (✓)
- **Completion - Objective 3:** Design and promote programs and services that intentionally target a reduction in equity gaps in completion outcomes (✓)
- **Pathways and Partnerships - Objective 3:** Increase community engagement, experiential learning, integrated career planning, and workforce training to prepare students for future careers (✓)

Unit Goals, Action Plans, and Updates

Action Plans	Updates
Action Plan Status: Active **Action Plan:** 1. Utilize existing resources to expand CRUISE efforts to include connections with more Classified Professionals and faculty 2. Deliver presentations about expectations and provide anecdotes **Action Plan Cycle:** 2025 - 2026, 2024 - 2025, 2023 - 2024, 2022 - 2023	**Submission Date**: 12/02/2024 **Action Plan Update**: 1) CRUISE efforts have yielded a greater sense of belonging, as evident by CRUISE survey results. 2) Peer Navigators provide clear expectations of meeting with them each month. **Update Year**: 2024 - 2025 **Action Plan Progress**: On Track

Peer Navigator Recruitment

Unit Goal: -CRUISE participants will apply to become Peer Navigators the following year
-Peer Navigators will serve as role models for the mentees while increasing their confidence and self-esteem

Goal Status: Active

Beginning Year: 2022 - 2023

Projected Completion Year: 2025 - 2026

Mapping
Mesa College Strategic Plan: Roadmap to Mesa2030:

- **Community - Objective 4:** Remove barriers to equitable participation by developing, incentivizing and creating structures for all employees to engage in and design professional learning (✓)
- **Completion - Objective 2:** Develop cross - functional teams that support student success and include integrated career and transfer counseling. (✓)
- **Pathways and Partnerships - Objective 1:** Develop and implement frameworks to create communities that can provide more targeted delivery of educational resources and support services. (✓)

Action Plans	Updates
Action Plan Status: Active	**Submission Date**: 12/02/2024

Unit Goals, Action Plans, and Updates

Action Plans	Updates
Action Plan: 1. Conduct presentations on what being a Peer Navigator means to expand the recruitment process 2. Peer Navigators will lead by example, demonstrate model behavior, utilize appropriate language in AVANZA and during campus events **Action Plan Cycle:** 2025 - 2026, 2024 - 2025, 2023 - 2024, 2022 - 2023	**Action Plan Update**: 1) Peer Navigator application to recruit new team begins in February and accompanied with multiple information sessions. 2) Peer Navigators are heavily relied upon to support on-campus activities and events (as evident by requests to help other depts/progs) **Update Year**: 2024 - 2025 **Action Plan Progress**: On Track