SAN DIEGO MESA COLLEGE

Program Review

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

Student Services - Counseling

Executive Summary

Describe the successes and challenges your unit has faced since the last comprehensive review.
With the return to in-person services, we have successfully continued, and strengthened the provision of counseling services in dual modalities, face to face and remote (to include, emails, phone, and zoom). These modalities are also present in pre-registration workshops (hybrid for high schools), hotspots (STEM, Student Athletes, Puente, Umoja, KAPWA, Black Counselors Collaborative, Promise and Student Veterans). However, at the same time there are some challenges now that students have multiple modalities to request services. We have seen more students wanting to access counseling, which is a nice issue to have, however, no increase in the number of counseling faculty. Demand has always outpaced the number of personnel for many years, however, given the expanded options to receive services , the department witnessed this gradual increase for 2022-2023 academic year.

We have successfully increased the collaboration with Mesa's Financial Aid Office (FA) to outreach to those students who must appeal their financial aid. The Counseling Faculty Liaison to the FA office was provided the names of students that signed up for the Appreal Workshops for spring 2023. The counselor reached out to all who were eligible for a Financial Aid Appeal ed plan and offered to schedule an appointment with them. (This education plan is required as part of the appeal packet for aid.) In total, the counselor reached out to 26 students and 11 of those responded and met for an hour appointment. As of this report, only 2 of the 11 have submitted their appeals. Both students who submitted their appeal were approved. It is important to note that the deadline to appeal is May 12, 2023. Additionally, there are some students who will wait to submit an appeal for fall 2023. While the numbers are small, we will continue these efforts for 2023-2024.

Personal Growth (PERG) discipline is part of the Counseling department and have successfully offered courses which explore diversity, inclusion, and equity. The number of course offerings for the 22-23 academic year is as follows:

For Fall 2022, the following courses were offered:
2 sections of PERG 110
19 sections of PERG 120
2 sections of PERG 130
3 sections of 140.

For Spring 2023, the following courses were offered:
11 sections of PERG 120
3 Sections of PERG 130
2 Sections of PERG 140
Several of the PERG 120 sections were in LCOM to support Puente, Kapwa, Student Athletes and UMOJA.

Our PERG courses enroll at capacity and many do enroll over cap. In a separate program review, success and completion rates are reported for this academic year. (There is a seperate program review which focuses solely on our Personal Growth curriculum.)

We have mixed challenges and successes in contacting DEI students who have not completed a comprehensive education plan. The data on the number of Mesa students who do not have a comprehensive education plan was provided from District Student Services in an Excel worksheet. Once the request was made, it took approximately three months to receive. Each name that appeared on this list was reviewed to see who can be immediately contacted to 1) schedule a counseling appointment to complete an education plan and/or 2) who needed to be contacted on how to submit transcripts and request for an evaluation. This process was a labor-intensive process as the list supplied had over 1,000 students. Approximately 500 emails were sent to students who were immediately ready to complete an education plan. Of these 500 messages, only 115 students responded to the email wanting an appointment in the fall of 2023 and 61 students in the spring. Due to the time to conduct this

follow-up, we did not have the personnel to see if the remaining students did come to the department on their own to complete their education plan. Nevertheless, given the challenges to time and labor of these efforts, the department will continue to request such data and repeat this outreach for 2023-2024 academic year.

We face the continued challenge of limited personnel resource both counseling faculty and classified professionals.

Additional challenges include the understaffing of District Student Services from transcript receiving, detailing/totaling and evaluations. Current completion transcript evaluation is taking 120 business days from submission of request of evaluation by student via JIRA.

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.
Outreaching more to the DEI Mesa students for those who have not completed a comprehensive education plan.
Student query is requested via Department Supervisor from District Student Services.
Modified the Kearny Fastrack program to allow high school students to select a broader range of classes, modality and times that better meet student A-G needs
Leverage counseling support by increasing SDICCA interns for 23-24

If applicable, describe the impact of any new resources (human, fiscal, etc) on the unit and/or action plan implementation.
Hired 2 new full-time counseling faculty which has lead to increased support for general population and coordination/counseling support for Veterans and military affiliated students
Hired new project assistants assigned to support AAPI students, programs, and iniatitives

If you assess OUTCOMES, please confirm that the outcomes have been reviewed for accuracy. If you do not assess Outcomes, skip this question.
Reviewed Not Accurate - Update In Progress

Related Documents for Charts and Graphs

Executive Summary Complete
Yes

Data Reflection

Trends observed in program/service area's data.
The following are the numbers of students served for the following sessions:

Summer of 2022 (July 4 to August 19, 2022)
Of the 3,748 students served, 1,280 students were served face to face (appointment and/or drop-in).

Fall of 2022 (August 21 to December 21, 2022
Of the 6,603 students served, 2,886 students were served face to face (appointment and/or drop-in).

For Spring 2023 (January 3 to April 25, 2023 time of report)
Of the 5,585 students served, 2,468 students were served face to face (appointment and or drop-in).

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 that our departments we see are among Blacks, Latine and AAPI students. To that that end, the department plans to continue making intentional efforts reaching out to these groups through counseling, campus community engagement, classroom presentation, and ed planning support/ promotion and outreach.

Related Documents for Charts and Graphs
Counseling_Data Reflection Tables.docx

Summary and Reflection

Describe the discussion(s) that took place about the unit's learning outcomes assessment data.
General Counseling has a new Department Outcomes Coordinator (DOC). Current discussion has included training of the new DOC, a review of past documents, and results of assessments, and a focus on new measures of assessment. There has been discussion of reviewing and updating department mission and goals. Discussion has been had with different counseling faculty regarding the current learning outcomes to better understand its intention and relevance.

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.
When describing the umbrella of what makes up Mesa General Counseling is intertwined with and includes personnel in Transfer, Career, and Evaluations. For example, there are 25 full-time counseling faculty and 14 part-time counselors who are who in General Counseling, Transfer and Career. There are two supervisors under this umbrella, specifically one for General Counseling and another for Transfer, Career and Evaluations. Counseling faculty in both these physical areas include: Modified Fast-Track Program, Puente Project, Student Athletes, International Students, Career, Transfer, Student Success Teams (Pilot), Veterans, STEM Connections/STEMCORE, Promise, Kapwa, UMOJA, Honors, MET, Financial Aid Liaison, DEBER and counseling faculty serving as liaisons to instructional programs. To parse out the numbers of students served in these programs and then to provide a representative number of ALL other students who do not fall within these programs is a challenge.

What other factors (internal or external) might also impact the above data trends and equity gaps?
We are continuing to see the impact of Covid as students are returning to campus but with an increased need for services in dual modalities (in-person and remote via phone, zoom, and emails). As a result, our office is having to adapt its practices to ensure that students are able to access counseling support and services in a timely manner. Legislative changes such as AB 1705, placing students into transfer level courses and removing remedial courses, will go into effect July 1, 2023. As a result, we are adapting current practices and information to counsel students accordingly as well as collaborate with instructional faculty to determine the curricular impact of these changes. Districtwide enrollment dates for both Summer and Fall have changed to earlier dates in April/May as opposed to June/July creating an increase of students seeking appointments and drop-ins.

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 Fall 2023 semester, counselors are participating in a regional effort, the Strong Workforce Institute, to better incorporate data to support students' career exploration. As a result of this, our partnership with the Office of Institutional Research has enabled our department to review our counseling appointment data through SARS and compare it to the general population. This is an enormous advance in our department to assist us as we continued to make data-informed decisions about our delivery our services, our practices, and efforts to improve outcomes particularly for our DEI populations.

Though this is focused on counseling faculty, our classified professionals have a significant role in contributing to students' enrollment, persistence, and retention. We are working to improve our data collection in this area to have

Summary and Reflection

a holistic view our entire departmental efforts.The Counseling department continues to be dynamic in the ways it supports students through the various modalities of counseling, types of counseling support (General, Career, Transfer), and retention programs, departmental liaison work, and workshops.

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

The DOC facilitated a 2 separate department wide discussions in Fall 2023 on student learning outcomes and its alignment with our purpose and goals. As a result from this robust conversation, counseling faculty acknowledged that SSOs need to capture, not only the transactional components of our work, but most importantly the transformational work that students experience. A committee has been formed to review the outcomes and revise them to reflect the transformation and transactional work and align with our departmental goals, faculty evaluations, and our vision for counseling profession. New SSOs have been adapted by counseling:

Students will be able to recognize and use counseling tools and resources for their academic, career planning, and decision making processes.

Students will understand and apply policies, procedures, and deadlines related to their academic pathway and goals.

Students will be able to identify and access campus and community resources available to support their academic, career, and personal goals.

Students will demonstrate self-advocacy in relation to academic, personal, and career endeavors.

Through the Strong Workforce Institute, new data has been provided assessing students use of counseling support and impact on their persistence rates. SARS data was provided by the Counseling department for Institutional Research to assess and requires further examination to improve its accuracy and relevancy for data. For example, initial data presented by Institutional Research indicates that in 2022 - 23, 31.9% (9,346 unduplicated students) of the 29, 327 students enrolled at Mesa accessed counseling support through a drop in session or appointment. This is a 2% increase from 21-22 (8,095 of 28,815)

However, when compared to the Counseling Department's SARS data, In 2021-22, 45.2% (13,017 - unduplicated count) of the 28,815 total unduplicated students enrolled accessed counseling. With nearly a 5% increase in 2022-2023, 14, 394 (49%) unduplicated students of the 29,347 students actually accessed counseling drop ins/appointments. Of these services, 54% (7,814) were remote and 48% (6,580) were face to face. Since the beginning of Fall 2023, 8,614 unduplicated students have met with a counselor (drop in/appointments), with 52% (4,499) being face-to-face and 48% being remote.

This discrepancy demonstrates the need to improve our data collection, assessment, and reporting processes that captures the dynamism of counseling.

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.

To continue to support our financial aid efforts, an additional counselor was assigned to support the FA Counseling Liaison's work improving the SAP Appeal process. Students are now able to submit abbreviated education plans to mitigate impact of delayed transcript evaluations. Counselors were given training and direction on input appropriate comments to support students' SAP appeal.

The Kapwa, Umoja, Puente Learning Communities continue to collaborate and align class activities and curriculum to support efforts to improve the campus' racial climate and solidarity amongst communities of color. An example would be the November 6, Kapwa, Umoja, Puente mixers where students learned about intersectionality, participated in community building, and discussed shared experiences. Another dynamic is during this 2023-2024,

we have a counselor who transferred to City College in mid-fall and shuffling of assignments had to be done. This equates to one less counseling providing services particularly for the AAPI community.

New legislation is impacting ways we counsel students and develop curriculum. AB 928 is the implementation of the CalGETC - one transfer general education curriculum that integrates the CSU and UC requirements. We have adapted this new pattern at the beginning of Spring 2024 in preparation for the full implementation in Fall 2025. CalGETC impacts our Personal Growth courses as it is no longer a general education requirement but is integral to supporting student success. Personal Growth courses will continue to be integrated into our Learning Communities and be available to the general student population to take as elective courses. AB 928 also requires that students be automatically enrolled in an Associate Degree for Transfer (ADT) path except for students pursuing an Associates degree, a program where no ADT is offered, or they are transferring to a school that does not accept ADT. UCs are being encouraged to adopt ADTs. Our faculty will have to review curriculum to ensure that it is in compliance with the ADT path.

AB 1705 is an extension of AB 705, which now requires that students be enrolled in transfer-level Math & English courses to accelerate their time of completion. Students may be required to take the transfer level Math and English course with support if their Math and English milestones are 30s, where as students with 40/50/60 have the option to take the support courses. It allows students to go directly into the Math course required for their major without having to complete the prior pre-requisites. For example, MATH 116 is generally the pre-requisite for MATH 121, but students can now enroll directly into MATH 121/X. However, this creates complications with fulfilling transfer articulation agreements such as that of SDSU's Business program which requires both MATH 116 and MATH 121. Students may be required to take the transfer level Math and English course with support if their Math and English milestones are 30s, where as students with 40/50/60 have the option to take the support courses.

Additionally, Title 5 Regulations for an Associate Degree have also changed effective Nov 16, 2023. There is also a change in Title 5 Regulations regarding Wok Experience expanding its repeatability for credit. AB 1111: Common Course Number requires that all CA Community Colleges adopt a common course number system for general education and transfer pathway courses.

Our department is continuously working hard to help students adapt, be informed, and understand the changes as it relates to their academic, transfer, and career success.

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.

Counseling Department's SARS data Spring 2024 through Fall 2024 (January 1st - December 31st 2024) 22,856 (unduplicated drop-in and appointment) / Total student contact for drop-in 20,365 (delivery in-person, phone, and remote) and appointment contact numbers 4,689 (in-person and remote). We continue to see growth in student contact with Counselor especially our in-person (face-to-face) numbers. The data shows we should continue meeting with our students in the modality of face-to-face. Counseling will continue to evaluate where our students are at in an effort to provide our services in the modalities that are sought after and effective.

At the end of Spring 2025 we have 2 contract counseling faculty retiring and one moving on to administration. It will be imperative to replace the general counseling faculty that we will be losing this cycle, but this does not address the needs of student enrollment and CCAP. In addition, we will need a counseling faculty position to address the growth in student enrollment. Currently not all CCAP students are not reflected in the student contact data.

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

The Counseling Department continued to use the same outcomes assessment survey as last year. We were able to collect a total of 427 responses from Oct 2024 - June 2025. The response rate has significant increased compared to last assessment, over a 400% increase. All benchmarks have been met with the exception of

students' awareness of campus resources during a drop-in session which measured at -1.6% of the 80% benchmark. The results have helped our department engage in strategies to better utilize our space by reconfiguring it to make it more inviting, promoting more resources such as the class schedule, and possible collaboration with outreach ambassadors to provide additional support during peak registration.

Our department has also engaged in dialogue on the different modalities we use to provide drop in counseling sessions. Phone and in-person are the primary modes for drop in sessions, but we have been working towards promoting more zoom drop in sessions. Considering that we are able to meet our outcomes, whether a drop in or 1-hr session, is a great indicator that we are effectively providing counseling services to students despite the method of delivery.

Provide any edits or updates to the prompts originally documented in the Practice Reflection section for Year 3.
Continued our efforts from year 2 and continue to stay aware of current and potential future legislative mandates.

YEAR 4 Updates (2025 - 2026)
Provide any edits or updates to the prompts originally documented in the Executive Summary section for Year 4.

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

Review Outcomes Report. Review the unit's outcomes assessment process for 2024 - 2025. Discuss connections to unit goals/action plans/resource requests.
The Counseling Department continued to use the same outcomes assessment survey as last year. We were able to collect a total of 427 responses from Oct 2024 - June 2025. The response rate has significantly increased compared to last assessment, over a 400% increase. All benchmarks have been met with the exception of students' awareness of campus resources during a drop-in session which measured at -1.6% of the 80% benchmark. The results have helped our department engage in strategies to better utilize our space by reconfiguring it to make it more inviting, promoting more resources such as the class schedule, and possible collaboration with outreach ambassadors to provide additional support during peak registration.

Our department has also engaged in dialogue on the different modalities we use to provide drop in counseling sessions. Phone and in-person are the primary modes for drop in sessions, but we have been working towards promoting more zoom drop in sessions. Considering that we are able to meet our outcomes, whether a drop in or 1-hr session, is a great indicator that we are effectively providing counseling services to students despite the method of delivery. In December 2025, our department reviewed the quantitative and qualitative results. The qualitative results not only highlighted the positive feedback but also the areas for improvement. Students have expressed satisfaction and appreciation for counseling services from the staff to the counselors while also sharing a request for more counseling sessions and improved wait times. As a result our department has been piloting new ways of engaging students while waiting for counseling support. This includes remodeling the waiting area to create a more inviting space, collaborating with student ambassadors to provide general support and referrals to different departments. Additionally, counseling faculty discussed strategies to engage with students from various backgrounds and experiences. Counseling is a discipline that is both transformative and can be transactional.Counselors are reflecting and strategizing ways to provide enough information for the student while also empowering them to make an informed decision based on the session. One of the hardest aspects of counseling is having to be realistic with students about their goals given their current circumstances. This is a common occurrence when students are applying to highly impacted and competitive programs such as RadTech and nursing. Students have shared they felt discouraged after a counseling session; thus as a department we have been discussing how we can have those hard conversations with students and offer them hope.

While our department has engaged in rich dialogue about our outcomes results, the plan is to increase collaboration with all counselors to provide input on our unit goals and outcomes in the next cycle.

Summary and Reflection

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

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.

Increase Comprehensive Education Plans for DEI Students

Unit Goal: Increase comprehensive education plans for DEI students by 2%.

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. (✓)
- **Community - Objective 3:** Build a culture of communication that is evidence based, race conscious, institutionally focused, systemically aware, and equity advancing (✓)
- **Completion - Objective 1:** Develop pathways that provide students with clarity about degree, certificate, and transfer requirements. (✓)
- **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 1:** Develop and implement frameworks to create communities that can provide more targeted delivery of educational resources and support services. (✓)
- **Pathways and Partnerships - Objective 2:** Expand partnerships with K-12 institutions to enhance program offerings and increase access for minoritized students. (✓)
- **Pathways and Partnerships - Objective 3:** Increase community engagement, experiential learning, integrated career planning, and workforce training to prepare students for future careers (✓)
- **Scholarship - Objective 3:** Assess impact of prerequisites and corequisites on student success and revise curriculum, as needed (✓)

Action Plans	Updates
Action Plan Status: Active	**Submission Date**: 12/18/2025

Unit Goals, Action Plans, and Updates

Action Plans	Updates
Action Plan: Receive semester data pull of DEI students who have not completed comprehensive education plan and outreach to schedule appointment or attend a hotspot **Action Plan Cycle:** 2025 - 2026, 2024 - 2025, 2023 - 2024, 2022 - 2023	**Action Plan Update**: The Counseling Department continues to support targeted student success populations, including Student Athletes, Veterans, Umoja, PUENTE, and KAPWA. In addition, the Black Student Initiative was reestablished to strengthen connections between African American faculty and African American students. Assessment of this initiative indicates that student engagement has been lower than anticipated, as students are not consistently utilizing opportunities to connect with Black faculty. In response, the department will implement increased campus-wide outreach strategies designed to connect counselors with students in their existing academic and co-curricular environments. This approach is further supported by the opening of the KUP Center, which provides a centralized space to facilitate increased interaction between Counseling Faculty and students from disproportionately impacted (DEI) populations. The anticipated outcome of these efforts is an increase in meaningful counseling contacts and a higher number of completed educational plans for DEI students. The department will also place increased emphasis on student self-advocacy by framing each counseling session as a teaching and learning opportunity. This approach is intended to improve students' understanding of their educational pathways, success plans, and available campus resources. To further support this goal, counseling service delivery models will be adjusted to improve student engagement and access. Orientation content will be updated to explicitly guide students to their Student Success Plan and Educational Plan within the student portal. **Update Year**: 2024 - 2025 **Action Plan Progress**: On Track **Submission Date**: 11/13/2024

Unit Goals, Action Plans, and Updates

Action Plans	Updates
	Action Plan Update: The Counseling Department initiated efforts to share comprehensive educational plan data for DEI students with the Financial Aid Office. During this process, data-sharing and privacy compliance issues were identified, which limited full implementation. These findings highlight the need for clearer protocols to support cross-departmental collaboration while maintaining student privacy. The department continues to provide targeted counseling support through established student success hotspots, including Student Athletes, Veterans, Umoja, PUENTE, and KAPWA. Additionally, with the implementation of AB 789 and the new Financial Aid standards, Counseling has an opportunity to play a more active role in assisting DEI students with the development of educational contracts. This enhanced support is expected to improve alignment between financial aid requirements and students' educational goals, thereby increasing student success and persistence. Several barriers impact the effectiveness of these efforts. These include a high volume of students relative to the number of available counselors, limitations in data collection processes that make it difficult to identify students not currently captured within existing datasets, and the challenge of providing a consistently positive student experience during periods of high demand. In addition, first-generation students continue to experience difficulties navigating the collegiate system efficiently. Addressing these barriers will be essential to improving access, equity, and student outcomes. **Update Year**: 2024 - 2025 **Action Plan Progress**: Barriers Encountered

Increase Associate Degree Attainment

Unit Goal: Increase Associate Degree attainment by 5%.

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. (✓)

Unit Goals, Action Plans, and Updates

- **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 (✓)
- **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 3:** Increase community engagement, experiential learning, integrated career planning, and workforce training to prepare students for future careers (✓)
- **Pathways and Partnerships - Objective 4:** Expand intersegmental pathways to create a seamless transition between Mesa and k-12, non-credit, Universities, and careers (✓)
- **Scholarship - Objective 3:** Assess impact of prerequisites and corequisites on student success and revise curriculum, as needed (✓)

Action Plans	Updates
Action Plan Status: Active **Action Plan:** Continue to work with Faculty and Deans to support enrollment management and conduct enrollment workshops during enrollment cycles **Action Plan Cycle:** 2025 - 2026, 2024 - 2025, 2023 - 2024, 2022 - 2023	**Submission Date**: 11/13/2024 **Action Plan Update**: Encourage students to remain actively engaged with Counseling faculty throughout their educational journey by participating in structured touchpoints such as Personal Growth courses and new in-person orientation sessions. Improve student awareness of the importance of ongoing counseling follow-up appointments to monitor academic progress and ensure timely completion of educational goals. Continue collaborative efforts with instructional faculty to identify and align course pathways that support efficient and timely degree completion. Support Counseling faculty in the development of new Liberal Arts degrees designed to streamline degree attainment for students whose primary objective is transfer to a four-year institution. Increase the visibility and clarity of students' declared majors and educational goals within the student portal to promote informed academic planning and self-monitoring. **Update Year**: 2024 - 2025 **Action Plan Progress**: On Track

Unit Goals, Action Plans, and Updates

Increase Community Culture and Racial Campus Climate

Unit Goal: Increase community culture and racial campus climate by 3%.

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. (✓)
- **Community - Objective 3:** Build a culture of communication that is evidence based, race conscious, institutionally focused, systemically aware, and equity advancing (✓)
- **Community - Objective 4:** Remove barriers to equitable participation by developing, incentivizing and creating structures for all employees to engage in and design professional learning (✓)
- **Community - Objective 5:** Increase opportunities to be an asset and resource to the external community (✓)
- **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. (✓)
- **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 (✓)
- **Scholarship - Objective 3:** Assess impact of prerequisites and corequisites on student success and revise curriculum, as needed (✓)
- **Scholarship - Objective 4:** Expand the use of innovative and high-quality teaching, learning, and support practices that achieve equitable outcomes and increase student success (✓)
- **Stewardship - Objective 6:** Develop a proactive hiring plan that includes a review of advertising, screening, and interviewing with a goal of establishing a diverse and competent workforce that is reflective of the student population and the local community (✓)

Action Plans	Updates
Action Plan Status: Active	**Submission Date**: 11/13/2024

Unit Goals, Action Plans, and Updates

Action Plans	Updates
Action Plan: Support the student engagement events coordinated by counseling faculty for the special programs. **Action Plan Cycle:** 2025 - 2026, 2024 - 2025, 2023 - 2024, 2022 - 2023	**Action Plan Update**: Continue to support and expand faculty-led initiatives that promote student community engagement and cultural belonging, including programs and events serving PUENTE, Umoja, KAPWA, International Students, Veterans, Student Athletes, DEI initiatives, Promise, and Allied Health students. Sustain and enhance completion and recognition ceremonies that honor student achievement and cultural identity, such as Raza Graduation, International Student Departure Ceremonies, Veterans Graduation, and CDAIE-sponsored celebrations. Support ongoing professional development for Counseling faculty through participation in professional conferences and campus-wide workshops, with an emphasis on diversity, equity, inclusion, and accessibility (DEIA) to strengthen culturally responsive counseling practices. **Update Year**: 2023 - 2024 **Action Plan Progress**: On Track