SAN DIEGO MESA COLLEGE

Program Review

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

Student Services - The Pride Center

Executive Summary

Describe the successes and challenges your unit has faced since the last comprehensive review.
Successes
The Pride Center was opened on February 22nd, 2023. This monumental milestone aligns with the institution's values of becoming the "leading college of equity and excellence" to close equity gaps to assist LGBTQIA+ identified students. This achievement originated from the advocacy efforts of the LGBTQIA+ Task Force developed by the Committee for Diversity, Action, Inclusion, and Equity CDAIE. This advocacy efforts took over 7 years of planning, proposals, and meetings with the college president to establish the foundation and identify a dedicated space for the Pride Center.

The Pride Center team was created in Spring 2022 and is housed under the School of Student Success and Equity. The team is composed of 1 .6 FTE Adjunct Counselor Coordinator working 18 hours per week and 3 hourly Project Assistants working 20 hours per week. Due to limited space, the Pride Center Team worked from the Administrative Office in the Student Services building from February 2022-February 2023. The team is proud to share that the Pride Center is now located in a beautiful space in D102. The number of students served will increase now that a physical space is available; this increase will also be to the visibility and awareness of services available for this specific student population. The Center provides ongoing events and services and promotes to campus community via email, newsletter, flyers, and social media.

Since the Pride Center opened in February 2023, the Pride Center has been utilized 270 times by students. This data is currently being collected through a Google Form, where students ID is collected and the reason(s) students using the space. The reasons we have listed are:
Counseling services
Workshops/Event
GSA Meeting
Community Resources
Study Hours
Safe Zone Training
Rest/Relax
Food/Snacks

These different options have been selected as part of equity gaps identified impacting LGBTQIA+ student success and retention. These gaps were identified through evidenced-based data from LGBTQIA+ student focus groups conducted by the district research analyst, collaboration with the research department at Mesa College, and research from peer-reviewed articles about the LGBTQIA+ student experience in community college from the adjunct counselor coordinator.

LGBTQIA+ students face barriers that prevent them from achieving their academic and personal goals. Research shows LGBTQIA+ students in higher education, particularly students of color, strongly consider leaving their institutions. These considerations have a strong connection to students not feeling welcomed, being targets of hostile environments due to physical, verbal, sexual harassment. Similarly, LGBTQIA+ students of color have a higher probability to experience mental health concerns, that is, higher suicidal ideation, depression, and anxiety. Aside from this, LGBTQIA+ students experience housing and food insecurities forcing them to focus on surviving rather than achieving their academic goals. This evidence emphasizes that equity gaps exist and negatively affect the success and retention of LGBTQIA+ students in higher education settings.

As a result, the following goals have been identified and described as part of the LGBTQIA+ equity plan that the Pride Center will follow to support students at Mesa College. The Pride Center is committed to learning, evaluating, and offering anti-oppressive and Queer affirming services our LGBTQIA+ student population may need to succeed at San Diego Mesa College. These services look like and are not limited to:
Trauma-informed and Gender affirming Academic, Career, and Personal Counseling Services

Summary and Reflection

Year-round expressive and affirming workshops, events, activities related to academic success, and personal and community care.
Equity-minded presenters to enhance the learning of the LGBTQIA+ community at the San Diego Mesa College campus.
Free school supplies, printing, computer access, and safe study space.
Free LGBTQIA+ Library that centralizes LGBTQIA+ authors and topics.
Free personal hygiene and self-care supplies.
Enhancement of student voices and visibility through leadership opportunities such as volunteering, participating in events, and collaborating with the Pride Center.
Emergency direct aid aims to assist students with food and housing insecurities.
LGBTQIA+ Celebrations such as LGBTQIA+ History Month, Coming Out Day, Pride Month, etc. to build community at Mesa College.
Yearly Lavender Graduation celebration to honor and recognize the academic accomplishments of LGBTQIA+ students, staff, and faculty.
Case management services guide students to on and off-campus resources to help them with their academic and personal goals.
LGBTQIA+ Scholarships.
Mental health services through collaboration with Student Health Services.
Collaboration with the Gender Sexuality Alliance (GSA) student club.
Year-round Safe Zone Trainings are available to students, faculty, staff, and administrators to learn about allyship and ways to support the LGBTQIA+ community at San Diego Mesa College.

Student Participation
Since the Pride Center services started (even before the Pride Center was opened) the following students have participated in the following services:
Events/Activities: 177 students
Counseling Services: 45 students
Food/Snacks: 26 students
Relax/Build community: 154 students

Professional Development
The Pride Center is committed in educating the greater campus community learning ways to become an ally, and supporting our LGBTQIA+ community through our Safe Zone Trainings. Since Fall 2023, the Pride Center has trained administrators, faculty, classified staff, NANCE, Peer Navigators, and students.
People Trained: 23

Additionally, the Pride Center has and will continue to share valuable resources for the campus community to learn ways to foster LGBTQIA+ student and professional excellence. For instance, Mesa College has been invited to participate in conferences and events centered on allyship in assisting LGBTQIA+ students in community colleges. Mesa College Pride Center has been invited to present on the center and model.

Intersectionality – Partnerships and Collaborations
LGBTQIA+ students are part of the multiple programs/departments at Mesa College due to their intersection of identities. This means that our Pride Center may serve 100% of our students. Acknowledging intersectionality has led the Pride Center to take leadership and create partnerships with other departments such as EOPS, The Stand, CalWorks, Black Fellows Initiative, AAPI, AVANZA, and more. These partnerships look like collaborating in workshops and events that highlight the intersectionality and diversity that exists on our campus.
Since Spring 2022, the Pride Center has initiated partnership with other universities to ensure the transition of students (their goal is to transfer) to the university. The Pride Center will ensure that these partnerships continue to grow and create opportunities for students, such as university campus visits, pride center explorations, and other extracurricular activities that ensure students' retention, success, and continuation of their academic goals.

Challenges
-Funds
The Pride Center is currently funded by a one-time allocation of $134,737 to use over 5 years from 2022-2027,

primarily supporting operating expenses and services to students. This puts the Pride Center in uncertainty if more funds are available to continue the expense to assist students through services, events/activities, and other resources that require funds. As a result, the Pride Center adjunct counselor coordinator has worked on applying for grants that Mesa College offers to ensure an extended amount of funds.

-Part-Time Faculty/Employees
Currently, the Pride Center is being directed by an adjunct counselor coordinator with a .6 FTE working 18 hours per week. Four hourly project assistants also support the Pride Center working 20 hours per week. The Pride Center needs permanent funding to support a full-time position. These positions have been paid through HEERF funds and transitioning to COVID Block funds. The Pride Center needs permanent funding to support a full-time position.

This lack of funding for employees is crucial as this impacts the Pride Center's operating hours. The Pride Center has received comments from students asking for hours to connect with other students and do homework. Currently, the Pride Center is open Monday through Thursdays from 9am to 4pm; Fridays are closed.

The need of full-time counselor coordination is requested to ensure that outreach and retention approaches are implemented to support students with their academic journey at Mesa College. These approaches include creating student-centered services, evaluating current Mesa College Policies to assist LGBTQIA+ students (especially Trans and Non-binary students), and creating conditions that will support students in accomplishing their academic and personal goals.

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.
N/A

If applicable, describe the impact of any new resources (human, fiscal, etc) on the unit and/or action plan implementation.
The addition of part-time Project Assistants has resulted in increased coverage of the Pride Center's physical space. However, the continued provision of comprehensive services that meet the growing and changing needs of our LGBTQIA+ student population is difficult to ensure without implementing a full-time position, namely a full-time Counselor Coordinator.

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

Related Documents for Charts and Graphs
Program Review Update FA23.docx

Executive Summary Complete
Yes

Data Reflection

Trends observed in program/service area's data.
Service Usage and Demand
There have been over 270 recorded submissions of students who have utilized the Pride Center for its services, resources, workshops and events, and our brave physical space. We are continually improving our methodology for tracking resource and programming usage, event attendance and connecting with the unique lived experiences and dynamic needs of our LGBTQIA+ population.

Our Pride Center events, workshops, and other campus activities are additional programming. Our events have been well-attended over the past fiscal year. Further recorded quantitative details are included below. We acknowledge that the recorded numbers may be less than the number of people present as we continue improving our attendance tracking capacity. Check out Mesa College's Flickr website for pictures of these events.
Rainbow Eat & Greet – recorded 85 attendees

Summary and Reflection

Sip & Paint – recorded 45 attendees
Las Reinas de los Cuentos – recorded 17 attendees
Queer Astrology Loteria – recorded 20 attendees
Grand Opening Ceremony – not tracked
It Takes Two or More – recorded 6 attendees | est. 8 attendees
Pride Flags 101 – recorded 4 attendees
QAAPI: Queering AAPI with Intersectionality – recorded 26 attendees | est. 32 attendees (including fac/staff/admin)
Lavender Celebration – 80 attendees

Basic needs resources have also proven to be an essential service for students at the Pride Center. These resources include meal cards students can redeem at the Mesa Cafe, Mesa Commons, and other campus food service facilities partnered with Company Kitchen. Meal cards have ensured that students can address or prevent the equity gaps of food insecurity while on campus. This is essential, as research shows that hungry students have less success in the classroom and experience a lower course content retention rate than students who are food secure or have sufficient nutrition.

The Pride Center also provided gas cards to students. Based on students' disclosure to Pride Center Staff members, the rising cost of gasoline has made it difficult for many students to afford transportation to campus. This has prevented them from attending classes and accessing education. Transportation subsidies are essential to prevent this accessibility issue from worsening for many of our transportation-insecure LGBTQIA+ students. The Pride Center is committed to requesting additional meal cards and gasoline subsidy cards to ensure that we can meet the basic needs of our students.

The following are some points to consider regarding the future of our Pride Center:
Laptop checkout: How can we make this process more efficient?
LGBTQIA+ Library and Media: Should we expand this collection to include film media? If so, how can we work with LRC and Edeama to make this happen?
Data collection: Do we want to record unique (or unduplicated) students who use our resources? How can we optimize our data recording and Google Forms processes if so?
Workshop attendance: Our data for workshop attendance often needs to be more accurate. How can we encourage students to sign up for workshops instead of only clicking "rest/relaxation"?

Describe any equity gaps in the data. Are there differences and/or patterns observed by demographics (e.g.race/ethnicity, gender, age, etc.)
The Pride Center will implement a new application system to collect student metrics such as demographic information. The collection of this data will serve the Pride Center to track student success and retention and, thus, implement programming to close possible equity gaps.

Data Collected from the Research Department:
LGBTQIA+ Student Enrollment – Spring 2022
Transgender – 80 students
Bisexual – 437
Gay or Lesbian – 243
Non-Binary – 49
Other – 99
Total: 908

Transgender and Non-Binary – Summer 2019 to Spring 2022
Transgender by Ethnicity
African Amercan – 7 students
Asian – 44 students
Latinx/e - 74 students
Multi-ethnic – 34 students
Native American – 3 students
Pacific Islander – 2 students

Summary and Reflection

White – 112 students
Unknown – 1
Total: 277 students

Non-binary by Ethnicity
African American – 139 students
Asian – 161 students
Latinx/e - 1,092 students
Multi-ethnic – 339 students
Native American – 12 students
Pacific Islander – 21 students
White – 1,152 students
Unknown – 10
Total: 3,045 students

Related Documents for Charts and Graphs

Describe the discussion(s) that took place about the unit's learning outcomes assessment data.
The development to assess learning outcomes assessment data is primarily held through meetings with the Pride Center team and the Dean of student success and Equity. These conversations have involved considering data based on demographic information, current experiences with LGBTQIA+ students, and equity-based approaches to closing equity gaps LGBTQIA+ students face. These factors guide the implementation of student services available at the Pride Center and creation of events/workshops. These conversations occur on a weekly basis.

The discussion among the team members highlights student success and retention. To promote success among our students, we provide services that align with each student's academic and personal goals. These goals are tied closely with students' identity and other LGBTQIA+-related life experiences.

Retention is promoted by increasing the sense of belonging through events and activities. The Pride Center immerse in a daily learning experience through our students' recommendations and comments on how our events and activities support them utilizing the space. This sense of belonging in LBGTQIA+ students is essential for them to stay in college and complete our students' diverse goals. A sense of belonging has become essential for our Pride Center to holistically support Mesa College LGBTQIA+ students.

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.
Below are some the actions the Pride Center has taken to closing equity gaps for our LGBTQIA+ students:
- Increased partnerships with The Stand to target food insecurity
- Increased the direct assistance for students through meal and gas cards.
- Initiated the conversation to start collecting data to assess the retention, goal completion, and demographic information of LGBTQIA+ students that use the Pride Center.
- Increased visibility on intersectionality by collaborating with other departments and learning communities such as Kawpa and Puente.
- Taken action from students' feedback from events/activities and other services that are needed to assist our LGBTQIA+ students.
-Continued outreach and partnership with community organizations to support students through case management by connecting them to resources not available on campus.
- Increased grant writing to secure funds to assist students in their academic journey. These funds support the

operational needs of the Pride Center and staff as the Pride Center is funded with One Time funds.

What other factors (internal or external) might also impact the above data trends and equity gaps?
As mentioned earlier, the available one time to support the Pride Center impacts the operational staff members. All team members work part-time (adjunct counselor coordinator and project assistants.) The lack of ongoing funds impacts the funding of team members that can ensure the Pride Center's performance to close equity gaps for the LGBTQIA+ community at Mesa College. These challenges are reflected by students mentioning why the center is open during hours that do not align with their availability.

Having the Pride Center team working part-time influences the practices to recruit students and develop equity-minded retention practices.

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.
New information is included in the attached file above.

Provide any edits or updates to the prompts originally documented in the Data Reflection section for Year 2.
New information is included in the attached file above.

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.
New information is included in the attached file above.

YEAR 3 Updates (2024 - 2025)
Provide any edits or updates to the prompts originally documented in the Executive Summary section for Year 3.
The Pride Scholars program aims to support the academic journey of queer students by closing identified equity gaps. Following the EOPS program model, the program has four milestones dedicated to targeting the following researched-based needs: (1) counseling/guidance/case management, (2) community building/sense of belonging, (3) wellness check-in, (4) end of the semester check-in/student feedback. Completing these milestones provides students with bookstore financial assistance, food/transportation support, and school/self-care materials.

In the fall of 2023, the Pride Scholars program started with 90 and ending spring 2024 with 116 mesa college queer students. Over 213 counseling appointments were provided during this academic year, 61 case management meetings were conducted, and over 50 students participated in two or more Pride Center events. 141 bookstore vouchers were provided to 141 students, translating to $21,150 in direct aid. In addition, 84 meal cards were provided to combat food insecurity, totaling $2,100.

In the 2024-2025 academic year, the Pride Scholars program increased by 66% serving 193 queer students. This number may increase during the spring 2025 g due to its positive influence on students' educational journeys. This program highlights the diversity of realities and identities existing in the queer community. The program supports students who are in or use the following programs and subprograms: EOPS (NextUp, Borderless Scholars, Rising Scholars, STAR TRIO, CARE), CalWORKs, Puente, Umoja, Kapwa, AANAPISI, The Stand, DSPS, MESA Center,

Summary and Reflection

Veterans, Athletics, Honors, and Promise Program.

In the fall 2024, 150 counseling appointments were provided, and over 30 students participated in two or more events on campus. This academic year highlights an evident increase in student participation and guidance through counseling services.

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

During the Fall 2024 semester, the Pride Center provided counseling services, events, food assistance, and gender affirming clothing assistance. The following information is a breakdown of how many students utilized each service during the Fall 2024 semester.

Counseling services are provided at the Pride Center. Each session can encompass one reason or many. For example, students can meet with a counselor to discuss their educational plan, find community resources, and transfer counseling assistance. The total of these appointments were completed by Pride Scholars as well non-Pride Scholars students. The breakdown of appointments provided is below:

Overall Counseling Appointments: 160

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

The 2023-2024 outcomes serve as a foundation to develop new goals for the Pride Center. These new goals are reflected in the services created such as the Gender Affirming Gear. This service aim to increase student support for those who need to align with an affirming gender expression, may need any accessories to feel comfortable in their body, decrease body dysmorphia, and increase support services to trans and non-binary students.

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.

During Year 4, the Pride Center strengthened its role as a comprehensive, equity-minded support unit by expanding both student-facing services and campus-wide educational impact. Quantitative and qualitative data collected during the academic year demonstrate sustained student reliance on the Pride Center as a hub for academic persistence, basic needs access, counseling support, and sense of belonging.

Key Year 4 highlights include:

1,391 documented student visits between August 1 and December 16, 2025, reflecting consistent utilization across academic, wellness, and community-building functions.

Delivery of 20+ programs, trainings, and community events across Fall semester, reaching students, faculty, classified professionals, administrators, and district partners.

Expansion of Safe Zone and allyship education, including district-wide training for SDCCD Police, signaling institutional reach beyond student services.

Increased programming centered on transgender, non-binary, gender nonconforming, asexual, Latine, Black, and Indigenous LGBTQIA+ communities, responding to both student feedback and sociopolitical threats impacting these populations.

In response to heightened legislative and political challenges impacting LGBTQIA+ communities nationally, Year 4 work emphasized trauma-responsive practice, institutional accountability, and sustained visibility. The Pride Center continued to function not only as a student support space, but as an institutional equity partner advancing Mesa College's social justice and student success commitments.

Summary and Reflection

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

The Pride Center utilizes a mixed-methods assessment model combining qualitative student voice with quantitative engagement tracking to evaluate program effectiveness and inform planning.

Quantitative Engagement Data
Between August 1 and December 16, 2025, the Pride Center recorded:

-1,391 total student visits documented through SARS

--High-frequency visit purposes included:

--Study space usage

--Social engagement and community connection

--Counseling/advising and case management

--Food, snacks, and basic needs access

--Workshops, events, and Pride Scholars–specific programming

These data indicate that students consistently engage with the Pride Center for both academic and non-academic supports, reinforcing its role as a centralized access point for persistence-related services.

Qualitative Student Experience Data
Findings from the Pride Scholars Exit Survey highlight four recurring themes:

Academic Counseling & Planning: Students reported counseling appointments as essential to managing course loads, navigating degree changes, and maintaining enrollment.

Sense of Belonging & Emotional Safety: Students repeatedly identified the Pride Center as a calm, affirming space where they could decompress, feel seen, and remain connected during periods of stress, grief, housing instability, or mental health challenges.

Basic Needs & Financial Support: Book grants, meal cards, snacks, and emergency assistance were frequently cited as necessary for continued enrollment, not supplemental support.

Community Engagement: Students valued low-pressure, interactive opportunities such as study spaces, mixers, and informal gatherings, and requested additional offerings of this type.

Data-Informed Insight
While formal programming remains important, data show that informal and accessible supports (study space, food access, social connection) serve as primary entry points that lead to deeper engagement with counseling, case management, and educational planning.

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

The Pride Center's outcomes assessment process integrates:
-End-of-semester student surveys
-SARS usage data
-Program participation counts
-Reflective analysis tied to unit goals and action plans

Outcome Alignment with Unit Goals
Goal 1: Support student persistence and well-being

Summary and Reflection

--1,391 documented visits demonstrate sustained student reliance on Pride Center services.
--Counseling, case management, and basic needs supports were among the most utilized services, aligning directly with persistence-focused outcomes.

Goal 2: Increase campus-wide LGBTQIA+ competency
--Multiple Safe Zone trainings delivered to students, faculty, classified professionals, and administrators.
--District-wide Safe Zone training for SDCCD Police, extending impact beyond Mesa College.
--Professional development offerings integrated LGBTQIA+ knowledge into safety, documentation, and classroom practice.

Goal 3: Expand visibility of marginalized LGBTQIA+ identities
--Programming included Trans Day of Remembrance, Asexuality Awareness events, Latine and Black outreach, Indigenous partnerships, and intersectional documentary screenings.
--These efforts directly supported action plans focused on representation, intersectionality, and equity.

Connection to Resource Requests
--Assessment data supports continued investment in:
--Counseling and case management capacity
--Basic needs funding (food, grants, emergency support)
--Training infrastructure (including future Canvas-based Safe Zone modules)
--Staffing and coordination resources to sustain programming volume and reach

Provide any edits or updates to the prompts originally documented in the Practice Reflection section for Year 4.
Practice during Year 4 intentionally shifted from awareness-based programming toward institutional disruption and systems-level engagement.

Evidence of Practice Evolution
-20+ educational and community programs delivered across Fall semester
-Trainings and events addressed institutional barriers related to:
--Legal names and gender markers
--Binary and heteronormative assumptions in professional practice
--Erasure of LGBTQIA+ histories and narratives
-Trans Day of Remembrance and post-election healing circles created structured space for collective processing, accountability, and resistance to institutional silence.

Impact on Campus Culture
--Expanded cross-departmental collaboration
--Increased professional accountability around inclusive language and practice
--Greater recognition of LGBTQIA+ equity as a shared institutional responsibility

Next Steps (Data-Informed)
--Develop self-paced Safe Zone Canvas modules to increase training access and scalability
--Expand department-specific inclusion trainings
--Collaborate with leadership to review gendered policies and practices
--Continue leveraging usage and survey data to identify equity gaps and institutional change opportunities

YEAR 5 Updates (2026 - 2027)
Provide any edits or updates to the prompts originally documented in the Executive Summary section for Year 5.

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

Summary and Reflection

Review Outcomes Report. Review the unit’s outcomes assessment process for 2025 - 2026. Discuss connections to unit goals/action plans/resource requests.

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

New Application Process

Unit Goal: Goal 1: Develop a new application process to track student information about who uses the Pride Center services.

Goal Status: Active

Beginning Year: 2022 - 2023

Projected Completion Year: 2024 - 2025

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. (✓)
- **Scholarship - Objective 2:** Evaluate and improve Diversity, Equity, and Inclusion practice in classroom environments, campus activities, departments, schools, and administrative units (✓)

Action Plans	Updates
Action Plan Status: Active **Action Plan:** 1. Develop application process for current and incoming students. This protocol will require the participation of students in multiple milestones established by the Pride Center. These requirements may look like 1) a mandatory counseling appointment to complete an educational plan, 2) attending one or two events/activities to enhance community building and a sense of belonging, 3) End of a semester community meeting to address obstacles faced impacting the completion of students' classes OR address what helped them to complete their semester successfully.	**Submission Date**: 12/16/2025

Unit Goals, Action Plans, and Updates

Action Plan Cycle: 2025 - 2026, 2024 - 2025, 2023 - 2024, 2022 - 2023	**Action Plan Update**: The Pride Center implemented a multi-milestone Pride Scholars application and participation protocol beginning Fall 2025. This protocol was designed to support student success holistically by integrating counseling, wellness, community building, and reflection into the student experience. The required milestones include: Mandatory Counseling Appointment (Educational Plan) Students complete an EdPlan with a counselor to support academic clarity and persistence. Wellness / Case Management Engagement Students participate in a wellness check-in or case management meeting to address personal, academic, or systemic barriers. Community Engagement Requirement Students attend one or more Pride Center events or student life activities to enhance belonging, peer connection, and visibility. End-of-Semester Reflection / Exit Interview Students participate in a group or individual reflection to identify challenges encountered during the semester or factors that supported their success. ---- Progress & Outcomes (Fall 2025) Overall New Student Applications: 80 Total Active Pride Scholars: 280 Milestone Completion Data (Unique Students): 1st Milestone – Educational Plan: 85 students 2nd Milestone – Wellness / Case Management: 51 students 3rd Milestone – Events / Student Life Engagement: 18 students 4th Milestone – Exit Interview / Reflection: 4 students ---- Assessment & Analysis Data from Fall 2025 indicates strong initial engagement at the first milestone, particularly with

Unit Goals, Action Plans, and Updates

Action Plans	Updates
	academic counseling and educational planning. Participation decreases at later milestones, suggesting barriers related to time, awareness, scheduling, or competing responsibilities. This trend highlights the importance of: Reducing friction between milestones Increasing clarity around expectations and benefits Embedding milestones more intentionally into existing student touchpoints Despite attrition across milestones, the data provides valuable insight into student engagement patterns and affirms the importance of structured, relationship-centered onboarding. **Update Year**: 2025 - 2026 **Action Plan Progress**: Barriers Encountered **Submission Date**: 01/02/2025

	Action Plan Update: The Pride Scholars program aims to support the academic journey of queer students by closing identified equity gaps. Following the EOPS program model, the program has four milestones dedicated to targeting the following researched-based needs: (1) counseling/guidance/case management, (2) community building/sense of belonging, (3) wellness check-in, (4) end of the semester check-in/student feedback. Completing these milestones provides students with bookstore financial assistance, food/transportation support, and school/self-care materials. In the fall of 2023, the Pride Scholars program started with 90 and ending spring 2024 with 116 mesa college queer students. Over 213 counseling appointments were provided during this academic year, 61 case management meetings were conducted, and over 50 students participated in two or more Pride Center events. 141 bookstore vouchers were provided to 141 students, translating to $21,150 in direct aid. In addition, 84 meal cards were provided to combat food insecurity, totaling $2,100. In the 2024-2025 academic year, the Pride Scholars program increased by 66% serving 193 queer students. This number may increase during the spring 2025 g due to its positive influence on students' educational journeys. This program highlights the diversity of realities and identities existing in the queer community. The program supports students who are in or use the following programs and subprograms: EOPS (NextUp, Borderless Scholars, Rising Scholars, STAR TRIO, CARE), CalWORKs, Puente, Umoja, Kapwa, AANAPISI, The Stand, DSPS, MESA Center, Veterans, Athletics, Honors, and Promise Program. In the fall 2024, 150 counseling appointments were provided, and over 30 students particpated in two or more events on campus. This academic year highlights an evident increase in student participation and guidance through counseling services. In addition, the Pride Scholars program supports a diverse group of students. Below is the breakdown of the identified identities students (N=193) disclose as they complete the program's application. the following students in t Gender Identity* Cisgender: 84 Transgender: 33 Non-Binary: 52 Genderfluid: 2 Bigender: 1 Unknown: ` Sexual Orientation*

Action Plans	Updates
	Gay or Lesbian: 76 Bisexual: 17 Pansexual: 40 Heterosexual: 1 Demisexual: 4 Omnisexual: 1 Asexual: 13 Aro-ace: 2 Queer: 3 Demiromantic: 1 Questioning: 10 Ethnicity Asian/East Asian/Southeast Asian: 10 African American/Black: 22 Latinx/Chicanx: 58 Middle Eastern: 1 Pacific Islander/Native Hawaiian: 2 Native American/Indigenous: 2 Samoan: 1 Aztec: 1 White or Caucasian: 44 Mixed Ethnicity/Race 52 Variables marked with a (*) are not mutually exclusive, and program participants may choose multiple options in their initial program application. **Update Year**: 2024 - 2025 **Action Plan Progress**: On Track **Submission Date**: 01/12/2024

	Action Plan Update: The Pride Center launched the Pride Scholars Program on fall 2023, a student services program dedicated to assist students through academic and personal support such as academic guidance, community-building opportunities, individual case management, and housing/food assistance. This program aligns with the Pride Center I AM BRAVE guiding values: Inclusion, Academic Excellence, Multiculturalism, Brave Space, Reflection & Resilience, Access, Visibility, and Equity. The Pride Scholars program has two enrollment requirements. One, students who apply self-identify as a member of the LGBTQIA+ community. Second, students must be enrolled in at least six units at Mesa College. Once admitted, Pride Scholars are invited to an orientation where they learn about the program's expectations and milestones. Four milestones are required by students, which are: 1) Attend at least one counseling appointment; 2) attend two Mesa College events; 3) Complete a mid-semester check in with a Pride Center team member; and 4) attend a group exit interview. For each milestone, an incentive is provided to students aiming to close equity gaps LGBTQIA+ students face in academic such as academic guidance, food insecurity, and other personal needs. Students receive a $150 bookstore card once they complete their required counseling appointment. Similarly, students receive a $25 meal card and a school supplies packet when they attend two events on campus. The third milestone supplies another $25 meal card. Lastly, pride scholars receive a self-care package to support them during finals when they attend the exit session where they provide insights on how their semester went and feedback for the program. This Fall 2023, 116 applications were received, and 92 students were accepted into the program. Eighty students have met with a Pride Center counselor to complete a comprehensive educational plan, edit their created educational plan, and explore on and off campus resources. -Pride Scholars completed educational plans: 98 Thirty students completed the attendance of two Mesa College events. The intention of this milestone is to support student exposure to resources and services on campus as they build new connections with other students. Fifty students completed a mid-semester check-in. This meeting is intended to supply intentional case management, that is, connecting students to academic and non-academic resources to support their educational journey at Mesa College. For example, several students were encouraged to take part in the honors program on campus, others related to the local LGBTQIA+ center to receive gender affirming services, etc.

	24 students have attended the final exit session milestone. This milestone is designed to learn from Pride Scholars how their semester was, what supported their success, or what affected the completion of their goals. As a group, student dialogue about ways their future semester could be better. Similarly, this milestone is an opportunity for students to share feedback about the program such as the current services and other aid the program should provide. Pride Scholars Students' Feedback The Pride Scholars fourth milestones service as an opportunity for programming improvement and learning students' needs. The following statements have been shared by students after completing their first semester as Pride Scholars. What are your highlights of this fall semester? -I became ICC president. -Very close to maintaining all A's in my classes. -I became GSA VP and got closer to some friends with out of school activities -Being on campus, getting to experience everything it has to offer, especially the Pride Center. -Being able to work on campus and better my educational path. -Graduating. -I passed all my classes. -The clothing store and study session were great. I like the events. -I was able to submit my transfer applications. -Maintaining good grades throughout the semester, as well as being instructed to a lot of Mesa's resources. What were the challenges you faced this semester? -Medical conditions.

	-Financial aid. -Grades -Taking 22 units. -Housing insecurity. -Balance of work and school while commuting to Mexico everyday was very taxing. -Struggling with mental health -External factors (politics, family issues) -Procrastination -Lack of knowledge of resources before starting the semester. How did you benefit from the Pride Scholars program? -A lot of educational growth like communication and how to socialize with other LGBTQIA+ students. -I benefited from the Pride Scholar program because it gave me confidence to be myself. I felt safe on campus knowing that there was a club that represented the LGBTQIA+ community. -The extra financial aid helped me so much throughout the semester. I am very thankful for it. -Having resources at the top of my fingers and being able to be supported. -I was able to get additional resources to help ease and navigate my educational journey. -I was able to get the textbooks I needed for my classes. -I was able to pay for a very important book I did not have the money for. I am grateful for that. -Connecting with peers.

	-Having people that supported me and gave me a space to talk. -Learning about resources available to me as weel as feeling like I was in a place where I was accepted. -Great counselors. If the program did not help you, what resources/services do you recommend to improve our Pride Scholars program? -More group events -More advertising over the Z buildings. -More group and community building events geared towards the scholars -A mentor program and more external resources to provide to students. -Personal mentoring What would you like to see in the Pride Scholars program in future semesters? -Fieldtrips, giveaways, fundraisers, movie nights -Fundraisers would be cool and off campus events. -More opportunities to earn Food Cards and other financial help. -Further opportunities to get meal cards. -I believe the scholars program needs more of a sense of community. I do not know any of the other scholars. -More events to make our community stronger. -Ways to connect with peers in pride scholars. -More community events for the program.

Action Plans	Updates
	-Much more food, community events. These students' insights exemplify the way they have felt supported as a Pride Scholar. This also reflects the additional services and practices the Pride Scholars need to implement to continue supporting students in ways that matter. This feedback will be acknowledged and practiced improving the services provided in upcoming semesters. **Update Year**: 2023 - 2024 **Action Plan Progress**: On Track

Student Success and Retention

Unit Goal: Goal 2: Offer and develop services that target LGBTQIA+ student success and retention by enhancing a sense of belonging.

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. (✓)
- **Scholarship - Objective 2:** Evaluate and improve Diversity, Equity, and Inclusion practice in classroom environments, campus activities, departments, schools, and administrative units (✓)

Action Plans	Updates
Action Plan Status: Active	**Submission Date**: 12/16/2025

Unit Goals, Action Plans, and Updates

Action Plan: 1. Semester assessment of students' experiences on what worked and did not work during their academic journey. 2. Student participation in Pride Center activities and events. **Action Plan Cycle:** 2025 - 2026, 2024 - 2025, 2023 - 2024, 2022 - 2023	**Action Plan Update**: The Pride Center conducts an end-of-semester assessment using multiple measures to evaluate student experiences and engagement. These measures include: Pride Scholars Exit Survey, which captures student reflections on what supported or hindered their academic journey. Pride Center usage data, collected through SARS tracking, documenting student engagement by visit purpose (e.g., study space, counseling/advising, food access, social engagement, workshops/events, case management). This mixed-methods approach allows the Pride Center to center student voice while also identifying patterns of service utilization. --- Findings: Student Experience (Qualitative Assessment) Student responses from the Pride Scholars Exit Survey consistently highlight the Pride Center as a critical site of academic, emotional, and social support. Major themes include: Academic Support & Counseling Students frequently identified counseling appointments and educational planning as essential to reducing stress, clarifying academic pathways, and maintaining enrollment. Many students described counseling as nonjudgmental and affirming, particularly when navigating degree changes, heavy course loads, or transitions beyond Mesa College Sense of Belonging & Safe Space A dominant theme across responses was the Pride Center's role as a safe, welcoming environment where students could "be themselves," decompress between classes, and feel seen. Students repeatedly described the Pride Center as a place associated with calm, connection, and emotional safety, especially during periods of burnout, housing instability, grief, or mental health challenges. Basic Needs & Financial Support Students emphasized the impact of book grants, meal cards, snacks, and emergency supports in helping them remain enrolled and focused on coursework. These supports were often framed as essential during periods of financial strain or employment instability Community & Engagement Opportunities Events, workshops, and informal gatherings were frequently named as highlights of the semester. Students expressed appreciation for opportunities to connect with peers and requested more interactive, low-pressure community-building activities (e.g., study jams, social

Action Plans	Updates
	events, casual gatherings) ------- Findings: Pride Center Engagement (Quantitative Assessment) Pride Center usage data demonstrates sustained and multifaceted student engagement throughout the semester. Between August 1, 2025 and December 16, 2025, the Pride Center recorded 1,391 total student visits across all service categories. High-frequency visit purposes included: - Study space usage, indicating the Pride Center's role as an academic support environment - Social engagement, reflecting the importance of community-building and peer connection - Counseling/advising and case management, aligning with students' reported reliance on holistic support services - Food, snacks, and basic needs access, reinforcing the Center's role in addressing material barriers - Workshops, events, and Pride Scholars–specific engagement, demonstrating active participation in co-curricular learning and identity-affirming programming. The breadth of visit purposes confirms that students utilize the Pride Center not only for programming, but as a consistent hub for academic persistence, wellness, and belonging. ---- Assessment & Impact Together, student feedback and usage data indicate that the Pride Center's integrated model—combining academic support, basic needs, counseling access, and community engagement—directly contributes to student persistence and well-being. The data also reveals that students engage more frequently in informal, accessible supports (study space, food, social connection), suggesting these services function as key entry points to deeper engagement. **Update Year**: 2025 - 2026

Unit Goals, Action Plans, and Updates

Action Plans	Updates
	Action Plan Progress: On Track **Submission Date**: 01/02/2025

	Action Plan Update: During the Fall 2024 semester, the Pride Center provided counseling services, events, food assistance, and gender affirming clothing assistance. The following information is a breakdown of how many students utilized each service during the Fall 2024 semester. Counseling services are provided at the Pride Center. Each session can encompass one reason or many. For example, students can meet with a counselor to discuss their educational plan, find community resources, and transfer counseling assistance. The total of these appointments were completed by Pride Scholars as well non-Pride Scholars students. The breakdown of appointments provided is below: Overall Counseling Appointments: 160 Career Advising: 4 Community Resources: 4 Counseling Advising: 105 Educational Plan: 86 Financial Support: 3 Mental Health: 5 Transfer: 5 Transportation Assistance: 1 Wellness/Personal: 39 FALL 2024 STUDENT EXPERIENCES At the end of the fall semester, students have an opportunity to express with the Pride Center how their semester went for students. The following themes were identified by 27 responses from Pride Scholars students: Academic Achievement --Completing classes --Getting good grades (e.g., all A's, passing classes)

	--Taking major-related courses --Learning challenging content (e.g., Java coding) --Successfully balancing academics and other commitments Social Connections and Relationships --Making new friends and strengthening existing friendships --Participating in student clubs and organizations (e.g., Pride Scholars, Kapwa, interior design club) --Building a supportive campus network Campus Events and Activities --Attending campus events (e.g., Queersgiving, club-hosted events) --Enjoying special opportunities (e.g., Geology field trips, ornament-making) Support Systems and Resources --Benefiting from academic support programs (e.g., Pride Scholars, support for part-time students) --Grateful for campus resources and services Career and Future Planning --Working on transfer applications --Building a plan for future goals --Gaining experience through campus jobs or tutoring Personal Growth and Gratitude --Balancing responsibilities (e.g., college schedule, work, personal life) --Being grateful for opportunities and support systems Cultural and Community Engagement --Joining identity-based programs and organizations (e.g., Pride Scholars, Students for Justice in Palestine) --Attending culturally significant events (e.g., Queersgiving) These responses reflect how student participation in Pride Center events, campus services and programs, and counseling services aid in students' academic experience, thus influencing their sense of belonging Ing and academic persistence. PRIDE CENTER EVENTS During the fall 2024 semester, the Pride Center hosted 32 events. These events highlighted themes such as mental health, intersectionality of identities (e.g., race and gender identity),

	physical wellness, community building, and academic related topics. Below is the list of events with the total number of attendees: August --Pride Center Open Haus: 20 --Positivi-Tea Time: 28 --HIV Mobile Testing: Pending September: --GSA Club First Meeting: 21 --HIV Mobile Testing: Pending --Positivi-Tea Time: 15 --Honors Program Orientation: 7 --Uplifting Latine Queer Voices: 19 October -- GSA Club Meeting: 13 --UC/CSU Transfer Workshop: 9 --Positivi-tea Workshop: 26 --HIV Mobile Testing: Pending --AFT Celebrates Coming Out Day: 15 --Safe Zone Training: 4 --San Diego Gay Bar History: 7 --You Are Study Abroad, Going Abroad: 6 --Using Queer Epistemologies to Explore Equity and Justice: 9 --CA Policy and LGBTQIA+ Community: 30 --Guide to Graduate Workshop: 7 --GSA Costume Contest: 27 November --Positivi-Tea Time: Support Group: 17 --Red Cross Blood Drive: Pending --Weaving: Engaging Community Through the Power of 2Spirit, Indigenous Queer Stories: 23 --The Power and Beauty in Chosen Names: 9 --Pride in Service: 13 --Trans Day of Remembrance: 4 --HIV Mobile Testing: Pending --QueersGiving: 50 December

Unit Goals, Action Plans, and Updates

Action Plans	Updates
	--Positivi-Tea Time: 16 --Haus of Study: 17 --HIV Mobile Testing: Pending --Pride Scholars End of the Year Mixer: 18 These events were created from student feedback provided in the spring 2024 semester. The numbers demonstrate high attendance from students and their participation to building community as they also explore resources on and off campus. **Update Year**: 2024 - 2025 **Action Plan Progress**: On Track **Submission Date**: 01/12/2024

	Action Plan Update: During the Fall 2023 semester, the Pride Center provided counseling services, events, food assistance, and gender affirming clothing assistance. The following information is a breakdown of how many students utilized each service during the Fall 2023 semester. Counseling services are provided at the Pride Center. Each session can encompass one reason or many. For example, students can meet with a counselor to discuss their educational plan, find community resources, and transfer counseling assistance. The breakdown of appointments provided is below: Overall Counseling Appointments: 150 Career Advising: 4 Community Resources: 12 Counseling Advising: 71 Educational Plan: 67 Financial Support: 3 Food Services: 2 Mental Health: 5 Outreach: 1 Pride Scholars: 98 Transfer: 6 Transportation Assistance: 1 Wellness/Personal: 41 The Pride Center hosted many events and activities during the semester. Below is the breakdown of attendees for each event such as Safe Zone Trainings, Mobile HIV testing, and more.

Unit Goals, Action Plans, and Updates

Action Plans	Updates
	Safe Zone Trained People: 52 HIV Testing: 81 Gender and Sexuality Club Meetings: 20 Gender Affirming Clothing Service: 50 Food Pantry/Snacks: 300 Study at the Pride Center: 400 Events/Activities: 74 **Update Year**: 2023 - 2024 **Action Plan Progress**: On Track **Submission Date**: 01/12/2024

Action Plans	Updates
	Action Plan Update: Creating sense of belonging – Fall 2023 On June 7th, 2023, Mesa College celebrated the first Pride Flag-raising ceremony. This monumental celebration provided a brief explanation of the value and colors of the Pride Flag. The Mesa College campus community participated in attendance to show their allyship to our LGBTQIA+ community. As an annual celebration, the pride flag raises a representation of the visibility and awareness supporting LGBTQIA+ students' belongingness. This celebration was hosted as part of Pride Month, where other activities such as safe zone training, pride flags 101, gender expression, meditation, and dance workshops. October is LGBTQIA+ History Month. The Pride Center hosted eight workshops during the month to recognize and celebrate with the greater campus community. For example, a whacking master class, coming out healing circle, and gender affirmation care workshops were hosted to increase community building and awareness. A clothing swap was introduced during this month to assist students in getting free clothing supporting their gender expression. A film screening was presented to learn about identity, diversity, equity, and inclusion by a transgender activist. To conclude, the pride center hosted free HIV testing, created a Day of the Death altar, and a costume contest with students for Halloween. To conclude, the Pride Center hosted a free HIV testing available to the faculty, staff, and students. New Gender Affirming Clothing Service The Pride Center introduced a new service to help students with their gender expression and affirmation. The gender-affirming clothing service is free to students who need clothing aligning with their gender identity. This support service supports students' sense of belonging, positive messages for inclusivity, and gender expression. 50 students utilized the gender affirming clothing services during the fall 2023 semester. **Update Year**: 2023 - 2024 **Action Plan Progress**: On Track

Knowledge and Practice Expansion

Unit Goal: Goal 3: Expanding Mesa College knowledge and practices to assist LGBTQIA+ students, faculty, and classified staff. Target the dominant culture of traditional institutional practices that favor hetero-gendered norms.

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:

- **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 (✓)

Action Plans	Updates
Action Plan Status: Active **Action Plan:** 1. Expanding Safe Zone training topics by having a Canvas Shell for self-paced learning available for students, faculty, classified staff, and administrators. 2. Promote and expand visibility to other social groups within the LGBTQIA+ community by developing new trainings. For example, these trainings can support the visibility of the Transgender, Non-Binary, and Gender nonconforming communities. **Action Plan Cycle:** 2025 - 2026, 2024 - 2025, 2023 - 2024, 2022 - 2023	**Submission Date**: 12/16/2025

	Action Plan Update: During the Fall semester, the Pride Center facilitated a wide range of educational, cultural, and wellness-based programming designed to build LGBTQIA+ competency across campus. Programming intentionally reached students, faculty, classified professionals, and campus partners through workshops, community events, outreach efforts, and professional development. Key strategies included: LGBTQIA+ health and wellness education Identity-affirming cultural programming Academic and transfer-related workshops Professional development and allyship training Community and district-level partnerships ---- Programming Highlights & Engagement Evidence August – Orientation & Visibility: - Pride Center Open House & Welcome Week tabling - Pride Scholars Learning Cohort Orientation These efforts positioned the Pride Center as a visible and accessible resource early in the semester for students and employees. September – Community Building & Wellness - Positivi-Tea: Vision Board Making - CHIP HIV Testing - Sip & Paint: Asexuality Awareness - Pride Scholars Learning Cohort and Mentor Orientations - Latine Bienvenida & Black Student outreach Programming emphasized wellness, peer connection, and intersectional identity support. October – Education & Professional Learning -Safe Zone Training: LGBTQIA+ Allyship -Transfer Workshop with TCE & Counseling -Webinar Watch Party: Name & Gender Change Support

Unit Goals, Action Plans, and Updates

Action Plans	Updates
	-Queer Geographies - Documentary screenings and faculty collaborations This month demonstrated strong demand for structured learning spaces that expand LGBTQIA+ knowledge across academic and professional roles. November & December – Sustained Learning & District Reach -Trans Day of Remembrance -Community partnership meetings (ElementQ) -Safe Zone Training for SDCCD Police (district-wide) -Pharmacology Careers Presentation -Pride Scholars mixers and study spaces These efforts extended LGBTQIA+ knowledge beyond student services into safety, career pathways, and district operations. **Update Year**: 2025 - 2026 **Action Plan Progress**: On Track
	Submission Date: 01/12/2024

Unit Goals, Action Plans, and Updates

Action Plans	Updates
	Action Plan Update: Pride Center Counselor Coordinator During the Spring 2023 semester, the Pride Center Adjunct Counselor Coordinator and the Dean of Student Success and Equity completed a resource request for the faculty hiring prioritization recommendations. If approved, this recommendation would support the opening of a full time Pride Center Counselor Coordinator position funded through general funds. Based on need factors, the full time Pride Center Counselor Coordinator was approved. This position is scheduled to be posted during the Fall 2023 semester, with an expected start date in the Spring 2024 semester. This faculty position will support direct, develop, implement, and evaluate the services of the Pride Center. This position would also provide academic, career, and personal counseling to lesbian, gay, bisexual, transgender, queer, questioning, intersex, asexual (LGBTQIA+) students. In addition to the counseling service, students can access specialized workshops, a computer lab, school supplies, Safe Zone Ally Training, leadership opportunities, on and off campus resources. SDCCD LGBTQIA+ Leads Partnerships The new CCCCO one-time fund grants all 116 community colleges the opportunity to elevate the assistance for the LGBTQIA+ community on their campus. The SDCCD district houses three credit institutions and one non-credit. The SDCCD LGBTQIA+ leads initiated monthly meetings to support one another with ideas, partnerships, and conjoint celebrations such as Pride Month, LGBTQIA+ History Month, and Graduation celebrations. These monthly meetings aim to provide better support services for all in the SDCCD. **Update Year**: 2023 - 2024 **Action Plan Progress**: On Track
Action Plan Status: Active	**Submission Date**: 12/16/2025

Unit Goals, Action Plans, and Updates

Action Plan: Increase campus-wide awareness of LGBTQIA+ culture, issues, and joy. In 2024, more than 500 legislative bills continue to target the queer community in the United States. These legislative bills impact queer members in many areas, including healthcare, civil rights, public accommodations, and education. The new 2025 presidential leadership has expressed the implementation of additional measures neglecting the rights of trans and non-binary members. This increasing awareness of these legislative bills on our Mesa College campus is critical to ensure a supportive, equitable, and social justice environment for our LGBTQIA+ members and those who can be directly/indirectly impacted. Actions to increase awareness of the LGBTQIA+ community: --Increase Safe Zone Trainings and adapt them with important information that aligns with the current state and country-wide sociopolitical climate. --Increase collaboration with other departments on campus to highlight the intersection of queerness and race, identity-based programs, and other academic resources. --Work with local organizations to stay updated on resources and information that could impact the LGBTQIA+ community at Mesa College. --Provide more mental health/wellness spaces for Mesa College LGBTQIA+ community members to find community, process the current situation, and share other community resources. ACTIONS TAKEN IN FALL 2024 --Second annual Pride Flag raising at Mesa College. --Celebrated LGBTQIA+ History Month in October, where resources, queer culture, and advocacy information were shared with Mesa's community. --Participated in the Latine and Indigenous/Native	**Action Plan Update**: The Pride Center curated programming that directly addressed how traditional institutional practices marginalize LGBTQIA+ communities. Events were designed to expose, question, and reimagine norms related to gender, identity, documentation, curriculum, and campus culture. This work moved beyond awareness and toward institutional critique and transformation. ----- Institutional Disruption & Cultural Interventions: Name and Gender Change Support Webinar Addressed barriers within institutional systems related to legal names, records, and gender markers. Safe Zone Trainings (Campus & District-Wide) Challenged binary thinking and heteronormative assumptions embedded in professional practice, including campus safety and law enforcement. Queer Geographies & Documentary Screenings Centered LGBTQIA+ histories, spatial justice, and erased narratives within educational contexts. Trans Day of Remembrance Created space for collective accountability, mourning, and resistance, countering institutional silence around anti-trans violence. Intersectional Programming Events such as Latine Heritage Month Pride films, Indigenous partnerships, and asexuality awareness challenged monolithic LGBTQIA+ narratives and emphasized intersectionality. These efforts disrupted normative assumptions about gender, sexuality, and belonging within Mesa College spaces. By naming and addressing hetero-gendered norms directly, the Pride Center contributed to shifts in language, practice, and awareness across departments and professional roles. --------- Next Steps for Action Expand department-specific Safe Zone and inclusion trainings Collaborate with institutional leadership to review gendered policies and practices

Unit Goals, Action Plans, and Updates

Action Plans	Updates
American Heritage Months celebration to highlight intersectionality. --Provided a healing circle to students after the elections, emailing all students who use our Pride Center and those who have signed up for the Pride Center newsletter. --Mesa College President and SDCCD Chancellor expressed their support and stand after the election, sharing how leadership will work to support our queer community members. **Action Plan Cycle:** 2025 - 2026, 2024 - 2025	Increase integration of LGBTQIA+ perspectives into curriculum and professional development Continue using program data to identify gaps and opportunities for institutional change **Update Year**: 2025 - 2026 **Action Plan Progress**: On Track