

2022-23 Program Review Template

Directions for Lead Writers: Please use this template to complete your Unit’s Program Review for this cycle. After you complete this template, please click [here](#) to upload this word document.

Click [here](#) to view our Glossary of Terms.

Other Resources:

[Program Review Handbook](#)

[Acronym Dictionary](#)

[Resource Link Library](#)

[Mesa 2030](#)

[Program Review Archives](#)

DEI Discussions: as part of your reflection with your unit, a workgroup has developed a Diversity, Equity, Inclusion, and Accessibility Discussion Guide. Please use this in your unit-level discussions as we move toward becoming more diverse, equitable, inclusive, and accessible through intentional and ongoing campus-wide reflections and revisions of policies and practices.

View the guide [here](#). Have reflections or feedback to share? Click [here](#).

<i>Program Information & Executive Summary</i>		
Prompt	Guidance	Program Response
Describe the successes and challenges your unit has faced since the last comprehensive review.		<p>Successes</p> <p>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.</p>

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:

1. Counseling services
2. Workshops/Event
3. GSA Meeting
4. Community Resources
5. Study Hours
6. Safe Zone Training
7. Rest/Relax
8. 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+

		<p>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.</p> <p>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:</p> <ul style="list-style-type: none">• Trauma-informed and Gender affirming Academic, Career, and Personal Counseling Services• 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,
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		<p>Coming Out Day, Pride Month, etc. to build community at Mesa College.</p> <ul style="list-style-type: none"> • 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. <p><i>Student Participation</i></p> <p>Since the Pride Center services started (even before the Pride Center was opened) the following students have participated in the following services:</p> <ul style="list-style-type: none"> • Events/Activities: 177 students • Counseling Services: 45 students • Food/Snacks: 26 students • Relax/Build community: 154 students <p><i>Professional Development</i></p> <p>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.</p> <ul style="list-style-type: none"> • People Trained: 23 <p>Additionally, the Pride Center has and will continue to share valuable resources for the campus community to learn ways to foster</p>
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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

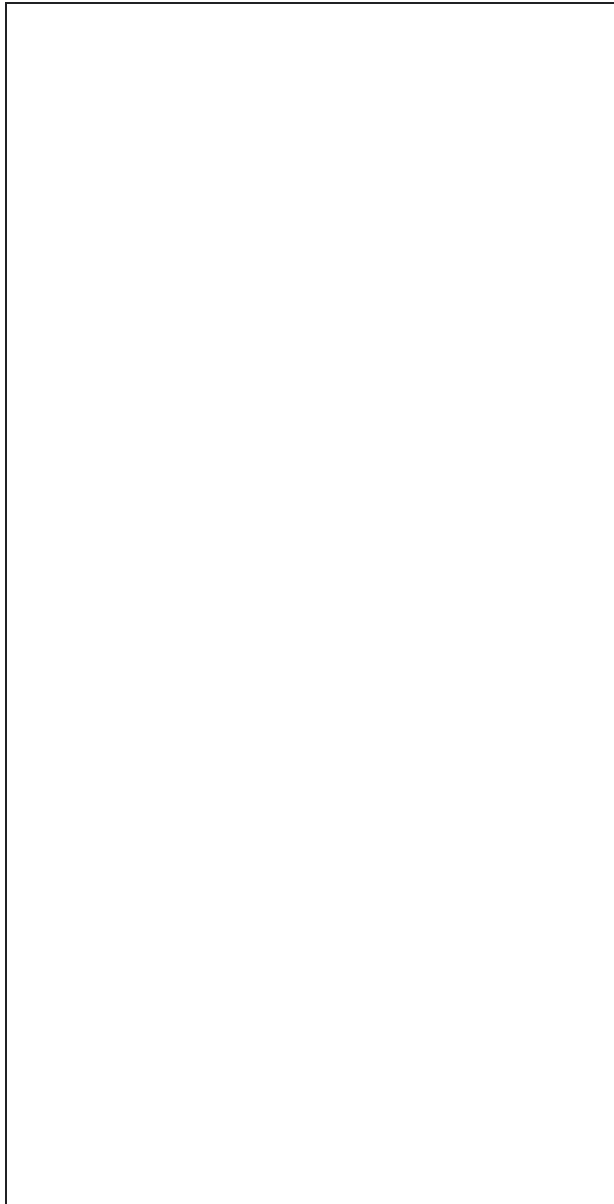
The Pride Center is currently funded by a one-time allocation of \$134,737 to use over 5 years from 2022-2027, primarily supporting operating expenses and services to students. This puts the Pride Center in uncertainty if more funds are available to continue the expense to assist students through services, 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

		<p>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.</p> <p>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.</p> <p>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.</p>
<p>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.</p>	<p>Optional</p>	
<p>If applicable, describe the impact of any new resources (human, fiscal, etc.) on the unit and/or action plan implementation.</p>	<p>Optional</p>	<p>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.</p>
<p>Please confirm that the department has reviewed the Course Learning Outcomes listed in CurricuNet for each</p>	<p>Select One</p>	<p><input type="checkbox"/> Reviewed and accurate <input type="checkbox"/> Reviewed not accurate, update in progress <input type="checkbox"/> Reviewed not accurate, need support</p>

course and verify accuracy.		
Data Reflection		
Prompt	Guidance	Program Response
Describe the trends you see in your program/service area's data.	<p>Instructional Data you may consider: enrollment trends, course & program learning outcomes, Institutional Learning Outcomes, course success and retention rates, degree completion, transfer, employment, labor market analysis, other data relevant to your unit's work</p> <p>Service/Admin Area Data you may consider - service usage, service access, demand for services, student service/administrative unit outcomes, types of services offered and used, headcount of services usage, trends in reason for service use, other data relevant to your unit's work</p>	<p>Service Usage and Demand</p> <ul style="list-style-type: none"> • 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. <ul style="list-style-type: none"> ○ Rainbow Eat & Greet – recorded 85 attendees ○ 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 you see in these data. Are there differences and/or patterns

Equity gaps refer to disparities in educational outcomes and student success metrics across race/ethnicity, socioeconomic status, gender, and

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

<p>observed by demographics (e.g. race/ethnicity, gender, age, etc.)?</p>	<p>other demographic traits and intersectionalities.</p>	<p>retention and, thus, implement programming to close possible equity gaps.</p> <p>Data Collected from the Research Department:</p> <p>LGBTQIA+ Student Enrollment – Spring 2022</p> <ul style="list-style-type: none"> • Transgender – 80 students • Bisexual – 437 • Gay or Lesbian – 243 • Non-Binary – 49 • Other – 99 • Total: 908 <p>Transgender and Non-Binary – Summer 2019 to Spring 2022</p> <p>Transgender by Ethnicity</p> <ul style="list-style-type: none"> • African American – 7 students • Asian – 44 students • Latinx/e - 74 students • Multi-ethnic – 34 students • Native American – 3 students • Pacific Islander – 2 students • White – 112 students • Unknown – 1 • Total: 277 students <p>Non-binary by Ethnicity</p> <ul style="list-style-type: none"> • 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
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<p>Describe the discussion(s) that took place about the unit's learning outcomes assessment data.</p>	<p>Department Outcomes Coordinators (DOCs) facilitate a department wide discussion on learning outcomes data each year during "Outcomes Across Campus". DOC's may helpful in supporting this section.</p>	<p>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.</p> <p>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.</p> <p>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.</p>
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Practice Reflection

Prompt	Guidance	Program Response
<p>Describe current practices your unit has engaged in that you believe impact the above data trends and equity gaps.</p>	<p>Items to consider: new actions specifically focused on issues of equity, major curricular changes, professional learning, policy or process changes, data-informed unit dialogue, community outreach.</p>	<p>Below are some the actions the Pride Center has taken to closing equity gaps for our LGBTQIA+ students:</p> <ul style="list-style-type: none"> - 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

		<p>LGBTQIA+ students that use the Pride Center.</p> <ul style="list-style-type: none"> - 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?	Items to consider: legislative changes, fiscal changes, staffing changes, recruitment, hiring, and retention practices.	<p>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.</p> <p>Having the Pride Center team working part-time influences the practices to recruit students and develop equity-minded retention practices.</p>
<i>Unit Goals and Action Plans</i>		
Prompt	Guidance	Program Response
Unit Goals	Goals should connect to Data and Practice Reflections. Goals should be Specific, Measurable, Attainable, Relevant, and Time-bound.	<p>Goal 1: Develop a new application process to track student information about who uses the Pride Center services.</p> <p>Goal 2: Offer and develop services that target LGBTQIA+ student success and retention by enhancing a sense of belonging.</p> <p>Goal 3: Expanding Mesa College knowledge and practices to assist LGBTQIA+ students, faculty, and classified staff.</p>
Mesa2030 Roadmap Strategic Objective (SO) Alignment	Review Mesa2030 and the Roadmap to Mesa2030 , only link to SO's that your goal clearly and intentionally is meant to contribute to, each	<p>Goal 1: Develop a new application process to track student information about who uses the Pride Center services.</p> <p>SO: Community Develop activities, spaces, and programs</p>

	<p>goal should link to 1 or more SOs</p>	<p>that support a sense of belonging with a focus on antiracism, historically minoritized groups*, and inclusion SO: Scholarship Evaluate and improve Diversity, Equity, and Inclusion practices in classroom environments, campus activities, departments, schools, and administrative units.</p> <p>Goal 2: Offer and develop services that target LGBTQIA+ student success and retention by enhancing a sense of belonging. SO: Community Develop activities, spaces, and programs that support a sense of belonging with a focus on antiracism, historically minoritized groups*, and inclusion. SO: Scholarship Evaluate and improve Diversity, Equity, and Inclusion practices in classroom environments, campus activities, departments, schools, and administrative units.</p> <p>Goal 3: Target the dominant culture of traditional institutional practices that favor hetero-gendered norms. SO: Community Remove barriers to equitable participation by developing, incentivizing and creating structures for all employees to engage in and design professional learning. SO: Community Build a culture of communication that is evidence based, race conscious, institutionally focused, systemically aware, and equity advancing.</p>
<p>Identify specific actions your program/service area will engage in to accomplish this goal.</p>	<p>Examples may include: policy or practice changes, unit initiatives, curricular changes, etc.</p>	<p>Goal 1 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.</p> <p>Goal 2: Offer and develop services that target LGBTQIA+ student success and retention by enhancing a sense of belonging. 1. Semester assessment of students' experiences on what worked and did not work during their academic journey.</p>

		<p>2. Participation of students using the Pride Center through the new program requirements to learn from them</p> <p>Goal 3</p> <p>1. Expanding Safe Zone training topics by having a Canvas Shell for self-paced learning available for students, faculty, classified staff, and administrators.</p> <p>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.</p>
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Does this Action Plan require resources	if yes, complete resource request form	<input type="checkbox"/> Yes <input type="checkbox"/> No
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Lead Writer and Manager Information

Lead writer Name(s)	Lucio Lira
Name of Program/Unit	Pride Center
Manager Name	Leticia Diaz, Acting Dean of Student Success & Equity
Submission Date of Program Review Draft to Manager for feedback	5/17/23
Submission Date of Program Review Final Draft to Office of Institutional Effectiveness	5/22/23