

SAN DIEGO
MESA COLLEGE



Program Review

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

Leadership - Dean, Student Success and Equity

Executive Summary

Describe the successes and challenges your unit has faced since the last comprehensive review.

Successes:

- Through equity-minded practices and a strengths-based understanding of our students, Student Success and Equity supports the college in closing equity gaps historically experienced by many of our students. The office accomplishes this through direct support to students, by supporting campus programs and activities, and by continuing to inquire into practices as researchers and change agents.
- The School of Student Success and Equity plays a unique role in creating and supporting innovative programs and activities meant to move the equity needle and create institutional change.
- The collaborative effort across the School of SSE to support student success, for example; faculty within DSPE and EOPS have facilitated workshops to support campus wide programs such as Cruise and Jumpstart Your Success.
- Collaboration with community and public institutions to support program growth and services to students including: San Diego Continuing Education, the County of San Diego Health and Human Services' contractors, ResCare and PCG, San (Public Consulting Group, Feeding San Diego, San Diego Food Bank, California Community College Foundation, CalCoast Credit Union, etc
- Implemented and/or expanded services to affinity groups. Creating Inclusive Spaces – Foster a campus environment to raise awareness and develop a sense of community for marginalized groups. Mesa will prioritize addressing racial inequities over discomfort through creating and supporting inclusive spaces.
- Partner with schools and departments to cultivate intentional, institutional, transformational programs and services that serve Mesa's disproportionately impacted student populations as stated in Mesa's Student Equity Plan who are students that identify as Black, Latinx, and Asian Pacific Islander. An intentional focus on race and integrate our planning with initiatives across the campus that are designed to improve outcomes for our marginalized students.
- Work towards increasing the institutional scope of addressing racial inequities. Dismantling institutional barriers while intensifying our resolve to achieve racial equity in outcomes for our students of color. The campus has begun efforts to work towards promoting Black, Latino/a, and APIA student success. By creating opportunities and increasing access to minoritized groups (as opposed to all students), we hope to specifically point to the student groups that face larger disparities, including racially minoritized and low-income students.
- Focusing efforts on addressing the challenges students face by addressing financial barriers, food insecurities, housing insecurities, and safety, all while providing culturally relevant systems and programs. The continued growth and expansion of our basic needs supports to our students has been exceptional, we have secured a larger space that will allow for the continued growth of supportive services to students to include supports to counteract food and housing insecurity, build community, and provide a resource place for student success. For instance, currently in the process of establishing the Fresh Success Program to launch in Fall 2023, Fresh Success supports students that receive CalFresh gain education and training that will lead to better employment and a path to economic self-sufficiency.
- Collaborate with different departments and constituencies across campus to develop, implement, and evaluate personal, professional, and academic related equity minded strategic opportunities for students and employees.
- Support the College's enrollment management efforts to by providing registration open labs, communication to students, tailored support to student at risk of being dropped such personalized phone calls and emails.
- Conduct equity-minded and student-centered presentations and facilitate courageous dialogue that include and are not limited to New Faculty Institute, Classified Senate, New Classified Institute, Classi-Con, Outreach Ambassador and Peer Navigator trainings.
- Partner with the LOFT to provide professional learning opportunities aimed at addressing equity minded
- teaching and learning strategies
- HEERF, Outreach and Retention Funds, and COVID 19 Block Grant funds have provided significant support in

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offering a plethora of support for students to access, stay connected, and complete their goals throughout their time at Mesa College.

- Transitioned leadership as Larry Maxey moved on to the role of the Vice President of Student Services, Leticia Diaz has transitioned Acting Dean of Student Success and Equity.

Challenges:

- The campus continues to transition back from the pandemic and determining ways to better serve our students. The pandemic exacerbated racial inequities that impeded equitable outcomes for marginalized students. Many students experienced greater racial, social, and health inequities due to the pandemic. As a result, we are determined to rebuilding community and a sense of belonging. We also want to ensure the comprehensive support system provided to students is effectively delivered as we pivot and tailor the way that courses and services are offered to students online/remote vs in person. We also consider influencing factors such as inflation, cost of living, employment opportunities, etc.

If applicable, describe any major curricular or service changes your unit has engaged in and the impact of those changes since the last comprehensive review.

- Foster a campus environment to raise awareness and develop a sense of community for marginalized groups. Student Services will prioritize addressing racial inequities over discomfort through the creation and support of inclusive spaces such as Black Leadership Fellows, Rite of Passage, Avanza Engagement Center, Borderless Scholars, Latinx Alliance, Amplify the voices and stories of Asian American students and leaders, and opened the Pride Center.

If applicable, describe the impact of any new resources (human, fiscal, etc) on the unit and/or action plan implementation.

N/A

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

Related Documents for Charts and Graphs

Executive Summary Complete

Yes

Data Reflection

Trends observed in program/service area's data.

- The campus continues to transition back from the pandemic and determining ways to better serve our students. The pandemic exacerbated racial inequities that impeded equitable outcomes for marginalized students. Many students experienced greater racial, social, and health inequities due to the pandemic. As a result, we are determined to rebuilding community and a sense of belonging. We also want to ensure the comprehensive support system provided to students as we pivot and tailor the way that courses and services are offered to students (online/remote vs in person). We also consider influencing factors such as inflation and cost of living.

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

As a college we are committed to eliminating disproportionate impact. The equity gaps below are aligned with the San Diego Mesa College Student Equity Plan:

Successful Enrollment

Black or African American

- 1-year outcome: Increase Black or African-American sense of belonging measured using survey data

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- 2-year outcome: Increase Black or African-American sense of belonging measured using survey data
- 3-year outcome: Increase Black or African-American enrollment by 5%

Native Hawaiian or other Pacific Islander

- 1-year outcome: Increase Pacific Islander sense of belonging measured using survey data
- 2-year outcome: Increase Pacific Islander sense of belonging measured using survey data
- 3-year outcome: Increase Pacific Islander enrollment by 5%

Completed Transfer-Level Math & English

Black or African American

- 1-year outcome: Increase Black or African-American sense of belonging measured using survey data
- 2-year outcome: Increase Black or African-American sense of belonging measured using survey data
- 3-year outcome: Increase Completion of Transfer Level Math & English for Black or African-American by 5%

Hispanic or Latino

- 1-year outcome: Increase Sense of Belonging for Latino/a/x measured using survey data
- 2-year outcome: Increase Sense of Belonging for Latino/a/x measured using survey data
- 3-year outcome: Increase Completion of Transfer Level Math & English for Hispanic or Latino a/x by 5%

Native Hawaiian or other Pacific Islander

- 1-year outcome: Increase Sense of Belonging for Pacific Islander measured using survey data
- 2-year outcome: Increase Sense of Belonging for Pacific Islander measured using survey data
- 3-year outcome: Increase Completion of Transfer Level Math & English for Native Hawaiian or Pacific Islander by 5%

Persistence: First Primary Term to Secondary Term

Black or African American

- 1-year outcome: Increase sense of belonging for Black or African American measured using survey data
- 2-year outcome: Increase sense of belonging for Black or African American measured using survey data
- 3-year outcome: Improve Black or African American retention from primary term to secondary term by 5%

Hispanic or Latino

- 1-year outcome: Increase sense of belonging for Hispanic or Latino/a/x measured using survey data
- 2-year outcome: Increase sense of belonging for Hispanic or Latino/a/x measured using survey data
- 3-year outcome: Increase Hispanic or Latino/a/x, retention from primary term to secondary term by 5%

Transfer

Black or African American

- 1-year outcome: Increase Sense of belonging for Black or African American measured using survey data
- 2-year outcome: Increase sense of belonging for Black or African American measured using survey data
- 3-year outcome: Increase Black or African American transfer by 5%

Hispanic or Latino

- 1-year outcome: Increase Sense of Belonging for Hispanic measured using survey data
- 2-year outcome: Increase Sense of Belonging for Hispanic measured using survey data
- 3-year outcome: Increase Hispanic transfer by 5%

Native Hawaiian or other Pacific Islander

- 1-year outcome: Increase Sense of Belonging for Pacific Islander measured using survey data
- 2-year outcome: Increase Sense of Belonging for Pacific Islander measured using survey data
- 3-year outcome: Increase Pacific Islander or Hawaiian Native transfer by 5%

Completion

Black or African American

- 3-year outcome: Increase the completion rate for Black Students by 5%

Hispanic or Latino

- 3-year outcome: Increase the Completion Rate for Hispanic Student by 5%

Summary and Reflection

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

The School of Student Success and Equity (SSE) regularly meets to with the Deans and VPSS of Student Services Division to discuss how to collectively progress towards goals. The Success, Equity, and Transformation (SET) Committee discusses data and goal setting in connection with outcomes assessment. The School of SSE meetings bi-weekly.

Related Documents for Charts and Graphs

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.

- Develop and implement frameworks to create communities that can provide more targeted delivery of educational resources and support services.
- Partner with the LOFT to provide professional learning opportunities aimed at addressing equity minded teaching and learning strategies
- HEERF, Outreach and Retention Funds, and COVID 19 Block Grant funds have provided significant support in offering a plethora of support for students to access, stay connected, and complete their goals throughout their time at Mesa College.
- Ensuring that the Student Equity Plan is presented to faculty, staff, student services, and instruction.

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

Other factors that might impact the data trends on equity gaps may include the following:

- The pandemic has dramatically impacted our students, more so those from the disproportionately impacted student groups, and most vulnerable student population such as our African American/Black, Latino/a/x, AAPIA student population. Specifically, the pandemic exacerbated the problems experienced by students, making it more difficult for them to recover.
- Impact of influencing factors that are drastically changing such as inflation and cost of living makes us reconsider how courses and services are also provided. When making changes, we also need to reconsider if this is the best for students that are most vulnerable student population.
- Focus on rebuilding our community and working towards increasing the sense of belonging for our students. It becomes more critical that we create spaces and opportunities that allow students to engage with each other and be seen in their unique spaces.

Related Documents for Charts and Graphs

Practice Reflection Complete

Yes

Mid-Cycle Updates

Are there any edits or updates to the Executive Summary above?

No.

Are there any edits or updates to the Data Reflection above?

No.

Summary and Reflection

Are there any edits or updates to the Practice Reflection above?

No.

Summary and Reflection

Access and Completion

Unit Goal: Creating opportunities, and increasing access and completion to diverse student populations.

Goal Status: Active

Beginning Year: 2022 - 2023

Projected Completion Year: 2025 - 2026

Mapping

Mesa College Strategic Plan: Roadmap to Mesa2030: (X - Highlight the X to Align)

- Community - Objective 2: X
- Completion - Objective 1: X

Action Plans	Action Plan Update
<p>Action Plan Status: Active</p> <p>Action Plan: Goal 1 Action List</p> <ul style="list-style-type: none"> • Develop and implement frameworks to create communities that can provide more targeted delivery of educational resources and support services. • Support to strengthen and concentrate efforts for African American/Black, Latino/a/x, AAPIA Mesa students. • Registration and FASFA/CADAA Open <p>Action Plan Cycle: 2022 - 2023, 2023 - 2024, 2024 - 2025, 2025 - 2026</p>	<p>Submission Date: 01/12/2024</p> <p>Action Plan Update: - Allocated more funds towards professional development for this year only. Partnered with the LOFT to make these opportunities available. More employees and students have had the opportunity to attend on campus and off campus trainings and conferences.</p> <p>- Student Equity funds have been allocated to support African American/Black, Latino/a/x, AAPIA Mesa students via educational and cultural events and student leadership opportunities.</p> <p>- Partnered with Financial Aid to promote the new Financial Aid application such as placing posters around campus and obtaining current lists from the district to contact them via text, email, and constant contact.</p> <p>Update Year: 2023 - 2024</p> <p>Action Plan Progress: On Track</p>

Data Informed Decision Making

Unit Goal: Use student success and equity data and research to inform college practices.

Goal Status: Active

Beginning Year: 2022 - 2023

Projected Completion Year: 2025 - 2026

Mapping

Mesa College Strategic Plan: Roadmap to Mesa2030: (X - Highlight the X to Align)

- Community - Objective 3: X
- Scholarship - Objective 1: X

Summary and Reflection

Action Plans	Action Plan Update
<p>Action Plan Status: Active</p> <p>Action Plan: Goal 2 Action List:</p> <p>" Partner with different divisions on approaching work from an equity lens and focusing on race such as having equity integrated with Mesa Pathways, Mesa 2030, Enrollment Management, and Strong Workforce.</p> <p>" Continue offering Professional Learning opportunities through the LOFT and across campus efforts to raise awareness and implement/strengthen effective practices.</p> <p>Action Plan Cycle: 2022 - 2023, 2023 - 2024, 2024 - 2025, 2025 - 2026</p>	<p>Submission Date: 01/12/2024</p> <p>Action Plan Update: Same as 22-23.</p> <p>" Partner with different divisions on approaching work from an equity lens and focusing on race such as having equity integrated with Mesa Pathways, Mesa 2030, Enrollment Management, and Strong Workforce.</p> <p>" Continue offering Professional Learning opportunities through the LOFT and across campus efforts to raise awareness and implement/strengthen effective practices.</p> <p>Update Year: 2023 - 2024</p> <p>Action Plan Progress: On Track</p>