

# California Black-Serving Institution Strategic Plan San Diego Mesa College

## Mission Statement and Theory of Change

San Diego Mesa College is committed to becoming a Black-Serving Institution by advancing coordinated, culturally affirming, and data-informed strategies that support Black and African American student success. We strive to remove barriers, foster belonging, and ensure students thrive, graduate, and transfer.

**San Diego Mesa College's commitment to Black and African American student success** is deeply rooted in its vision of to be the Leading College of Equity and Excellence. This BSI strategic plan integrates the Mesa2030 Master Plan, the 2022–2025 and 2025-2028 Student Equity Plans, as well as the Harambee Protocol, a campus-wide framework for aligning all Black student-focused efforts across instruction, student services, and administration.

**This commitment reflects and reinforces Mesa College's mission to be the leading college** of equity and excellence. The integration of anti-racist and equity-driven strategies into **the College's long-term** vision ensures that institutional goals are translated into meaningful action. The commitment to equity and excellence is demonstrated by an ongoing process of programmatic and pedagogical innovation, conversations that address metrics, culture, actions, and language, and streamlining structural processes.

We view students from an asset-based perspective, we view our work through an equity lens, and we are committed to addressing and eliminating systemic barriers. To accomplish this, we will meet educational needs and accommodate the learning styles of our students through early implementation of varied pedagogy generally regarded as promising practices, and regular and thorough assessments of both teaching methods and student learning outcomes.

At San Diego Mesa College, equity is a fundamental value and goal. We will know we have achieved equity when we see parity in outcomes across racial and ethnic student groups and all student groups that have been historically marginalized within higher education. Our commitment to equity requires that minoritized students have access and support across all campus systems, from application to completion. We aim for equity in access and opportunities for all.

This commitment is embodied in the eight Academic and Academic Equity Goals the college aims to achieve during the initial five-year BSI designation period.

### Academic Goals

1. Increase first term to subsequent term retention rate for Black and African American students over the next five years.
2. Reduce time-to-associate degree completion for Black and African American students measured by average number of semester units accumulated.
3. Increase the percentage of Black and African American students who earned a certificate or degree within 3 years.
4. Increase the number of Black and African American students who transfer to a four-year institution within 4 years.

### Academic Equity Goals

1. Eliminate the 3.1 percentage point academic equity gap for successful completion of year-1 transfer-level English between Black and African American students and the overall population.
2. Reduce by 5 percentage points the 9.9 percentage point academic equity gap for successful completion of year-1 transfer-level Math between Black and African American students and the overall population.
3. Close by 5 percentage points the 5.6 percentage point academic equity gap for first-year course success rate between Black and African American students and the overall population.
4. Close the 1.4 percentage point academic equity gap for course drops due to financial hardship between Black and African American students and the overall population.

These goals, and our strategies to achieve them, reflect our understanding of the complex structural inequalities and barriers facing our Black and African American students. We recognize that:

- Black and African American students at San Diego Mesa College are more likely to experience economic hardship due to structural racism and historical legacies of discrimination in San Diego. This results in barriers to education access and decreased persistence once enrolled;
- Black and African American students at San Diego Mesa College are less likely to express a sense of belonging and college-going identity due to persistent patterns of microaggressions and educational inequities within the K-12 system. This results in decreased persistence, success, and attainment;
- Black and African American students at San Diego Mesa College have traditionally experienced historical marginalization within higher education, and that while intentional efforts to produce equity have begun to address these legacies, achieving substantive equity will require deepening institutional commitments and ensuring deliberate prioritization, establishing clear impact benchmarks and mechanisms for data-driven planning, and integrating accountability and campus coordination efforts.

In order to address these inequalities and barriers, we have developed a strategic plan **that leverages Mesa College's existing strengths, while building new targeted initiatives** to ensure the success of Black and African American students. This plan will substantially improve outcomes for Black and African American students at Mesa College, reducing or eliminating key academic equity gaps and producing measurable change.

The core of this strategic plan rests on four pillars:

1. **Build Campus Infrastructure for Coordination:** We will establish a BSI steering committee working through the existing Harambee Protocol group to ensure that activities are aligned with objectives and priorities, and that resources are allocated appropriately. Improved coordination will prevent fragmented or siloed initiatives that dilute the effectiveness of efforts, and limit duplication between instruction, student services, and administration. Additionally, we will strategically deepen our data collection through collaborations between Black-serving programs and the Office of Institutional Effectiveness to generate stronger disaggregated metrics allowing for transparent evaluation and accountability.
2. **Target Structural Barriers:** Because we know our Black and African American students face structural barriers rooted in larger social inequities, we will continue to develop, evaluate, and refine programs that provide students financial assistance, access to educational supplies and technology, and support for families and childcare.

3. **Academic Achievement Initiatives:** We will maintain targeted support for ongoing efforts such as the Mesa Tutoring and Computing Centers (MT2C), CRUISE summer bridge program and Umoja Learning Community Cohort that have demonstrated effectiveness, while continuing to pursue innovation in equitable pedagogy.
4. **Foster Belonging:** Recognizing that a sense of belonging and the presence of culturally relevant practices are essential drivers of retention and persistence for Black and African American students, we will continue to support events and activities through the Black Student Union, Black Employee Success Team, A2Mend, Black Studies Department, and other campus programs that create opportunities for mentorship, connection, and community.

A comprehensive table of these activities and pillars is available in the appendix to this document.

Through the implementation of this plan, we expect to more effectively serve our Black and African American students. Improved coordination will not only make activities more efficient, but will expand access to campus resources, allowing us to close gaps around tutoring, course success rates, and other core areas. Through disaggregated data and tracking of outcomes, we will be able to better identify our programmatic strengths and weaknesses, creating feedback mechanisms that will allow for continual improvement of campus initiatives. By closing equity gaps around academic persistence, we will improve retention and completion rates, ensuring that a greater number of our Black and African American students are able to achieve their academic goals. Finally, by fostering belonging and building a campus environment where culturally relevant practices are embedded in pedagogy, student services, and affinity spaces, we will ensure that our **Black and African American students experience Mesa College's BSI designation not as a label, but as an integral component of campus life.**

Through this strategic plan, Mesa College will ensure that our Black and African American students experience equitable educational outcomes, as measured by retention, time-to-completion, and graduation or transfer rates.

Broadly, we believe that IF Mesa College institutionalizes a culturally affirming and coordinated infrastructure through the Harambee Protocol and BSI Steering Committee, prioritizes intentional capacity-building and resource allocation, and implements equity-minded supports grounded in disaggregated data, THEN Black and African American students will experience higher retention, faster completion, and more successful transfer pathways, BECAUSE systemic barriers will be proactively dismantled, support systems will be culturally responsive and sustaining, and our accountability structures will ensure will ensure continuous improvement and impact.

## Building Educational Pathways to Equity

Mesa College's commitment to equity extends beyond immediate classroom outcomes and is reflected in this strategic plan's identification of living wage outcomes as a core objective. Within Mesa College's Career Technical Education (CTE) programs, 25.8% of Black and African American students who exited the community college system and did not transfer to any postsecondary institution attained a living wage immediately following the academic year of exit, compared to 33% for the overall student population. Over the next five years, Mesa College plans to go beyond closing this 7.2 percentage point equity gap, raising the number of Black and African American students earning a living wage to 50% of CTE participants. In this, we will maintain equity with our goal of ensuring that 50% of all students, across categories, earn a living wage.

To accomplish this, CTE will maintain and expand three programs. First, robust work-based learning (WBL) programs ensure that Black and African American students are connected early to high-demand, living-wage career pathways through equitable access to employer engagement, career readiness workshops, and experiential learning opportunities. These experiences are designed to address historical inequities in employment outcomes and support long-term wage growth and economic mobility. Second, the Mesa Impactship Program (MIP) provides paid, career-aligned internships that intentionally support Black and African American students by increasing access to these opportunities—ensuring they are not excluded from vital career-building experiences due to financial barriers. Through professional mentorship, career coaching, and exposure to high-wage industries, MIP empowers students to develop the skills, networks, and confidence needed to thrive—ultimately helping to close racial wage gaps after graduation. Third, the Career Ambassador Program provides tailored mentorship and career readiness support to underrepresented students, ensuring equitable access to high-quality employment opportunities. By equipping ambassadors with inclusive advising strategies, we aim to bridge systemic disparities in career advancement and wage potential.

## Improving Enrollment Success

A foundational component of the strategic plan involves increasing access to college for potential Black and African American students. The plan aims to accomplish this through research and activities to improve enrollment success rates. Data indicates that Black and African American college applicants proceed to successfully enroll at lower rates than the overall population (2.3 percentage point gap as of 2023/24).

To address this gap, and increase overall enrollment of Black and African American students, Mesa College will utilize four existing programs.

Outreach Office & Ambassadors: Our Outreach Office and Outreach Ambassadors actively connect with the community by participating in events and visiting local high schools. They share insights about life at Mesa College and help make the transition easier for prospective students. The ambassadors are student leaders dedicated to fostering a college-going culture both on and off campus. They assist students from high schools and Continuing Education, organizing events and providing personalized support to all current and future students. Often, they are the first college representatives prospective students meet, and they use social media to reach a wider audience. Their efforts help new students feel welcomed, included, and supported, especially underrepresented groups.

Social Media Marketing: Outreach strategies are reinforced by intentional use of social media for marketing. Both San Diego Mesa College and the San Diego Community College District deploy social media and marketing strategies that emphasize representation, featuring images of Black students to promote diversity, inclusion, and a sense of belonging. This visibility encourages engagement and reinforces our commitment to supporting Black students.

CRUISE Program, Peer Navigators, & Avanza Center: **Mesa's First-Year Experience Program**, called CRUISE (Creating Rich Unique Intellectual Student Experiences), supports new students starting in the summer through a Summer Bridge Program. Students meet mentors called Peer Navigators who guide them through their first year. This program is especially helpful for first-generation and historically marginalized students who may lack family support or guidance. Peer Navigators mentor students, organize workshops, and help them succeed. The Avanza Engagement Center is a space where students can study, relax, or connect with peers.

Jumpstart Program: Jumpstart offers short workshops that help students begin college confidently. Topics include financial aid, transfer planning, study skills, and parent involvement. It helps students learn about campus resources, meet faculty and staff, and tour the college.

Combined, these four areas contribute to the successful recruitment and enrollment of Black and African American students by providing potential students a welcoming **environment that promotes belonging and identity, while facilitating new students' access** to essential services including financial aid, mentorship, and other campus resources.

### Support Services

The strategic plan leverages a significant number of existing campus resources with proven effectiveness. **Mesa College's robust system of student supports includes both** general basic needs services and dedicated programs and affinity groups for Black and African American students.

### **The college's core basic needs resources include:**

**The Stand:** The Dr. Pamela T. Luster Resource Center: Known as The Stand, this center provides essential support to help students meet basic needs such as food, clothing, transportation, housing, childcare, health, and school supplies. It offers a safe space where students can access free resources on campus and in the community. The Stand also raises awareness about issues like food and housing insecurity and helps students apply for support through an online system available 24/7. Additionally, it provides small emergency grants for essentials like books and groceries, and supports campus scholarships.

**Laptop Lending Program:** Mesa College offers students the chance to borrow laptops for their coursework. Students can request laptops and other materials like calculators through an online form, supporting their academic success.

**Scholarships:** Every year, Mesa College awards over \$150,000 in scholarships through the College Foundation. Students can apply with one general application to access multiple awards, ranging from \$250 to \$5,000, helping with tuition, books, and other expenses. Four scholarships are specifically allocated for Black and African American students.

**Neurodivergent Students & Mental Health Support:** Mesa provides services for students with neurological or psychological conditions, including learning differences and mental health challenges through the Disability Support Program and Services (DSPS) program and Mental Health Services office. Support services include counseling, workshops, tutoring, and ongoing check-ins, resulting **in improved engagement and success. The college's online tools and mental health resources** help students access the support they need.

### **Academic support programs include:**

**Student Follow-Up System:** Faculty can flag students experiencing academic challenges. An automatic email then alerts students about available tutoring and counseling services, ensuring early intervention and ongoing support.

**Mesa Academics and Athletics Program (MAAP):** MAAP supports student-athletes by helping them balance academics, sports, and personal goals. It guides students toward earning an associate degree or transferring, while encouraging success in all areas.

Tutoring Services: Mesa College offers free tutoring for all students through the Mesa Tutoring and Computing Centers (MT2C). For those students who are **underrepresented in terms of graduation and transfer, we also offer “Embedded Tutoring,” where tutors are assigned to attend classes, where they can interact with** students in their classroom environments to establish rapport and observe students as they initially grasp discipline concepts. These efforts support retention, grade improvement, and graduation.

Campus affinity spaces and support centers across campus play a vital role in supporting the holistic success of Black students by fostering belonging, providing targeted resources, and addressing intersecting identities. Many Black students hold multiple, overlapping identities such as being LGBTQ+, student parents, veterans, formerly incarcerated, first-generation, or undocumented. These centers offer culturally responsive support and safe spaces where students can access academic resources, mental health support, mentorship, and community.

- Pride Center: Supports LGBTQIA+ students with inclusive programs.
- Family Resource Center: Assists student parents with childcare and parenting resources.
- Veterans Center: Serves student veterans with benefits and peer support.
- Avanza Engagement Center: Supports first-generation and Latinx/Black students academically and socially.
- Rising Scholars Center: Offers reentry support to students impacted by incarceration.
- Dreamer Resource Center: Helps undocumented and mixed-status students access legal aid and support.
- KUP Unity Village: KUP is a dedicated space for Kapwa, Umoja and Puente **Learning Communities’ students to meet and gather, to build a community and** nurture academic success. The space hosts culturally relevant experiences, activities and presentations to foster a sense of belonging and develop the cultural connection for our KUP students to themselves and their ancestry.

These affinity spaces collectively contribute to Black student success by recognizing the full spectrum of student identities, reducing barriers, and offering inclusive support **systems that affirm students’ experiences. Their collaboration with the Black Student** Success initiatives ensures comprehensive, intersectional approaches to equity and empowerment.



Programs dedicated to serving Black and African American students:

A2MEND Charter: A2MEND focuses on the success of Black male students, providing mentorship, academic resources, leadership development, and cultural activities. It aims to create a supportive environment that promotes achievement and well-being. The program also offers opportunities like study abroad trips to Africa, scholarships, campus visits, and tours of Historically Black Colleges and Universities (HBCUs), to foster institutional change and ensure Black students' success.

Black Student Union (BSU): The BSU is a student-led group advocating for Black students and the Black community. It promotes campus events, cultural activities, and outreach efforts to foster inclusion and pride. BSU members serve as peer leaders, helping to organize programs and engage students through social media, campus visits, and community outreach. The BSU advisor also serves as the Black Student Success Department Chair, ensuring strong links between students and college leadership.

Black Studies Department: This department offers courses on Black history, culture, and social issues that help students better understand themselves and the **broader world. The curriculum supports Black students' academic success and** provides a foundation for leadership and community engagement. The department also hosts events, speakers, and activities to celebrate Black culture and promote community involvement.

Umoja Program: Umoja aims to increase the graduation, transfer, and retention rates of Black students through culturally relevant coursework, mentorship, and **community building. The program supports students' academic and personal** growth, helping them develop skills and confidence. The recent hiring of a full-time counselor dedicated to Umoja provides ongoing, culturally sensitive support. Data shows Umoja students have higher persistence rates, and the program continues to evaluate its impact.

Black Student Success Workgroup (BSSW): This district-wide group aims **to support Black students across San Diego's community colleges.** Its mission is to improve educational experiences, build community, and remove barriers to success. Key events include:

- The Black Student Success Summit: A gathering for students, staff, and community leaders focused on leadership, identity, and achievement.
- Black Professionals Day: An event connecting students with Black professionals for networking and mentorship.
- School of Student Success and Equity (SSE): SSE promotes events and programs to support Black and marginalized students, including:

- Black Student Success Week: To celebrate community, achievements, and strategies for success.
- Black Student Meet and Greet: An event to foster connection, community, and resource sharing.
- The Rite of Passage Recognition Ceremony: Honors Black students earning degrees or transferring.

### Planned Allocation of Resources

To support the strategic plan, Mesa College will maintain current resource allocations for identified activities and student support programs. Additionally, the college will increase grant seeking and fundraising efforts to grow available resources for these efforts.

During the five-year initial BSI designation period, resources will strategically be used to support efforts that close equity gaps, improve student success, and foster a sense of belonging for Black and African American students. Funding will be aligned with institutional goals and drawn from various sources, including and not limited to: general funds, categorical funds, grants, and the San Diego Mesa College Foundation. This ensures that equity work is a campus-wide priority and not dependent on any single funding stream. Key budgets include Mesa College General funds, Student Equity and Achievement, Mental Health Grant, Strong Workforce, and The Stand Basic Needs.

Funding resources will focus on personnel, programs and initiatives with proven or promising impact on Black student outcomes. These include:

- 1) Personnel supporting Black Student Success Efforts
  - a) 40% FTE Faculty San Diego Community College Black Student Success Workgroup Coordinator
  - b) 40% FTE Faculty San Diego Mesa College DEIA Coordinator
  - c) Three Full Time and Nine Part-Time Black Studies faculty
  - d) 50% FTE Umoja Faculty Counselor Coordinator
  - e) 20% FTE Dean of Student Success and Equity
  - f) 20% FTE Mental Health Counselor
- 2) Culturally Responsive Student Support Services
  - a) Wellness check-in calls at the start of each semester
  - b) Expansion of Black and African American Healing Circles
- 3) Community Engagement and Events

- a) Annual Black Student Success Week
- b) Annual Rite of Passage Black Graduate Celebration & Umoja Achievement Ceremony
- c) Leadership summits, conferences, and guest speakers
- 4) Equity-Focused Professional Development and Institutional Change
  - a) Equity-minded training for faculty and staff
  - b) Workshops to review data and share resources
  - c) Inclusive curriculum and pedagogy initiatives
- 5) Academic and Career Pathway Integration
  - a) Black Counselor Hot spots, Student Education Plan counseling appointments
  - b) Support for tutoring, transfer prep, and career exploration
  - c) Internship and experiential learning opportunities
- 6) Data, Evaluation, and Sustainability
  - a) Regular assessment of equity impact and student outcomes
  - b) Creation of dashboards and reports to inform continuous improvement
  - c) Scaling and institutionalizing effective practices

All divisions, from student services and instruction to administration, will collaborate in developing, implementing, and evaluating these initiatives. Funding effectiveness will be reviewed regularly using data and feedback from students and staff.

By using multiple funding sources strategically, the college aims to create a strong and lasting framework that puts Black and African American student success at the heart of its institutional culture—no longer relying on temporary or isolated funds, but building a sustainable, campus-wide effort.

### Professional Development

Mesa College has committed to embedding equity-oriented practices through ongoing professional education for faculty and staff, as well as supporting the professional development and initiatives of members of the campus community who serve Black and African American students. Resources currently support:

1. The development of equity-oriented and culturally relevant pedagogy through several faculty training and development initiatives including:

Mesa College New Faculty Institute (NFI) provides a robust year-long professional development program for new tenure-track faculty members. With its comprehensive curriculum and the pairing of new faculty with faculty mentors from outside of their school, the program is designed to welcome faculty to Mesa, share the values, priorities, and directions of the campus, and create cross-disciplinary solid communities amongst the participants. By shifting the leadership of the New Faculty Institute to a faculty coordinator and a team of faculty liaisons (Instructional Faculty, Student Service Faculty, Career Technical Education Faculty), NFI can directly address the essential tools and information needed to introduce new faculty to the equity and excellence approach of San Diego Mesa College. The NFI planning team, which consists of faculty, administrators, and classified staff, continually works to refine and refresh the curriculum for the program.

Faculty will receive support to implement Instructional Recommendations to Positively Affect Black Student Success, a comprehensive set of best practices for supporting Black and African American students through inclusive and culturally responsive pedagogy. These best practices were developed by the San Diego Community College District Black Student Success Workgroup and the recommendation for their adoption was unanimously passed by the Mesa College Academic Senate in 2025. This framework contributes to creating classroom environments that support Black student success by embedding resources, building human connection between instructors and students, and reflecting Black success in curricula and assignments.

Conference Professional Learning Opportunities: Through collaborative efforts led by the Learning Opportunities for Transformation (LOFT), the **President's Office**, and the School of Student Success and Equity, the college provides robust support for participation in high-impact professional learning experiences. This includes covering travel, registration, and related expenses for both full-time and part-time employees, as well as student leaders, to attend equity-centered conferences locally, nationally, and globally.

Key supported conferences include:

- A2MEND Annual Conference: Focuses on improving success rates for African American male students in community colleges, providing culturally relevant workshops, policy discussions, and networking opportunities.
- NCORE (National Conference on Race and Ethnicity in Higher Education): A premier national conference offering in-depth training on social justice, racial equity, and inclusive practices in higher education settings.

- Women of Color ROAR Conference: A space to empower and uplift women of color through leadership development, storytelling, and community building in professional and academic settings.
- Umoja Annual Conference: Provides culturally relevant strategies for enhancing success among African American community college students through workshops, keynotes, and practitioner networking.
- EOPS (Extended Opportunity Programs and Services) Annual Conference: Offers professional development on supporting historically underserved student populations, including best practices in counseling and student support services.
- All African Diaspora Education Summit (ADES) in Ghana: A global summit that connects educators and students across the African diaspora to examine the historical, cultural, and educational connections between Africa and African-descended communities around the world.

2. Professional development for Mesa College staff that centers equity and provides training that fosters belonging and community, including:

Black Employee Success Team (BEST) is dedicated to fostering a supportive and empowering environment for the African American/Black employees on our campus. We are committed to promoting unity, cultural awareness, and academic success by providing resources, advocacy, and opportunities for personal and professional growth. Through collaboration and engagement, we strive to uplift and unite our community, ensuring that every member feels valued, respected, and empowered to achieve their fullest potential. By cultivating this environment, we not only strengthen the bonds among African American and Black employees but also create a visible culture of support that affirms our students and lets them know this community was intentionally built with them in mind.

The National Consortium of College Men of Color (NCCMC) hosts trainings, information sharing sessions, and provides resources that support institutional efforts in improving outcomes for college men of color. This professional development consortium provides community college practitioners with research-based insights on how to improve their practice in serving men of color.

Mesa College New Classified Institute (NCI) focuses on welcoming and integrating classified employees and is designed to immerse participants in the **College's culture, foster leadership, and strengthen community bonds across** departments. Through monthly sessions during a year-long institute, this program provides participants with valuable networking opportunities and collaborative **spaces to help shape Mesa's future from the classified perspective. There are** approximately 30 classified employees who participate in NCI every year.

These professional learning opportunities allow participants to deepen their understanding of systemic barriers, share effective equity practices, and build meaningful networks. Employees return with actionable insights to enhance programs and pedagogy, while students gain leadership skills, cultural pride, and a broader perspective on global **Black identity and advocacy. The college's investment in conference participation** reinforces its commitment to equity, student success, and ongoing institutional transformation.

## Appendix

Pillar	Programs	Activities and Objectives	BSI Goals Supported	Ultimate Outcome
1. Build Campus Infrastructure for Coordination	Institutional Resource Allocation Framework	Budget alignment processes tied to equity outcomes and impact	All Goals	Continuous improvement, aligned equity efforts, resource efficiency
	Office of Institutional Effectiveness	Disaggregated data systems for tracking equity outcomes	All Goals	Continuous improvement, aligned equity efforts, resource efficiency
	BSI Steering Committee / Harambee	Cross-campus coordination framework for aligning Black student success activities	All Goals	Continuous improvement, aligned equity efforts, resource efficiency
	LOFT Professional Development (Equity Pedagogy)	Faculty and staff training hub for inclusive and antiracist teaching	All Goals	Continuous improvement, aligned equity efforts, resource efficiency
2. Target Structural Barriers	Office of Institutional Effectiveness	Disaggregated data systems for tracking equity outcomes	All Goals	Continuous improvement, aligned equity efforts, resource efficiency
	Data Tracking on Drops Before Census	Institutional data infrastructure to track drop patterns and causes	A1	Increased retention, fewer drops, improved financial stability
	Childcare Support Programs	On-campus childcare access and financial assistance	E4	Increased retention, fewer drops, improved financial stability
	Black Student Meet and Greet	Community-building event programming for cultural connection	A1, E3	Increased retention, fewer drops, improved financial stability
	Family Resource Center	Comprehensive support for parenting students including referrals and resources	E4	Increased retention, fewer drops, improved financial stability
	Scholarships for Black Students	Centralized scholarship system with equity-focused criteria	E4	Increased retention, fewer drops, improved financial stability
	Laptop Lending Program	Tech lending library with intake forms and fulfillment process	A1	Increased retention, fewer drops, improved financial stability
	Black Counselor Hot Spots	Pop-up academic planning and support services in affinity spaces	A1, A4	Timely course enrollment, degree progress, and transfer readiness
	Wellness Check-in Calls	Personalized outreach system with resource connection	A1	Increased retention, fewer drops, improved financial stability

	Emergency Grants Program	Online request workflow for rapid distribution of micro-grants	E4	Increased retention, fewer drops, improved financial stability
3. Academic Achievement Initiatives	Student Education Plans (SEPs)	Degree audit tools and counselor systems for tailored student plans	A2, A3	Timely course enrollment, degree progress, and transfer readiness
	Follow-up System (Flags & Outreach)	Faculty-initiated alert and early intervention platform	A1, E3	Timely course enrollment, degree progress, and transfer readiness
	CRUISE Summer Bridge Program	Peer navigator infrastructure and first-year experience program coordination	A1, A3	Timely course enrollment, degree progress, and transfer readiness
	MT2C Embedded Tutoring	Timely, in-class, culturally responsive tutoring infrastructure	A1, E1, E2, E3	Improved belonging, retention, and persistence
	Black Counselor Hot Spots	Pop-up academic planning and support services in affinity spaces	A1, A4	Timely course enrollment, degree progress, and transfer readiness
	Dedicated Counseling Appointments	Equity-focused academic planning integrated into counseling schedules	A2, A3, A4, E1, E2	Timely course enrollment, degree progress, and transfer readiness
	Umoja Learning Community	Year-long, culturally grounded cohort model with peer, faculty, and counselor mentorship	A1, A3, E1, E2, E3	Improved belonging, retention, and persistence
	Countdown to Completion Workshops	Graduation, transfer, and certificate readiness workshops	A3	Timely course enrollment, degree progress, and transfer readiness
4. Foster Belonging	Umoja Learning Community	Year-long, culturally grounded cohort model with peer, faculty, and counselor mentorship	A1, A3, E1, E2, E3	Improved belonging, retention, and persistence
	LOFT Professional Development (Equity Pedagogy)	Faculty and staff training hub for inclusive and antiracist teaching	All Goals	Continuous improvement, aligned equity efforts, resource efficiency
	CRUISE Summer Bridge Program	Peer navigator infrastructure and first-year experience program coordination	A1, A3	Timely course enrollment, degree progress, and transfer readiness
	Black Employee Success Team (BEST)	Affinity-based employee network with structured engagement and support	E3	Improved belonging, retention, and persistence
	A2MEND Charter and Activities	Mentorship, leadership development, and transfer preparation for Black male students	A3	Improved belonging, retention, and persistence
	Mesa College New Faculty Institute (NFI)	Structured year-long onboarding for equity-minded instructional practice	A1, A3, E1, E2, E3	Improved instructional equity, faculty preparedness, and Black student engagement and success



	Culturally Responsive Mental Health Services	Counselors/Psychologists/Therapists trained in culturally affirming practices	E3, E4	Improved belonging, retention, and persistence
	MT2C Embedded Tutoring	Timely, in-class, culturally responsive tutoring infrastructure	A1, E1, E2, E3	Improved belonging, retention, and persistence
	Black Studies Department Curriculum	Culturally relevant coursework on Black history, culture, and social issues	A3, E3	Improved belonging, retention, and persistence
	Rite of Passage Graduation	Ceremonial planning infrastructure to affirm Black student achievements	A3	Improved belonging, retention, and persistence
	Black Student Union Events	Student-led event coordination and outreach structure	A1, E3	Improved belonging, retention, and persistence
	Black Student Success Week	Institutional event planning and funding for annual equity events	E3	Improved belonging, retention, and persistence
	Open Mic and Hip-Hop Dance Events	Arts-based cultural programming and student engagement	A1, E3	Improved belonging, retention, and persistence
5. Educational Pathways to Equity*	Mesa Impactship Program	Paid internship coordination with mentoring and DEI employer partnerships	Supplemental Goal	Higher career readiness, transfer, and wage attainment
	Career Peer Mentorship	Peer-to-peer advising model with equity training	Supplemental Goal	Higher career readiness, transfer, and wage attainment
	Work-Based Learning (WBL)	Equity-driven employer engagement and experiential learning infrastructure	Supplemental Goal	Higher career readiness, transfer, and wage attainment
	Black Professionals Day	Career networking and cultural identity-based employer engagement	Supplemental Goal	Higher career readiness, transfer, and wage attainment

\* While not a pillar of the Strategic Plan for BSI Academic and Academic Equity Goals, San Diego Mesa College is committed to equitable student outcomes, including living-wage employment. The goals and commitments identified here are addressed in the “Building Educational Pathways to Equity” section of the plan.