

We, at San Diego Mesa College, acknowledge that the land we occupy is unceded territory of the Kumeyaay people, indigenous to this region from time immemorial.

The Kumeyaay people continue to demonstrate strength in their ability to surmount generational trauma, which started with the injustices of colonization and continues to this day.

The relationship of the Kumeyaay people with the land underlies their strong commitment to protect the land, preserve their heritage, and work for balance and harmony.

This land acknowledgment is our commitment to honor the Kumeyaay people and to establish a relationship with them based on truth and mutual respect

LAND ACKNOWLEDGEMENT





SAN DIEGO MESA COLLEGE
BOARD OF TRUSTEES
CAMPUS MEETING

NOVEMBER 13, 2025



PRESIDENT AND SENATE WELCOMES

ROOTED IN PURPOSE. GROUNDED IN EQUITY. GROWING TOGETHER.

- The Mesa Way: From Compliance to Excellence
- Supporting Adult Learners at Mesa College
- Study Abroad
- Impactship, World Arts, and Belonging
- Student Highlight and Special Treat

CLOSING

A background image of two women smiling. The woman on the left is wearing a flower crown with orange and white flowers and a butterfly. She is holding a small cake decorated with a butterfly. The woman on the right is wearing a flower crown with black and pink flowers. Both are wearing colorful, patterned tops. The background is a blurred indoor setting.

AGENDA

WELCOMES



JEREMIAH PALOMINO
PRESIDENT
ASSOCIATED STUDENTS



AYANA WOODS
PRESIDENT
CLASSIFIED SENATE



DR. MARY GWIN
PRESIDENT
ACADEMIC SENATE





ROOTED IN PURPOSE. GROUNDED IN EQUITY. GROWING TOGETHER.

THE MESA WAY

FROM COMPLIANCE TO CONTINUOUS IMPROVEMENT (& TO EXCELLENCE)

LIZA RABINOVICH

ADJUNCT PROFESSOR, ENGLISH
FACULTY OUTCOMES COORDINATOR

MARY GWIN

PROFESSOR, PHILOSOPHY
ACADEMIC SENATE PRESIDENT

HAI HOANG

DEAN, INSTITUTIONAL EFFECTIVENESS
ACCREDITATION LIAISON OFFICER



August 2023



June 2024



ACCREDITING COMMISSION FOR
COMMUNITY AND JUNIOR COLLEGES

Mac Powell, President
Lori Gaskin, Chair

June 12, 2024

Dr. Ashanti T. Hands
President
San Diego Mesa College
7250 Mesa College Drive
San Diego, CA 92111

Dear Dr. Hands:

The Accrediting Commission for Community and Junior Colleges, at its meeting June 5-6, 2024, reviewed the Institutional Self-Evaluation Report (ISER) and evidentiary materials submitted by San Diego Mesa College. The Commission also considered the Peer Review Team Report (Team Report) prepared by the peer review team that conducted its site visit to the College February 26 - 28, 2024.

The purpose of this review was to determine whether the College continues to meet ACCJC's Eligibility Requirements, Commission Policies, and Accreditation Standards (hereinafter, the Standards). Upon consideration of the written information noted above, the Commission acted to **Reaffirm Accreditation for 18 months and require a Follow-Up Report¹, due no later than October 1, 2025**, followed by a visit from a peer review team.

Commendations

Commendations signify institutional practices for which the Commission believes exceed Standards. The Commission recognizes the exemplary performance of San Diego Mesa College in the following areas.

Standard I.A.3 (College Commendation 1): The Commission commends SD Mesa for its commitment to mission and building a culture of being the "Leading College of Equity and Excellence" through its innovative, cross-collaborative, and equity-focused practices and professional learning provided by The LOFT and Guided Pathways efforts.

¹ Institutions preparing and submitting Midterm Reports, Follow-up Reports, Special Reports, or Teach-out Plans/Agreements to the Commission should review the Accreditation Handbook and applicable report template available on the ACCJC website at <https://accjc.org/accreditation-handbook-and-report-templates/>.

ACCJC Requirements: By October 1, 2025

Standard II.A.3 (College Requirement 1): In order to meet the Standard, the Commission requires that the College ensures that the student learning outcomes listed on course syllabi match those in the approved course outline of record.

Learning outcomes
in Syllabi

=

Learning outcomes
in Course Outline of Record

Standard II.A.16 (College Requirement 2): In order to meet the Standard, the Commission requires that the college systematically and regularly improve programs and courses according to their established assessment processes.

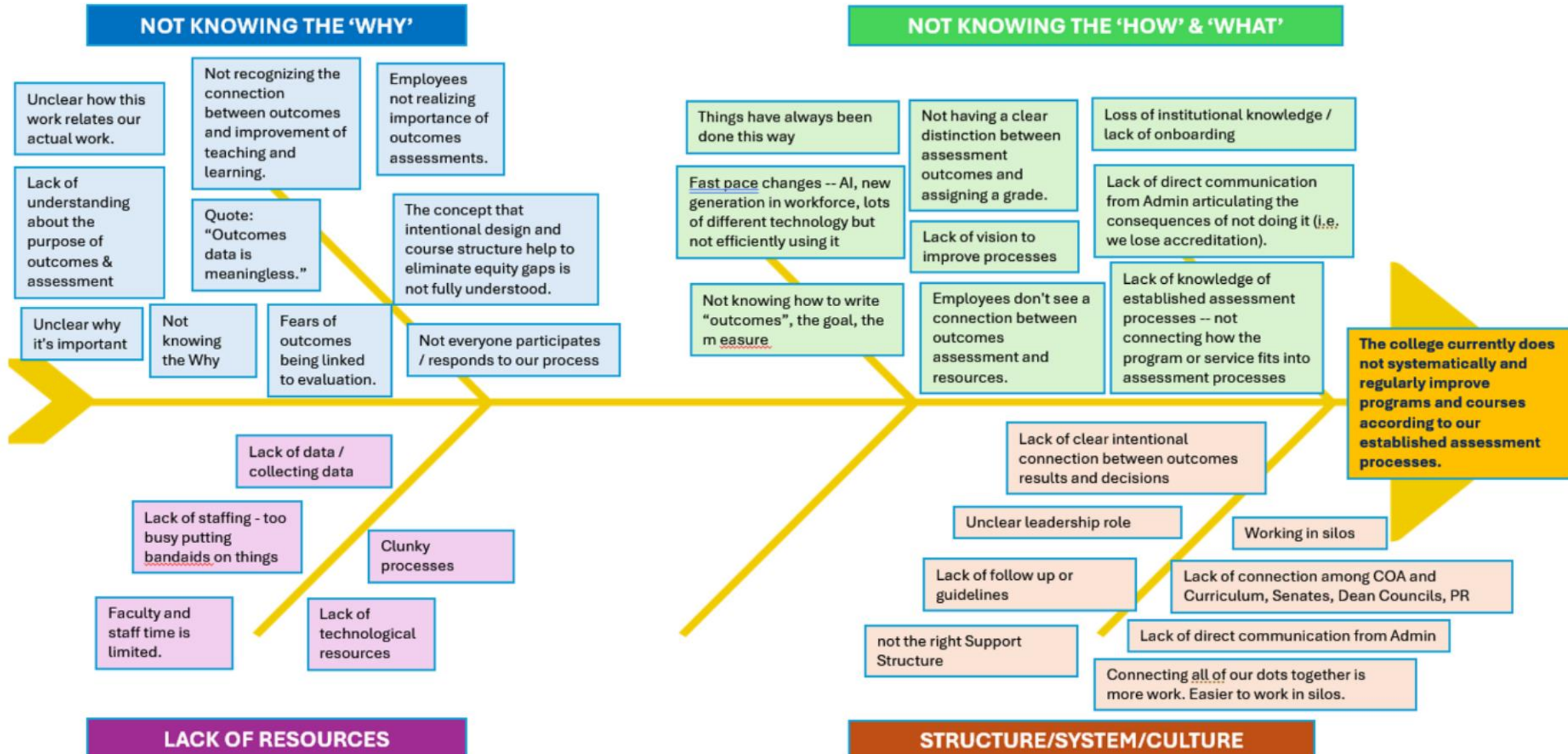
Follow the established
assessment process

=

Use the assessment results
to improve programs and courses

Laying the Groundwork - Root Cause Analysis

By Celine Ahearn, Mary Gwin, Linda Hensley,
Liza Rabinovich, Hai Hoang



Laying the Groundwork - Rooted in Purpose

June 2024:

- **A cross-functional Outcomes Summer Workgroup engaged in a root-cause analysis**
- **Mesa executive team reviewed the ACCJC findings to identify:**
 - overall approach
 - communication plan for the college
 - a cross-functional group to guide Mesa's collective response: the ACCJC Subcommittee
- **Mesa connected with City and Miramar:** to learn about practices and resources



Outcome: a PSA framework for collective action

The Institutional Approach: PSA Framework

“Every system is perfectly designed to get the results that it gets”

Current Status

Understand & clarify
the current problems



Ideal Status

Understand & clarify
the goals

People: bring in relevant stakeholders

System: clarify structure and processes

Accountability: clarify roles, responsibilities, timelines

Key Artifact: Action Plan

Call to Action →

Progress Update →

Clarify the Doer/Who →

Flexibility →

Action and Timeline

By ACCJC Subcommittee & COA

Sent by the President's Office

Reminded at PCAB, PIEC, COA, Deans' Council, etc.



ACCJC Accreditation
Compliance ^{isn't} Optional
Our College Depends on It!

05/09/2025 Compliance Status: CLOs with results: 48.8%; SSOs with results: 45.3%

**ACCJC Outcomes Compliance: Spring 2025 Action Plan
For Department Chairs, DOCs, Faculty, Classified Professionals**

(Action Plan version 02/13/2025)

- 1. Ensure your CLOs and SSOs are consistent with the outcomes in Nuventive by April 30, 2025**
 - Nuventive houses the most up-to-date outcomes information
 - No further CLO changes will be made until June 2026 (this is the new outcomes assessment cycle)
 - If there are discrepancies about CLOs, update the syllabi to ensure consistency with Nuventive CLOs
 - If there are discrepancies about SSO, contact the faculty outcomes coordinator
- 2. Ensure all CLOs are correctly listed on syllabi by April 30, 2025**
 - Follow the syllabus review process (contact your dean to learn more)
 - Work with your chairs, deans, and admin assistants based on the process in your school
- 3. Assess your CLOs and SSOs, then enter assessment results into Nuventive by June 30, 2025**
 - Follow your department's assessment schedule
 - Following our established outcomes assessment timeline, we must have 75% of outcomes with results entered into Nuventive by June 30, 2025
- 4. Review assessment findings, plan for improvement, and enter the results into Nuventive – happen during FLEX Week in Spring 2025 and Fall 2025**
 - At the start of Spring 2025 and Fall 2025, host a department/school meeting to review assessment findings and plan for improvements. Provide additional support to faculty still needing to enter results
 - After the meeting, enter a summary of the discussion in Nuventive under "Reflection and Action Plan"

Key Artifact: Course Syllabi Checklist

Support →

Please check with your Department Chair if you have questions about what to include.

LEGAL REQUIREMENTS

Course Description: Use wording from college catalog to complete this section. ACCJC 2.3

Course Learning Outcomes (Department dependent) ACCJC 2.2/2.3, Title 5

Student Learning Objectives (from Course Outline of Record – class dependent-) ACCJC 2.2/2.4, Title 5

Course Description (Catalogue)

Course ID Number

Semester/Year

Policies Title 5

Modality

Class Time/Location

Clarity about Requirements

*By CRC and Academic Affairs
Approved by Academic Senate on
02/24/2025*

Key Artifact: Course Learning Outcomes Verification Process

Clarity and Accountability

1. Towards end of each semester, per the Outcomes Process timeline, the Department Outcomes Coordinator, Department Chair or Dean's Office:
 - a. Shares current outcomes for all courses with all faculty
 - b. Remind faculty that outcomes are required to be on syllabi
2. By the course census date Syllabi sent to the Dean's Office/Program Coordinator/Department Chair*.
3. Syllabi are reviewed, including checking for accuracy of Outcomes.
4. If Outcomes are incorrect faculty are immediately notified and given one (1) week to submit corrected syllabus.
5. The Dean's Office monitors the return of corrected syllabi.
6. If the syllabus is not corrected, it may be included in the faculty's evaluation.

Verification Process for inclusion of Outcomes in Course Syllabi

Process – Occurs every term	Person(s) Responsible
Faculty are provided with the current Course Learning Outcomes for each course prior to the end of the semester.	*Chair, Program Coordinator, Lead Program Faculty, Department Outcomes Coordinator, or Dean's Office
Faculty are reminded that current Course Learning Outcomes are required on all course syllabi.	Dean's Office
Syllabi submitted by course census date to the Dean's Office (or designee).	Course Faculty
Review of syllabi for inclusion of current Course Learning Outcomes.	*Chair, Program Coordinator, Lead Program Faculty, Department Outcomes Coordinator, Dean's Office

*By Deans' Council in discussion
with Academic Senate*

Key Artifact: Progress Update

August 2024



3,100
Course Learning
Outcomes (CLOs)

% of CLOs with Benchmarks

*1,120 benchmarks



% of CLOs with Results

*277 results



August 2025



2,815
Course Learning
Outcomes (CLOs)

% of CLOs with Benchmarks

*2,659 benchmarks



% of CLOs with Results

*2,118 results



Accountability
Clarify the current
status and the goal

*Presented at Convocation,
PCAB, PIEC, COA, ACCJC
SubCommittee, etc.*

Collective Action: Grounded in Systemic Equity

Systemic Equity: focuses on who designs, decides, and leads systems that create equity

Collaborative and Decision-Making Spaces

District Educational Services, Outcomes Coordinators and IE at Miramar and City Academic Senate, Academic Affairs, ACCJC Subcommittee, DOCs, Chairs, Admin Assistants, Institutional Effectiveness, Committee on Outcomes and Assessment, Curriculum Review Committee, Program Review, Planning and Institutional Effectiveness Committee, Deans' Council, President's Cabinet, School Meetings, Department Meetings

Campuswide Events, Updates, and Trainings

LOFT, FLEX activities, Catalyst, New Faculty Institute, Convocation breakout, New Part-time Faculty Training, One-on-One meetings, Academic Senate Newsletter, LOFT Newsletter, President's Office Weekly Update

Institutional Tools and Processes

Meta and Nuventive Audit, Action Plan, Syllabus Check List, Syllabus Review Process, Nuventive Audit, Reflection and Action Plan, Future Action Plan, Progress Tracker

Collective Actions to Results: Growing Together

15+

Groups

100+

Contributors

100+

Pages of Notes

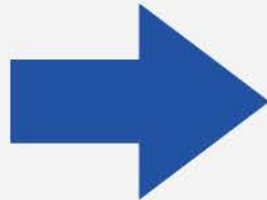
100+

Discussion Hours

1



Liza Rabinovich



100+

Training Sessions

15+

New/Revised
Artifacts

2,659

learning outcomes
benchmarks

2,118

learning outcomes
with results



744% increase in *course learning outcomes with results* compared to Fall 2024

For the first time in about a decade, the college met the outcome goals for year 3 for both Instruction and Student Services

Collected evidence of using outcomes results for improvement

Rooted in Purpose, Grounded in Equity, and Growing Together

- *Our purpose is not just compliance. Our purpose is clarity, learning, and student success*
- *We built equity-enabling systems that shaped by the people closest to the learning process: guided by faculty expertise and strengthened through participatory governance*
- *We moved as one college - with shared purpose, collaboration, and evidence-based progress*



THANK YOU

November 13, 2025





Supporting Adult Learners At San Diego Mesa College

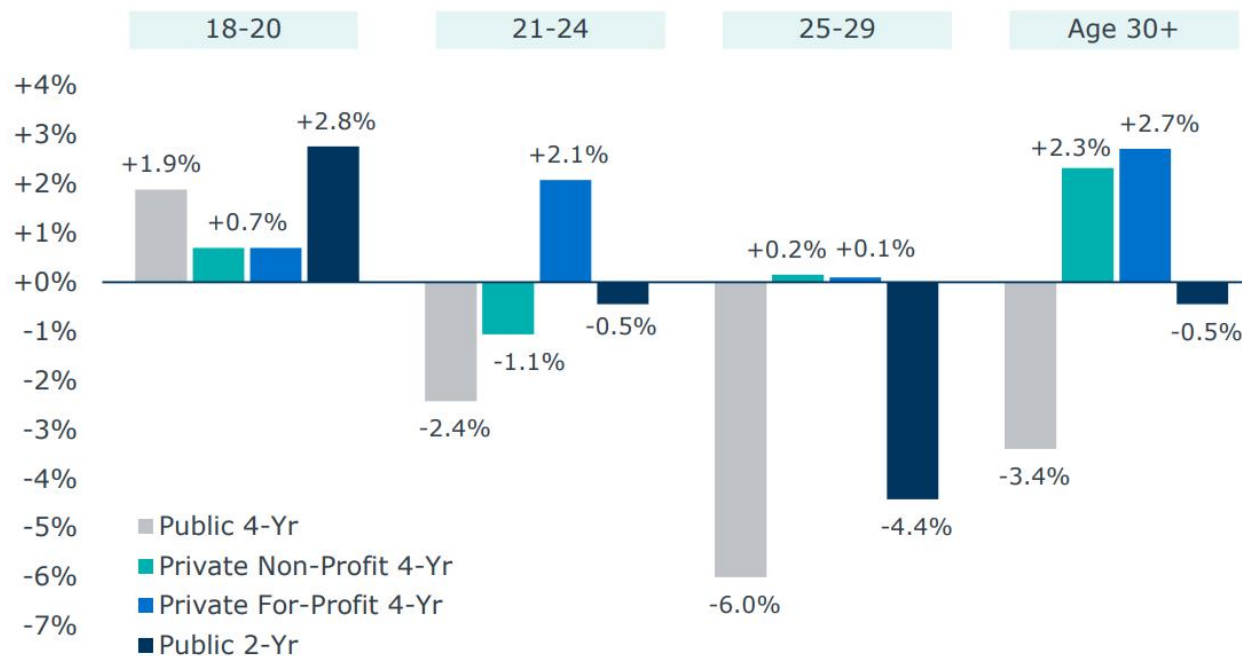
Dr. Tara Hardee Teodoro
Dean of Instruction

Current Landscape

Students in 21-29 Age Cohort Disproportionately Down Over Last Two Years

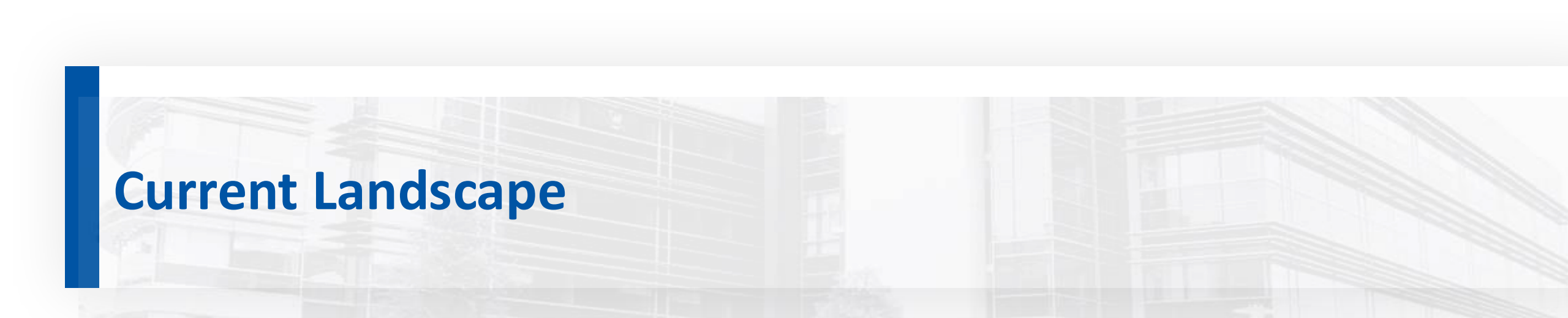
Average Annual Percent Change in Undergraduate Enrollment By Age

Fall 2021-2023



Source "Stay Informed with the Latest Enrollment Information" National Student Clearinghouse, Oct 26, 2023

SAN DIEGO MESA COLLEGE



Current Landscape

Adult Learners at Mesa College

34% of students at Mesa College are 25 + years this Fall 2025 term (7,109 students)

- 40% Latinx

- 22% Military / Veteran

- 24% have dependents / parents

- 35% First Generation

- 75% Degree seeking

- 31% are taking 12 or more units

Existing Investments

SAN DIEGO
MESA COLLEGE

Adult Learners

Work Based Learning and Mesa Impactship Program MIP

[Mesa Impactship Program \(MIP\): Breaking Industry Barriers through Paid Internships](#)

Basic Needs

Veteran Success Center



Adult Learner Plan 2025

Time, Honesty and Intentionality

Partnership Resource Team (PRT) and Institutional Effectiveness Partnership Initiative (IEPI)

- 3 PRT site visits

- Campus and District Collaboration

Progress in 5 Key Sectors

- Data Driven Decision Making

- Enhancing Instructional Offerings in Collaboration with Employers and Industry

- System and Process Improvement

- Support for the Adult Learner

- Outreach & Marketing for Adult Learners

Current Opportunities

CA Reconnect Partnership

3 year collaboration into the Adult Returner experience

Mesa Success Coaches

Developing an adult returner specific success coach program

CCC-CSU Transfer Collaborative

Credit Mobility

Credit For Prior Learning

Increasing opportunities to positively impact recruitment and time to degree completion





Adult Learner Plan 2026 and Beyond

PRT Visit 2 Dec 1, 2025

Adult Learner Plan 2.0

Recruitment and Retention Plan Development

Aligning Resources with Priorities

Thank you!

SAN DIEGO
MESA COLLEGE

We appreciate our partners and colleagues.



STUDY ABROAD

LESLIE SHIMAZAKI

INTERIM DEAN, ARTS AND LANGUAGES

DORA SCHOENBRUN-FERNANDEZ

PROFESSOR, SPANISH





STUDY ABROAD PROGRAM

ROOTED IN PURPOSE.

GROUNDING IN EQUITY.

GROWING TOGETHER.



ROOTED IN PURPOSE.

OUR CORE MISSION IS TO PREPARE STUDENTS FOR LIFE

- As a college, that's our purpose — to prepare students for meaningful lives and responsible participation in a global community.
- The growth, independence, and confidence they gain abroad stay with them long after they return — and that's why Mesa remains so deeply committed to this program.

"At Mesa, when we talk about being Rooted in Purpose, that applies to our students — and to the college itself."



"We are not citizens of just our hometowns or nations, but of the world." — Socrates

THE PURPOSE OF STUDY ABROAD



01

Develop Key Skills

Students develop adaptability, collaboration, communication, and interpersonal skills.

02

Experience Personal Growth

Fosters resilience, self-awareness, and creative problem-solving.

03

Have a Global View

Builds cultural awareness, empathy, and engaged citizenship.

GROUNDING IN EQUITY.

Identifying the Barriers to Study Abroad Opportunities

01

Lack of Awareness

Students are unaware of the program and its benefit.

02

Financial Constraints

The real and perceived cost of international travel.

03

“Don’t Fit in”

A feeling that they don’t fit the profile of a study abroad participant.

Our Goal

Removing barriers, creating collaborations, and strengthening connections across the campus.





A TRANSFORMATION STORY

Now we'd like to share a short message from one of our students, Claudia Moreno, who experienced this transformation firsthand."



HOW WE BUILD AWARENESS



"I Am Study Abroad" Campaign

- Launched in 2021
- Diverse students
- Highlights stories
- "Study Abroad is for everyone."



Focused Marketing

- In-class presentations,
- Focus groups (Pride Center, Puente, Umoja, etc.)
- Social media, emails, and campus flyers



Workshops

Designed to:

- tackle barriers,
- address cultural and family hesitations,
- assist students with scholarships

CAMPUS PARTNERSHIPS

- Financial Aid
- Student Services in the Student Approval Process
- Journeys Outreach Student Tools
- Career Services
- Campus Affinity Groups
- Work Based Learning
- Partnerships with DSPS, StarTrio, EOPS, FAST



MESA COLLEGE - GILMAN AWARDS



44!!

Gilman Scholarships & National Awards

Special recognition - **Gilman Top-Producing Institution**

These prestigious awards, including the **Benjamin A. Gilman International Scholarship**, support students with financial need—primarily Pell Grant recipients—to study and intern abroad, gaining skills vital to our economic prosperity.

Next Steps:

- Continue to increase this number
- Notify all Pell Grant recipients about the Gilman Scholarship

Past Gilman Recipient Scholars





IMPACT IN ACTION

"We'd like to share another short video from **Ashley Lopez**, who participated in our study abroad program and experienced how support and access made all the difference."

GROWING TOGETHER

Ghana African Diaspora

Education Summit

Building partnerships for a future program that will especially appeal to our Umoja and black student populations.



Oaxaca

Exploring new destinations designed with our Puente and HSI students in mind.



COMMUNITY TRAVEL



New non-instructional trips where part of the cost will go directly to Study Abroad scholarships.

COMMUNITY TRAVEL with San Diego Mesa College

Join us for our first program in Iceland, July 27- August 5th, 2026

This
could
be
you!

COMMUNITY TRAVEL
INTEREST FORM



bit.ly/SDMESATRAVEL

Help turn dreams into reality and open doors to education abroad!

Ready to explore breathtaking destinations and uncover hidden gems? Join Mesa College's Community Travel Program. Our expert faculty will reveal unique insights-no studying needed! On these 10-day trips, you'll enjoy local cuisines and immerse yourself in the sights and sounds of your destination.

This is more than a trip-it's travel with impact. A \$500 part of your registration supports the Study Abroad Scholarship Foundation, making international education accessible to all students, regardless of financial background.

I am Study Abroad

My experience abroad showed me that barriers, whether financial or institutional, can be overcome when you're persistent, informed, and have support. I returned with a renewed sense of purpose and a desire to help others realize that they too can pursue global experiences, regardless of background.
-Julliana Sampson, Madrid Spain 2023

sdmesa.edu/studyabroad



SAN DIEGO MESA COLLEGE

The Student Experience



Priscilla Murillo- Interior Design,
Spain 2024

Studying abroad has been one of the most **transformative experiences** of my life. It taught me that I'm far more capable and **resilient** than I gave myself credit for. Stepping outside of my comfort zone **challenged me** in ways I never expected. It pushed me to **adapt**, to grow **both personally and academically**, and to see the world from a completely **new perspective**. I'm deeply grateful for this opportunity, and encourage other students to take advantage of this program. Immersing yourself in a **new culture** not only **broadens your horizons** but also shapes you into a more **confident, open-minded individual**. I made lifelong friends, created unforgettable memories, and fell completely in love with a culture that changed the way I see the world. This experience was truly life-changing in all the best ways.

Juliana Samson
Madrid 2023

On behalf of our students and faculty,
thank you for your ongoing support!



Spain



Peru



Costa Rica



England



France



Italy



Argentina



Japan

IMPACTSHIP, WORLD ARTS, AND BELONGING

KRISTA STELLMACHER, CFRE

DIRECTOR, DEVELOPMENT AND ENTREPRENEURSHIP

MARITERE RODRIGUEZ

STUDENT, MESA COLLEGE

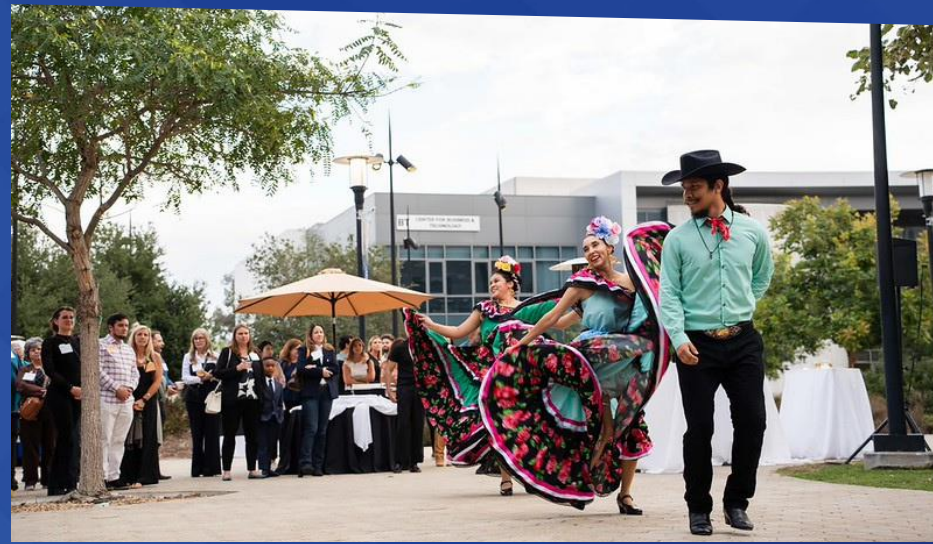


Spirit of Mesa

This Moment, Our Mission



Rooted in Purpose, Grounded in Equity



Growing Together



Mesa College Scholar & Athlete

Maria Teresa Rodriguez Rivera







Mytilus galloprovincialis Heart Rate and Valve-Gaping Behavior in Response to Acute Dissolved Oxygen Stress

Arianna Dial, Maria Teresa Rodriguez, Monica Klopp, Luke P. Miller
San Diego State University, Coastal and Marine Institute
San Diego Mesa College Impactship Program

Background

- To analyze the increase or decrease of cardiac and valve-gaping activity of the Mediterranean mussel *M. galloprovincialis* in response to decreased oxygen conditions.
- Gill oxygen limitation theory
 - Reduced metabolic rate in low to no oxygen conditions
- During low oxygen conditions in an estuary, such as when there is an algal bloom or stratified water, mussels will close their valves and change their heart rate.

Methods

- Comparison study and causation experiment
- Mussels from 3 locations (Fig. 3)
- Deoxygenated seawater was added to the header tank and the individual containers
 - 4 treatment (<2 mg/L) and 4 control mussels
 - Treatment mussels held at low DO for 3 days
 - Acclimation and recovery period
 - Custom heart rate and gaping sensors
 - Nitrogen gas
 - YSI probe
 - Aquaarium chiller
 - Data Logger

Graphs

Figure 1. Upper 3 panels show heart rate (red lines) and valve gaping (blue lines) for three mussels held in seawater at a DO level of <2 mg/L. The central panel shows the time course of DO change in the control (blue) and low DO (green) treatments over 3 days. Lower 3 panels show heart rate and valve gaping for three mussels exposed to the low DO treatment.

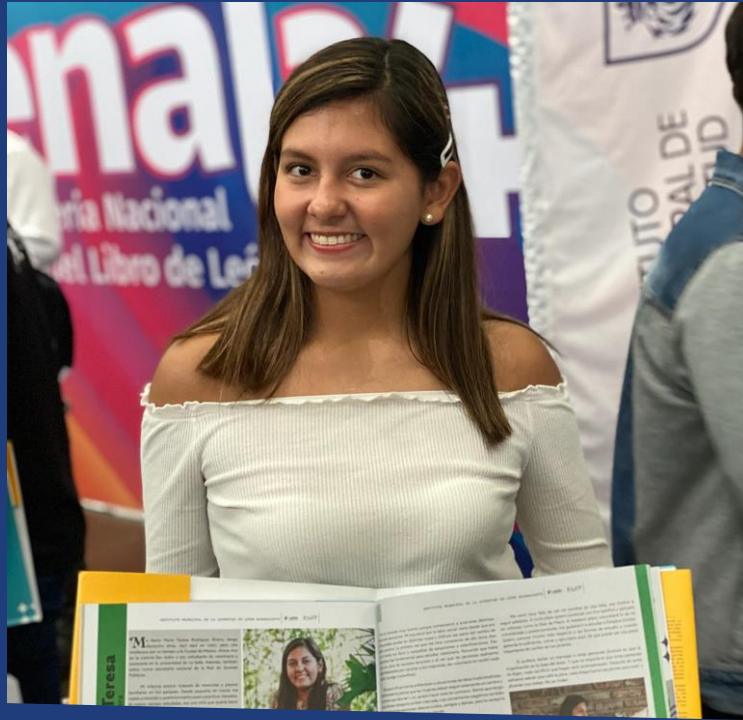
Results

- Salinity and temperature remained constant (Fig. 2)
- DO (mg/L) data taken from YSI probe and manual data both displayed a drop from 7.5 mg/L to <2 mg/L (Fig. 2)
- Mussels under control conditions have an consistent heart rate in 15-20 bpm and gaping activity of 0-5 mm (Fig. 1)
- Treatment mussels demonstrated a lower heart rate of ~8 bpm during prolonged low DO conditions and a sharp increase to ~20-30 bpm during DO increase (Fig. 1)
- Lower valve-gaping activity during the start and end of DO decline (Fig. 1)
- Treatment mussels SN271 and SN277 went to an increase in gaping activity during recovery period (Fig. 1)

Conclusion

- Change in metabolic activity in response to oxygen debt
- Rapid increase in heart rate and gaping post treatment
- Mussels exhibited sensitivity to the changes in dissolved oxygen levels
- Physiological responses similar to other animals during stress
- Possible adaptive responses and mechanisms to fluctuating environmental conditions

This work is supported by the Coastal and Marine Institute, Science & Technology (CMIST) and the National Estuarine Research Reserve System Science Collaborative, which supports collaborative researches that address coastal management concerns related to the estuary. The Science Collaborative is funded by the National Estuarine Research Reserve System and the University of California. We would also like to acknowledge Director Luke Miller, CMIST staff, SANMARIIP Organizers (Dr. Monica and Alyssa) and the San Diego Mesa College Impactship Program.







STUDENT HIGHLIGHT

DARRIN PHILLIPS

INTERNATIONAL INTERNSHIP



Atempo Barcelona, Spain Darrin Phillips

Culinary Arts partnership
with Access Internships
Worldwide

AIW awardee

Atempo Michelin-starred
Restaurant
Barcelona Spain



Darrin Phillips

Darrin Phillips has worked in the Restaurant Industry for 30+ years

He enrolled in the Specialized Baking & Pastry Certificate at Mesa College to enhance his skills and create more opportunities for himself in the workforce

In his last semester of his program, he applied and was accepted into the Access Internships Worldwide (AIW) program. Making him the seventh Mesa Culinary student accepted into AIW program and Second to be accepted in Spain

Currently he is completing his two-week language immersion course in Spanish.

On November 17, 2025, Darrin will begin his two-month internship Atempo, A Michelin-starred Gastronomic and Huate Cuisine restaurant in Barcelona. He will learn and work alongside world renowned Chefs Jordi Cruz and Iñaki Aldrey.

Atempo, Barcelona Spain





Thank You!