

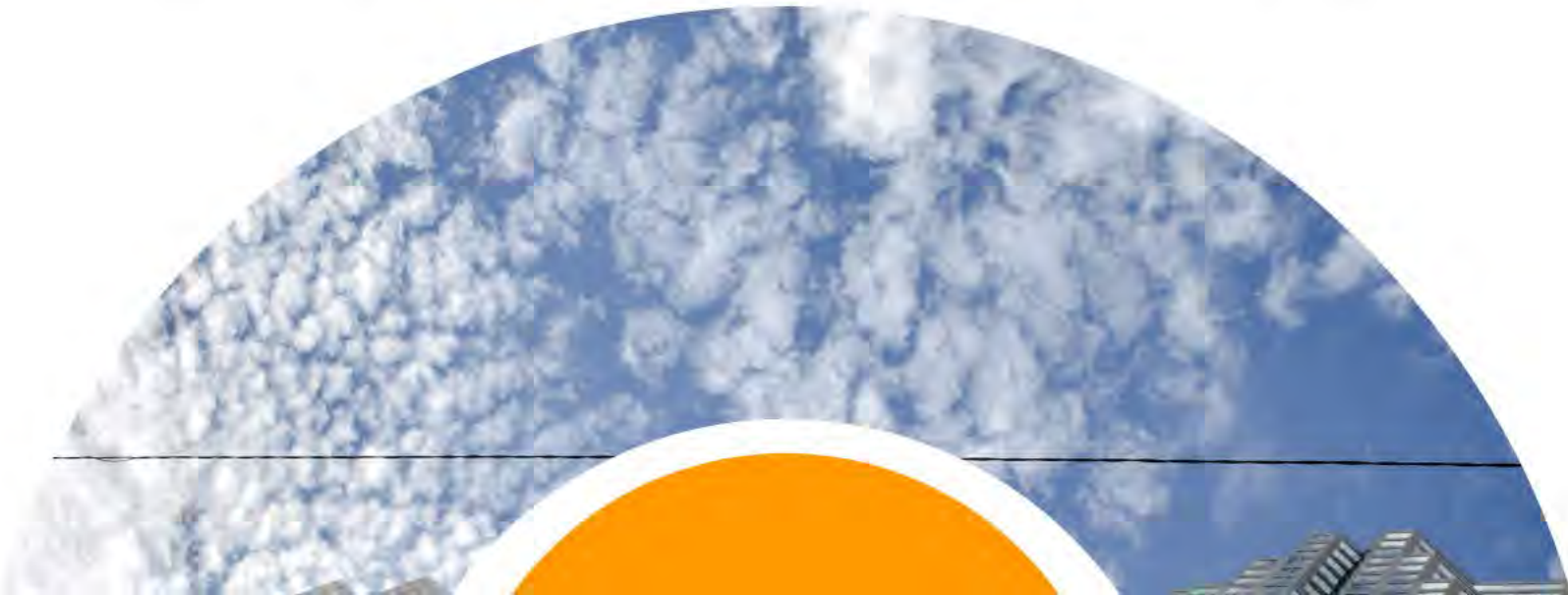


SPRING 2026 CONVOCATION

Land Acknowledgement

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



AGENDA

8:00 a.m. | Coffee and Community

8:30 a.m. | Program with Campus Highlights, Updates, and Olympian Spirit awards

9:40 a.m. | Dr. Gina Ann Garcia, Keynote Speaker
Servingness 2.0: An Updated Approach to HSIs

10:20 a.m. | Breakout Instruction and Transition time

10:30 a.m. | Breakout Sessions I

11:20 a.m. | Transition

11:30 a.m. | Breakout Sessions II

12:20 p.m. | Lunch at the Quad



Rooted in Purpose. Grounded in Equity. Growing Together.



SENATE WELCOMES



Mary Gwin
President
Academic Senate



Ayana Woods
President
Classified Senate



**Jeremiah
Palomino**
President
Associated Students



WELCOME TO THE
MESA FAMILY

Welcome New **Faculty**



Meredith Crane
Economics



Sasha Davila
Counseling



Kelli Khuong
Chemistry



Nicholas Lacy
Communication Studies



Grace Lomax
Rad Tech



Masuma Mohammadi
Counseling



Ji Young Park
Physiology/Anatomy



Bobbi Jo Stall
Exercise Science



Marcus Taylor
Black Studies



Melissa Warner
Exercise Science



New Leadership



Jordan Agricola
Student Services Supervisor
Veterans



Leticia (Lety) Lopez
Dean
Arts and Languages



New and Promoted **Classified Professionals**



Denise Antunez
SSA, Financial Aid



Daniel Arias
Network Specialist



Brenna Bonikowske
Admin Tech, IE



Benjamin Cisneros
IA, Learning Resources
(Promotion)



Roberto Corral
SSA, Financial Aid



Alejandra Espinoza
Sr. SSA, Student Health



Zeynab Jasim
SSA, Financial Aid



Mandalin Hakinson
SSA, Financial Aid



Marsha Joseph
SSA, Financial Aid



Laila Kamar
SSA, Counseling



New and Promoted Classified Professionals



Renee Minick
ILT, Chemistry



Florence Nguyen
SSA, Counseling



Timothy Osaki
ILT, Computer Science



Olive Panes-Gindelberger
Sr. SSA, Student Health



Iman Salim
Admin Tech, Business
Services



Sam Silipo
ILT, Computer Science
(Promotion)



Ying Shi
ILT, Biology



Alan Vo
SSA, Admissions



Nancy Vongthichack
ILT, Learning Resources





Rooted. Grounded.

Growing Together.

SAN DIEGO MESA COLLEGE



ACCREDITATION

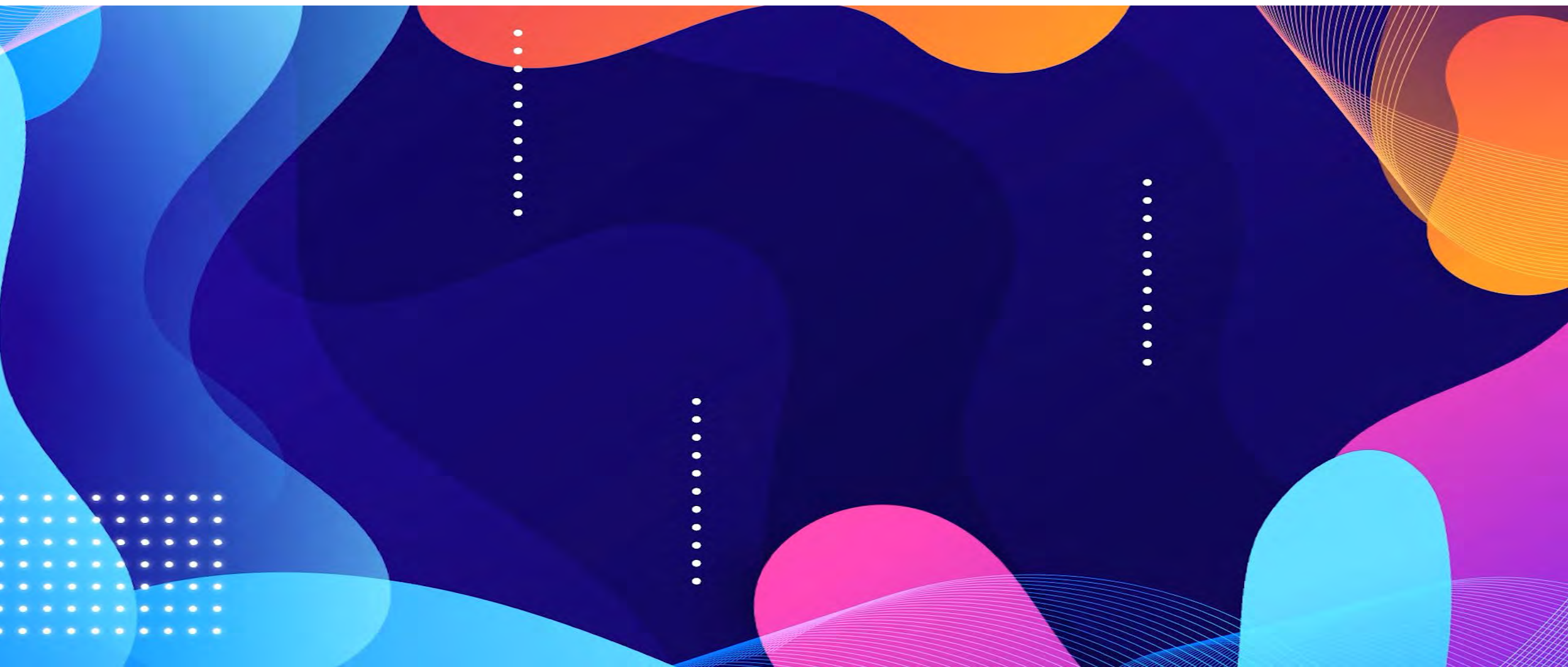
| | | | |
|------------------|-------------------|---------------------|-----------------|
| Academic Senate | Alexander Berry | Hai Hoang | Lorenze Legaspi |
| Academic Affairs | Andrew Hoffman | Ian Duckles | Lorie Howell |
| COA | Ashanti Hands | Isabel O'Connor | Mandy Johnston |
| CRC | Blythe Barton | Jacqueline Collins | Mary Gwin |
| PCAB | Cassandra Storey | Janue Johnson | Monica Romero |
| PIEC | Catherine Cannock | Jennifer Carmichael | Nathan Resch |
| PRSC | Celine Ahearn | Jill Moreno | Ryan Shumaker |
| Deans' Council | Cynthia Rico | Justin Estep | Shelly Hess |
| DOCs, Chairs | Denise Rogers | Katie Palacios | Toni Parsons |
| Admin Assistants | Desiree Payne | Larry Maxey | Vicki Miller |
| Managers | Dina Miyoshi | Leticia Diaz | |
| | Eliza Rabinovich | Linda Hensley | |

Rooted In Purpose. Grounded In Equity. Growing Together.





Fall 2025 Highlights





COLLEGE**PRIORITIES**

MEASURE HH





SAN DIEGO
MESA COLLEGE



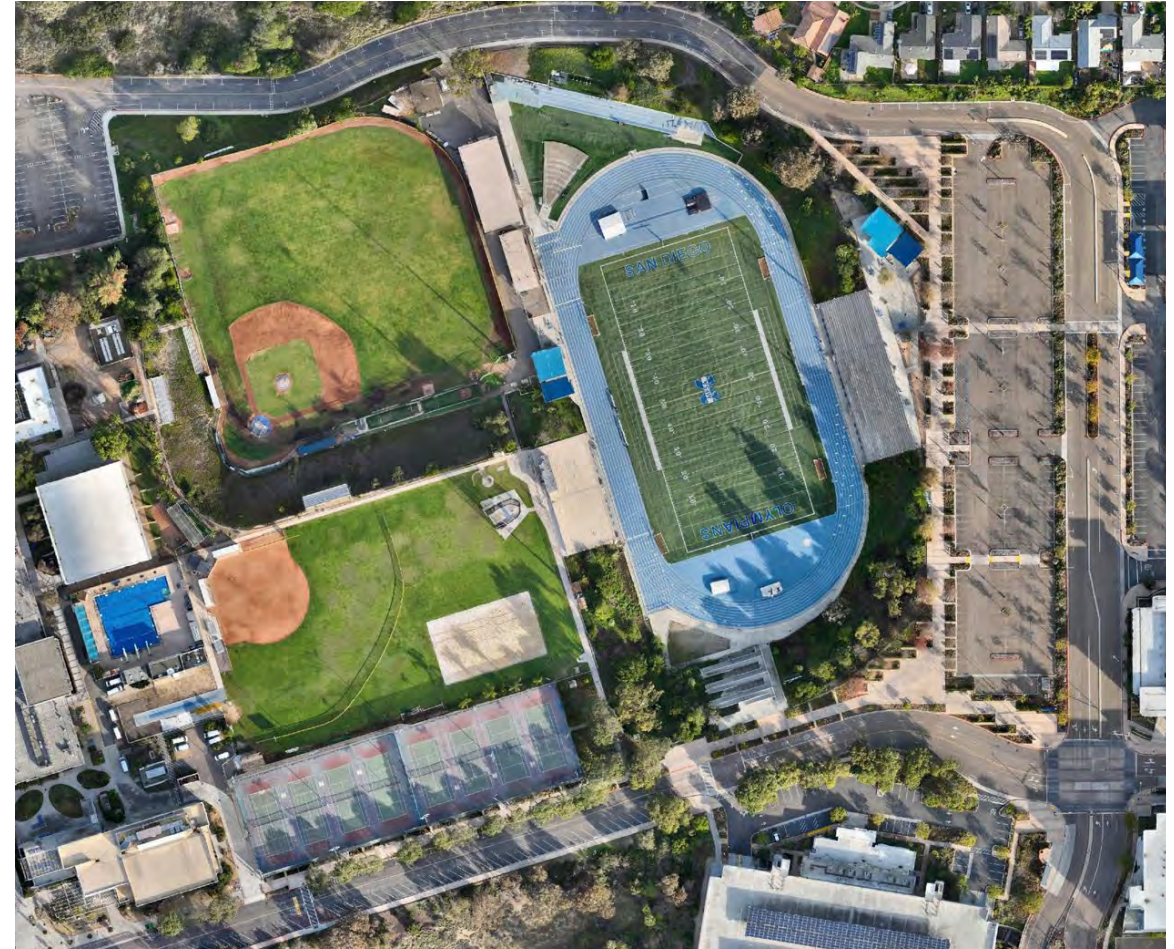
Measure HH Bond Program

Mesa College – Athletics Complex



Project: Athletics Complex

- New Gym & Fieldhouse
- New Showers & Lockers
- Classrooms, offices, study areas, team rooms, equipment storage
- New Aquatics Center
- New Softball Field
- New Beach Volleyball Courts
- New Throw Sports Park
- Baseball & Stadium Upgrades
- Associated Infrastructure



NOTE: Programming and design efforts begun in late September 2025 in tandem with Mesa College stakeholders

Tentative Project Timeline

Athletics Complex



- Programming started at the end of Sept 2025. Weekly meetings with campus stakeholders have been ongoing.
- Site logistics, such as parking and swing space, to be discussed during the design/construction documents phase.
- Construction is tentatively to begin around the Fall 2028!

| Activity | Target Completion |
|--|-------------------|
| Programming Phase | March 2026 |
| Design/Construction Documents Phase | Winter 2026-2027 |
| DSA Agency Review | Fall 2027 |
| Phase 1: New Gym & Aquatic Center | Summer 2030 |
| Phase 2: Demo Existing Gym & New Athletic Fields | Spring 2031 |

Mesa College – Performing Arts Center, Administration & Parking Structure



Project: Performing Arts Center / Administration Offices & Parking Structure

- New Parking Structure
- New Performance Venues
- New Dance Studios
- Classrooms, offices, study areas
- New World Art Gallery
- New Admin Space



NOTE: Programming and design efforts begun in late September 2025 in tandem with Mesa College stakeholders

Tentative Project Timeline

Performing Arts Center/Administration & Parking Structure



- Programming started at the end of Sept 2025. Weekly meetings with campus stakeholders have been ongoing.
- Site logistics, such as parking and swing space, to be discussed during the design/construction documents phase.
- Construction is tentatively to begin around the Fall 2027!

| Activity | Target Completion |
|--|-------------------|
| Programming Phase | April 2026 |
| Design/Construction Documents Phase 1: New Parking Structure | Fall 2026 |
| Design/Construction Documents Phase 2: PAC & Admin. | Spring 2027 |
| DSA Agency Review (Parking Structure) | Spring 2027 |
| DSA Agency Review (PAC & Admin.) | Spring 2028 |
| Construction Phase 1: New Parking Structure | Summer 2028 |
| Construction Phase 2: PAC & Admin. | Fall 2030 |

Capital Improvement Projects



Baseball Home Run Netting

Dates: Winter 2026

Impact: During home games, the fence will be reinstalled in its existing configuration to avoid any impact to the baseball warning track. On non-home-game days, the fence may be temporarily relocated as necessary to accommodate construction activities.

Existing Gym Floor Resurfacing & Restriping

Tentative Dates: Summer 2026

Impact: Gym will be unusable during this period

LRC Carpet Replacement

Tentative Dates: Summer 2026 – Fall 2026

Impact: Portions of the LRC may be temporarily unavailable during this period.

LRC Elevator Repair

Tentative Dates: Summer 2026 – Fall 2026

Impact: One elevator will be down at any given time.

Measure HH Communication



- Project Profiles
 - Project profiles will be updated monthly and made available to the public via the SDCCD website.
- Newsletters
 - Newsletters will continue to be distributed on a monthly basis.
- Project Video & Media Updates
 - Scan the QR code to view videos highlighting stakeholder and student engagement across all Mesa College Bond Projects.

SDCCD MEASURE HH BOND PROGRAM PROJECT PROFILE - MESA COLLEGE PERFORMING ARTS CENTER / ADMINISTRATION & PARKING STRUCTURE - HH-M-002-012

Project Overview

Current Status /Phase
Procurement

Construction Type
New Construction & Demo

Gross Square Footage
83,000 SF

Division of State Architect
Yes

Construction Method
Progressive Design-Build

Contract Start Date
September 11, 2025

Contract Expiration Date
TBD

Project Financials

Funded By
Measure HH

Project Teams

Landscape Architect
McCullough Landscape Architecture

Structural Engineer
Coffman Engineers

Electrical Engineer
MA Engineers

Civil Engineer
Latitude 33

Mechanical Engineer
MA Engineers

SDCCD Project Manager
Steve Martella (Kitchell)

Construction Manager
Steve Evanco

DSA Inspector
TBD

Contractor
PCL | HGA

Site Detail

Campus
Mesa College

Coordinates
32°48'16.99"N 117°10'7.73"W

Project Schedule

Programming & Planning

Design & DSA Approval

Construction Completion

FFE & Move-in

Ph 1: Fall 2025/Spring 2026

Winter 2027

Summer 2028

Fall 2028

Ph 2: Fall 2025/Spring 2026

Fall 2027

Summer 2030

Fall 2030

Project Insight

The project is in the Programming/Pre-Design phase. The design team, user groups, and stakeholders are actively engaged in workshops and meetings.

- 8/22/25: Issuance of Notice of Intent to Award
- 9/11/25: Board Approval
- 9/25/25: Project Kickoff Meeting
- Fall 2025: Programming Phase

- *Ph 1= New Parking Structure
- *Ph 2= Performing Arts Center / Administration Building

EXISTING CAMPUS

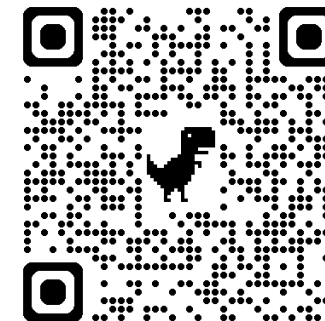
*Renderings coming soon

Project Features

The Mesa College Performing Arts Center / Administration and Parking Structure Project includes approximately 54,000 ASF of Performing Arts Center/Administration new construction, site preparation, utility upgrades, and demolition of existing infrastructure. The new five-story complex will be built into the north hillside of the mesa, adjacent to the 14 Student Services Center, creating a cohesive and accessible entry experience from the lower parking area to the upper campus. Designed to celebrate the performing arts and promote collaboration among theater, music, and dance programs, the facility will feature a prominent main stage theater with ground-level access, hillside-integrated support spaces, and upper-level instructional labs and administrative offices opening to an active plaza.

A future multi-story parking structure, also built into the hillside, is planned adjacent to the complex to increase parking capacity and support large campus events. The project includes landscaping, irrigation, accessible pathways and parking, curb and gutter improvements, and signage, aligning with the campus's long-term Master Plan.

Project Site Plan



Thank You!

MESA2030





Mesa2030 Roadmap: 2026-2030

Convocation 2026

SAN DIEGO MESA COLLEGE

Mesa 2030 Long-Term Goals

EQUITY AND EXCELLENCE



COMPLETION

Mesa College will institutionalize (or Mesa-nize) practices that clarify pathways to timely completion for students with the priority on those practices that create parity in outcomes across racial/ethnic groups and all disproportionately impacted groups.



COMMUNITY

Mesa College will build a community culture that utilizes antiracist practices to cultivate collaboration, inclusion, diversity, equity, and personal growth so that all students, employees, and members of our external community are valued.



PATHWAYS & PARTNERSHIPS

Mesa College will leverage pathways and partnerships within its internal and external communities to eliminate barriers and provide support for students entering Mesa College, through to completion, and beyond to transfer and employment.



STEWARDSHIP

Mesa College will develop and sustain processes that prioritize environmental justice and sustainability, reduce Mesa College's carbon footprint, and allocate its human, physical, technological, and fiscal resources around the goal of increasing student access, success, and parity in outcomes across racial/ethnic groups and all disproportionately impacted groups.



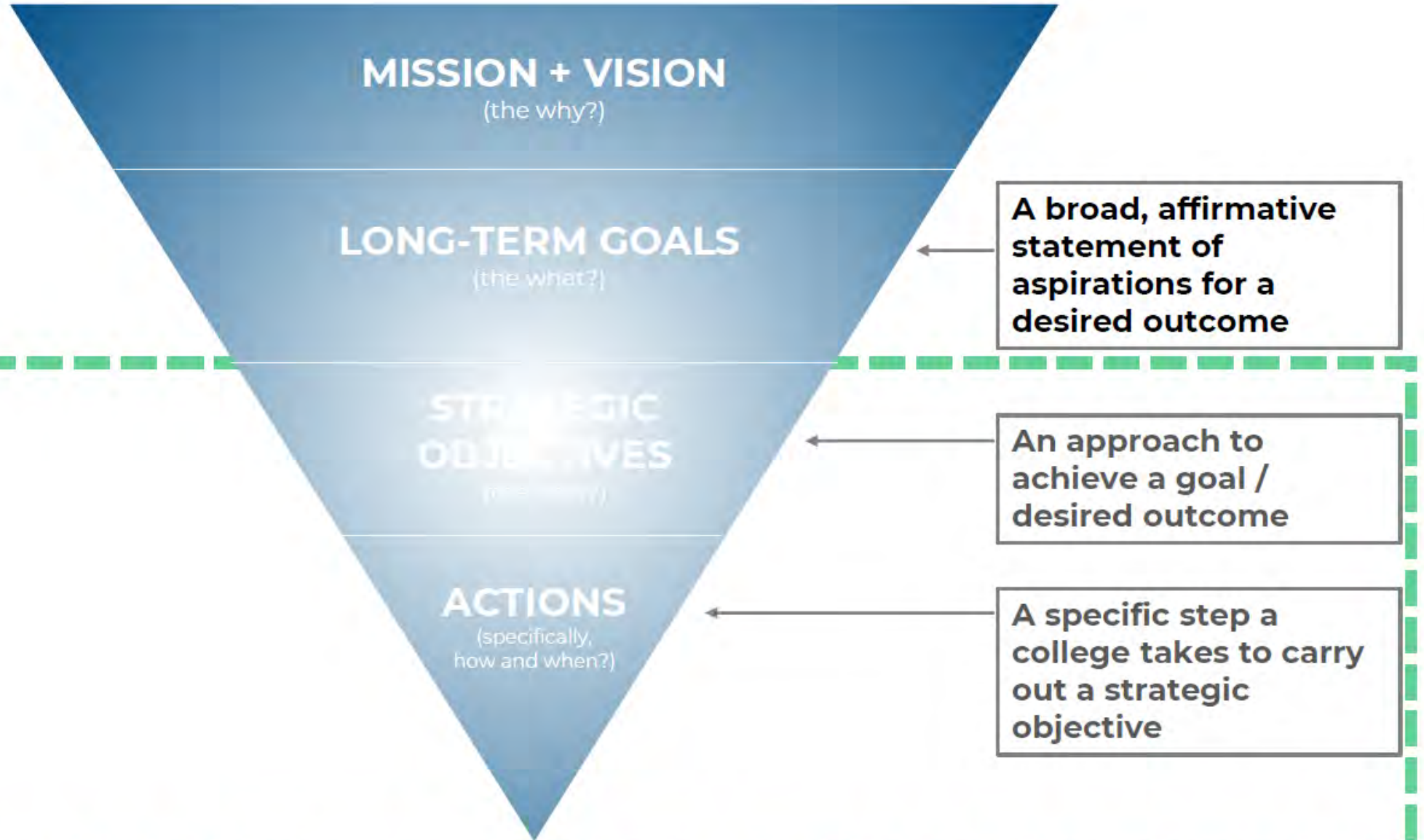
SCHOLARSHIP

Mesa College will prioritize equity and excellence by fostering innovation and high-quality, culturally relevant teaching/learning experiences with the priority on those practices that create parity in outcomes across racial/ethnic groups and all disproportionately impacted groups.

Roadmap 2.0

Mesa 2030
MASTER PLAN

Mesa 2030 Roadmap
5-Year STRATEGIC PLAN



Roadmap 2.0 Approach

**SIMPLIFY
FOCUS
REALIZE**

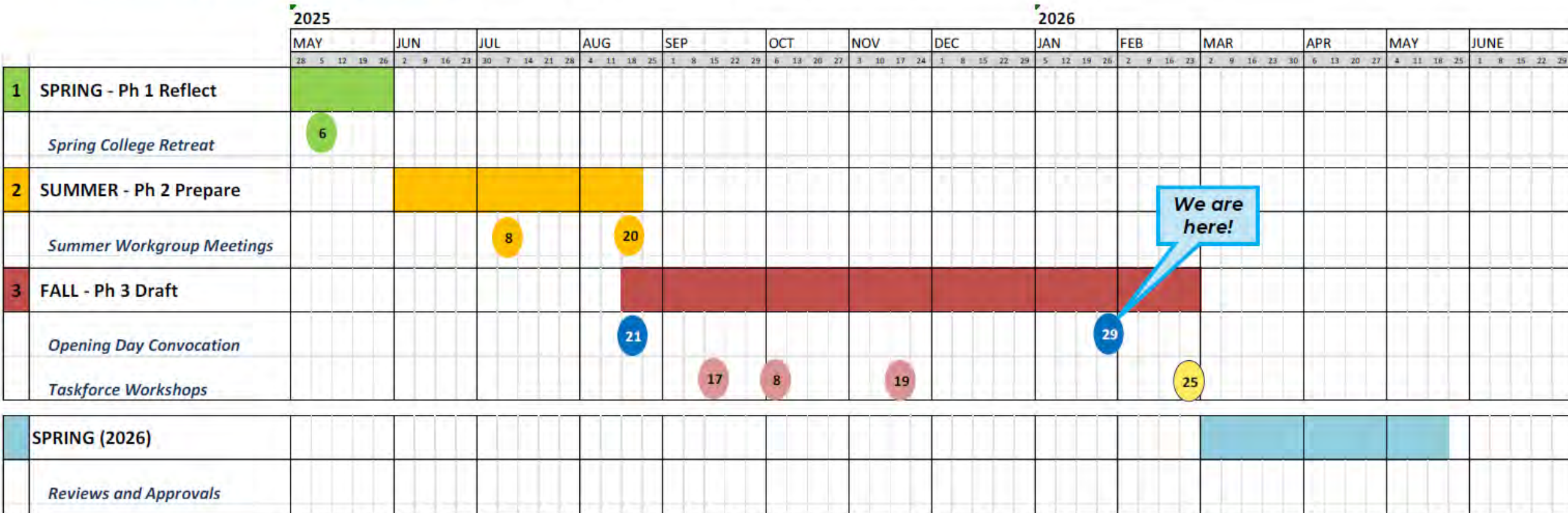
Roadmap 2.0 Timeline

Meeting 1 (September 17): **Outcomes**

Meeting 2 (October 8): **Measures**

Meeting 3 (November 19): **Strategic Objectives**

Meeting 4 (February 25): Actions and Accountability



Constituent Engagement



Completion Outcomes & Measures



COMPLETION

Mesa College will institutionalize (or Mesa-nize) practices that clarify pathways to timely completion for students with the priority on those practices that create parity in outcomes across racial/ethnic groups and all disproportionately impacted groups.

OUTCOMES

Eliminated equity gaps

Aligned processes & systems for consistency

Increased percentage of student success completion

- Degree or Certificate Attainment
- Transfers
- Employment
- Upskilling

MEASURES

D.I. groups across key metrics

Transcript evaluation time

of programs with FT and PT paths

Transfer-level Math and English Year 1 Degree Completion Rates within 2, 3, and 4 years

Units to completion

Time to completion

ACTION IDEAS

Extend hours of operation for student support services

Track success through our dashboards

Schedule classes to meet student need

Remove systemic barriers



Mesa2030 Goal

Completion

Outcomes

Eliminated equity gaps

Aligned processes & systems for consistency

Increased percentage of student success completion

- Degree or Certificate Attainment
- Transfers
- Employment
- Upskilling

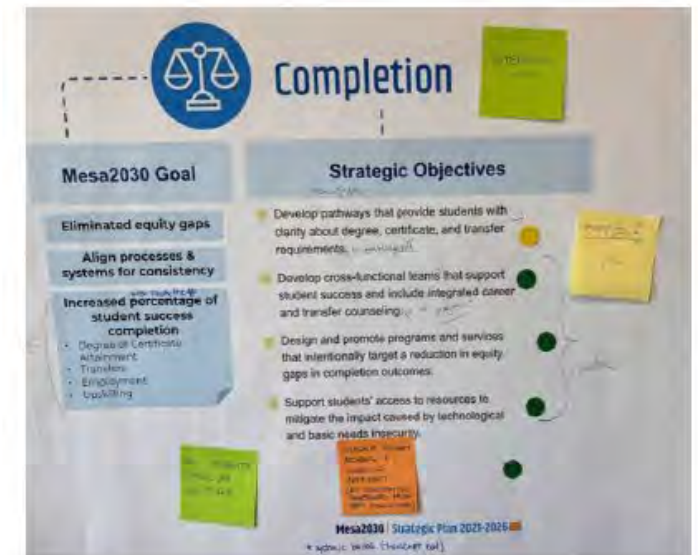
Strategic Objectives

- Develop pathways that provide students with clarity about degree, certificate, and transfer requirements.
- Develop cross-functional teams that support student success and include integrated career and transfer counseling.
- Design and promote programs and services that intentionally target a reduction in equity gaps in completion outcomes.
- Support students' access to resources to mitigate the impact caused by technological and basic needs insecurity.

KEEP - Going well, continue

CHANGE - Good intent, needs adjusting

TOSS - Not directly related, distracting; stop



President's Cabinet Retreat

(November 2025)

Collegewide Objective: What is one high-impact priority you believe Mesa should focus on over the next five years to best support student success? Why would it make the biggest difference?

Area-level Objective: Thinking about the work of your area, what is one high-impact priority you believe your area should focus on over the next five years to best support student success – and why?

| | | |
|--|------------------------------------|---------------------------|
| Equity, Belonging, and Inclusion | Student Experience and Completion | BSI Designation |
| Operational Efficiency | Instruction, Learning & Curriculum | Employee Development |
| Basic Needs and Holistic Support | Partnerships | Operational Effectiveness |
| Career Readiness & Workforce Development | Outreach | Student Services |
| Adult Learners | DEIA | |

Mesa 2030 Long-Term Goals

EQUITY AND EXCELLENCE



COMPLETION



COMMUNITY



PATHWAYS &
PARTNERSHIPS



STEWARDSHIP



SCHOLARSHIP

ROAD MAP 2.0 PRIORITIES

ADULT LEARNERS

BSI DESIGNATION



COMPLETION

(DRAFT) Roadmap 2.0

Mesa2030 Goal

Mesa College will institutionalize (or Mesa-nize) practices that clarify pathways to timely completion for students with the priority on those practices that create parity in outcomes across racial/ethnic groups and all disproportionately impacted groups.

Outcomes

Eliminated equity gaps

Aligned processes & systems for consistency

Increased student success completion

- Degree or Certificate Attainment
- Transfers
- Employment
- Upskilling

Strategic Objectives

- *Develop academic pathways that provide students with clarity about degree, certificate, and transfer requirements*
- *Develop cross-functional teams and programs that support student success*
- *Integrate career and transfer counseling, to reduce equity gaps.*
- *Expand access to resources that address technological and basic-needs insecurity*
- *Increase student access and schedule efficiency (by coordinating schedules among department disciplines)*

Next Steps

Review and update through the lens of...

INTENTIONAL FOCUS

- Adult Learners
- BSI Designation

BREAK OUT SESSION

The background image shows a wide, paved pedestrian path on a university campus. Numerous students are walking along the path, some in groups and some alone. The path is lined with mature trees on both sides. In the background, a large, modern building with a mix of light and dark panels is visible. Several tall, black lampposts are spaced along the path, some of which have banners or posters attached to them. The overall scene is bright and active, typical of a busy campus day.

ACCREDITATION



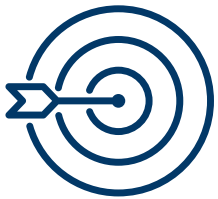
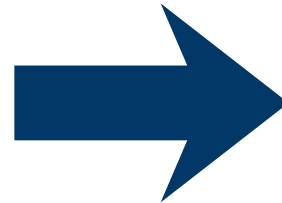


From Accreditation to Institutional Effectiveness — Together

Our 2025 ACCJC Response: The Results



**744% increase in
learning outcomes
compliance**



**Met outcomes goals for
the first time
in a decade**



**Fully accredited
(expected in 02/2026)**

Thank You



Our 2025 ACCJC Response: The Lesson

What Worked Well

People-System-Accountability



- Focused collective effort
- One shared goal
- Defined timeline
- Clear Accountability

What Was Not Sustainable



- Great urgency
- Heroic Effort

Clarity + Focus → Behavior Change → Impact

***How do we create that same clarity and focus,
without relying on urgency or heroic effort?***

Designing 7-year ACCJC Structure

| | |
|------|--|
| 2025 | Address previous deficiencies; Start discussing on-going structure |
| 2026 | Establish an Ongoing Structure with a Clear 7-year Timeline, Roles, and Accountability |
| 2027 | Start the Midterm process |
| 2028 | Submit in March. Start ISER process in Fall |
| 2029 | ISER Process Continues |
| 2030 | Submit ISER in August. Prep for Site Visit in Spring. |
| 2031 | Site visit and Decision in Spring. |

(A high-level overview; work in progress by PIEC)

Principles Guiding How We Design Our Work

“Doing a few things exceptionally well” - Ashanti Hands



Anchor your work in the college’s objectives (Roadmap 2)

Choose where your time and energy will create the greatest impact

(Informed by the work of Michael Porter)



**Clarity is Care
Focus is a Choice**

Thank You

**COMPREHENSIVE
FUNDRAISING
CAMPAIGN**



Comprehensive Fundraising Campaign

Spring 2026 Convocation Update



What? *Campaign Update*





What? *Your Story to Tell*



I have never worked anywhere where an entire college comes together so quickly and so willingly to support a student. When someone is struggling, people from every department do what they can to help. It is not forced. It is who we are.



The facilities themselves are in general very nice and support students in their learning to the highest degree.



The professors are...more [skilled] than anywhere else I've attended.





What? *Your Story to Tell*



In my opinion [Mesa's]
already the shining jewel
of SDCCD.





So What? *Accepting Major Gifts*



What's Next? *Learn More!*

Join us today in SB-107

- The reality of major gift fundraising
- How to apply for grants
- The role of the Resource Development team (how we can help)



What's Next? *Give Your Input!*



Sign up for focus groups!



bit.ly/MesaDreamsGroup

Still time for the survey!

bit.ly/MesaDreams25



What's Next? *Reviewers Needed!*

The gift of your time helps put college within reach.



Student Demand

Over **800** applications received annually



Volunteer Gap

200 reviewers are needed
(60 have signed up in past)



How You Can Help

- 1) Sign up to review
- 2) Get friends to join!

Earn up to
20 HOURS
of FLEX Credit

What's Next? *Events & Sign Up*

2026 Scholarship Awards Ceremony

Wednesday, April 29th, 2026

Mesa Giving Day

Friday, May 29th, 2026

Inaugural Olympian Open Golf Tournament

Friday, July 24th, 2026

Sign up for Scholarship
Review



<https://bit.ly/MesaVol26>

Sign up for focus groups!



bit.ly/MesaDreamGroup






Instruction



Rooted in Purpose. Grounded in Equity. Growing Together.





New Additions to the Instructional Team



The Numbers!!!

TARGET:
13,350 FTES

Summer 2025: **1,219 FTES**

Fall 2025: **6,157 FTES**

Interession 2026: **313 FTES**

Spring 2026: **5,790 FTES**

TOTAL: 13,478 FTES



THE WORK AHEAD

Implement the adult learner strategic plan

Continue to move forward with curriculum changes:

- Common Course Numbering phase 2
- TOP to CIP code changes

Impact of CalGETC implementation

Bachelor's degree resolution

Implement the new attendance accounting method

Have a
Fantastic Spring
Semester!!!



Student Services

Spring 2026

*This is How We
Do It!...Continued*



Black Serving Institution (BSI)

Mesa College has long been committed to improving outcomes for Black and African American students!

We are proud to receive this designation!

Principles to guide our collective work:

- Validate and strengthen those engaging in the work
- Develop tools that will aid in documenting our work and telling our story
- Advocate and promote each other's work/successes



The *Harambee* ("Let's Pull Together") Protocol

Black Faculty Counseling Collaborative

Year of Transfer, Fall 2025 Accomplishments:

Exciting Fall Numbers

Workshop/Events Held

- 85 Workshops (in person and zoom)
- 133 Transfer Day Attendees
- 75 UC San Diego Day Attendees
- 167 UC TAG Applications
- 900 students on our Transfer Tuesday List
- 29 4-year school Admission Representative Visits

Social Media Reels & Carousels

- Reached a total of
 - 74,040 views & 1,492 engagements!

Number of Direct Student Contacts in Fall 25'

| Transfer Total | #of Appts. & Drop-Ins | Workshop Attendance |
|----------------|-----------------------|---------------------|
| 2,022 | 1,401 | 621 |

Fall 25 Transfer Newsletter! SAN DIEGO MESA COLLEGE Transfer Center

What's New?

- SDSU/SDCCD Guarantee
- CalGETC General Education Pattern
- Transfer Cafes & Transfer Student Panels
- Social Media Posts & Collaborations

Counselor Conferences and Watch parties

- UC Ensuring Transfer Success
- CSU Community Counselor Conference

Fun Transfer Facts!

- Over the past 5 years, 4,241 Mesa College students enrolled in a CSU campus.
- Mesa Transfers have an 83% graduation rate at CSU campuses.
- Since Fall 22' Mesa College is the #1 UC Transfer Campus in Region X.
- Since Fall 20' Mesa College is the #1 Transfer Campus for UC San Diego in Region X.
- Out of 116 CA Community Colleges, Mesa ranks #4 for UC San Diego Transfers and #2 for SDSU Transfers.
- 60% of Mesa Transfer Students stay in San Diego and enroll in a local university or online program

Exciting Fall Numbers

Workshop/Events Held

- 85 Workshops (in person and zoom)
- 133 Transfer Day Attendees
- 75 UC San Diego Day Attendees
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|----------------|-----------------------|---------------------|
| 2,022 | 1,401 | 621 |

Book Your 10 Minute Transfer Presentation Today!



bit.ly/schedulertc

Let's inform more students about the Transfer process!

Additional Happenings

University Transfer Partnerships

- ASU Online
- National University
- PLNU Adult Degree Completion
- University of Maryland Global Campus





Transfer Presentations

- Academic Senate
- School of Business and Technology
- Chairs of Chairs
- Communication Studies Department
- Transfer Career Evaluations Open House
- Faculty Flex Workshops

Looking Ahead to Spring!

- Application Updates in January!
- Transfer Options Fair in April
- Next Steps Events
- Transfer Recognition Luncheon 5/14/2026
- Cal State San Marcos Day

Stay Updated & Connect with us!

 (619) 388-2473  @sdmesacollege  www.sdmesa.edu/transfer  14-306

Student Services

The Squad!



Victoria Kerba Miller
Dean of Student Affairs



Dr. Cynthia Rico
Dean of Student
Development



Leticia Diaz
Dean of Student
Success & Equity

Administrative Services



Rooted in Purpose. Grounded in Equity. Growing Together.

ICE Action Plan & Protocols


Our campus is dedicated to ensuring a safe, inclusive environment where all students can focus on their education without fear. As part of our commitment to student safety, we have established clear ICE Response Protocols

<https://www.sdccd.edu/immigration-resources/index.aspx>

Immigration Legal Services Coalition (ILSC)

– The Immigration Legal Services Coalition (ILSC) is an important and readily available resource to share. Individuals may contact ILSC if they—or a family member or friend—have been detained or arrested by immigration enforcement.

- **ILSC Contact Information:**
- **Phone: (858) 751-7553**
- **Hours: 9:00 a.m. – 6:00 p.m.**

**San Diego Community College District**
City College · Mesa College · Miramar College · College of Continuing Education

Responding to ICE on campus

Immigration and Customs Enforcement

1.

NOTIFY one of the following offices if you become aware that immigration enforcement is happening on campus:
SDCCD Chancellor's Office: (619) 388-6957, chancellor@sdccd.edu
SDCCD General Counsel: (619) 388-6589, lkostic@sdccd.edu
SDCCD Police: (619) 388-6405

2.

ENCOURAGE students to remain in their classroom or a private office of a trusted individual (if ICE is nearby).


3.

WITNESS
Stand by as a witness, if you feel comfortable doing so. You are legally entitled to use your cellphone to record enforcement activities as long as you do not directly interfere. Share video with your college information officer.

4.

RESPOND IF ASKED
"I am not authorized to speak with you, answer your questions, or provide access to any people or facilities per SDCCD policy. Only the District Chancellor and General Counsel have authority to assist you. You may contact the Chancellor or General Counsel at: 3375 Camino del Rio South, Suite 300 or 330 San Diego, CA 92108, (619) 388-6957 or (619) 388-6589."

- Do not give consent for them to enter facilities.
- Do not physically interfere with an officer and step aside if directed to.

STAY INFORMED
Find and share additional resources and current immigration enforcement guidance.

District Policies: Administrative Procedure 3415 – Non-Participation in Immigration Enforcement Activities; Immigration Status Security
This information is current as of July 1, 2025. Changes to laws and regulations may affect the instructions provided.



Safety and Facilities

Mesa Emergency Management Website



Campus Safety Training Opportunities -
2026

RSVP TODAY FOR
ALICE TRAINING
Active Shooter Training & Preparedness



- January 30th
- April 10th
- August 21st
- October 16th




Rooted in Purpose. Grounded in Equity. Growing Together.

Work Orders

Maintenance Request Form




New Maintenance Request

Request

* Request type

* Request

* Building

* Location

* Contact Name

* Phone Number

Phone Number Must Only Be Numbers

* E-Mail Address

Alt Contact Name

Alt Phone Number

Alt E-Mail Address

* Repeat Call?

* Is This Equipment?

* Description

[A Formatting guide](#) [Show preview](#)

Attachments



IT: Print Mail Dates, Tech Hub Dates and Hours

The District Tech folks will provide a student help desk for items such as multi-factor authentication, email and District provided software systems help. Telephone help is also available at 619-388-7000 during normal working hours.

Location of the help desk is the 1st floor of the Student Services building.

The hours for the first two weeks of the semester are

- Monday and Tuesday: 8am -2 pm
- Wednesday and Thursday: 10am-4pm
- Friday: 10am-12pm
- After the initial two weeks, we will return to the existing non-peak hours:
- Mon-Thurs: 10am-2pm
- Friday: 10am-12pm



2026 Fiscal Trainings and Year-End Deadlines



Travel

February 9th 2:30PM-3:10PM

February 12th 10:00AM-10:45AM



Budget Monitoring

February 18th 2:00PM-2:45PM

February 19th 10:00AM-10:45AM



Year-End Purchasing

February 25th 1:00PM-1:45PM

February 27th 9:00AM-9:45AM



Trainings will be conducted via Zoom.



Fiscal Year-End Deadlines

Please visit the Business Services webpage for more information.

Activities Including:

Purchase Orders

Payment Requests

Travel Authorizations/Expense Reports

Reprographics

Site Improvements

Stock Room Purchases

Journal Entries

Budget Transfers



Rooted in Purpose. Grounded in Equity. Growing Together.

36-Hour Pilot Schedule



Student Accounting: Mon-Thurs 8:30-5:30, Friday 8:30-12:30pm

Business Office Support: Mon-Thurs 8:00-4:30, Friday 8:00-12pm

Business Services: Mon-Thurs 8:00-4:30, Friday 8:00-12pm

Print and Mail: Mon-Thurs 7:00-6:30, Friday 7:00-3:30pm

Classroom Technology: Mon-Thurs 7:00-6:30, Friday 7:00-4:00pm

Employee Office Technology: Mon-Thurs 7:00-6:30, Friday 7:00-1:00pm



Rooted in Purpose. Grounded in Equity. Growing Together.

2026 Budget Information

Budget Topics:

- 2025/26 General Fund Update – Quarterly
- 2026/27 Governor's Proposed Budget and May Revision
- 2026/27 SDCCD Tentative and Adopted Budget
- Budget Allocation and Recommendation Committee Process
- SDCCD Campus Allocation Model (CAM)

Venues:

Budget Allocation and Recommendation Committee (BARC), President's Cabinet, Administrator's Meetings, Meetings with Individual Budget Managers, and Budget Basics Breakout





OLYMPIAN**SP**IRIT

Champions of **Community**

Ayana Woods



Champions of **Dedicated Service**

Justin Batenga

Ava Gill

Sadie Wager



Champions of **Efficiency and Effectiveness**

Daniel Arias

Marlene Gracia

Nicole Judd

Thuan Le

Lisa Naungayan

Bao To



Champions of **Equity and Inclusion**

Ella DeCastro
Helena Hubbard
Jocelyn Werlinger
Ranmali Rodrigo



Champions of **Vision and Ingenuity**

Jesse Keller

Dora Schoenbrun-Fernandez

George Ye



Champions of **Accreditation**

Ashanti Hands
Isabel O'Connor
Larry Maxey
Justin Estep
Eliza Rabinovich
Andrew Hoffman
Nathan Resch
Dina Miyoshi
Jill Moreno Ikari
Larry Maxey

Mary Gwin
Monica Romero
Amanda Johnston
Ian Duckles
Leticia Diaz
Cynthia Rico

District:
Shelly Hess
Desiree Payne



Mesa College Welcomes
Dr. Gina Ann Garcia



Servingness 2.0

A Renewed Framework for Hispanic Serving Institutions ● ● ● ● ● ●

Dr. Gina Ann Garcia
www.ginaanngarcia.com



Hispanic-Serving Institutions (HSIs)

25% Hispanic/Latine/x Students

50% Low Income

“Eligible HSI”

Title III & Title V Grants

Hispanic-Serving Institutions (HSIs) 2023-24: Fast Facts

602
HSIs

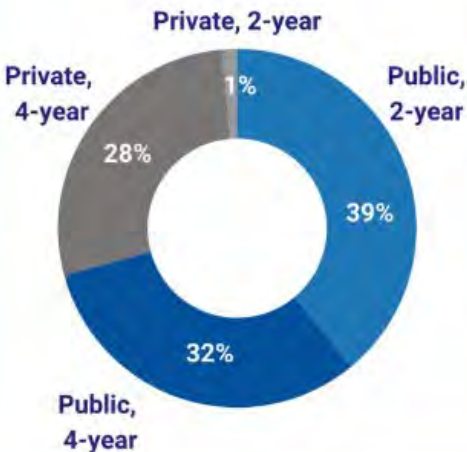
31
states &
locations

20%
of institutions
are HSIs

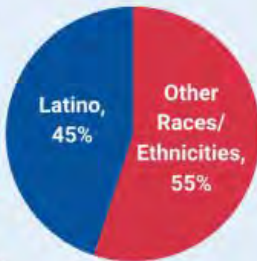
64%
of all Latino
students
attend an HSI



Sector



Over half
of students
enrolled at HSIs
are of other
races/ethnicities



Seal of *Excelencia* certified institutions have demonstrated with data, practice, and leadership their commitment to **intentionally serving** their Latino, and all, students. **Only 7% of HSIs (43) are Seal-certified institutions.**

Source: *Excelencia* in Education analysis using U.S. Department of Education, NCES, IPEDS, 2023 Fall Enrollment, Institutional Characteristics, and Completion Surveys



HSIs are defined in federal law as accredited and degree-granting public or private nonprofit institutions of higher education with 25 percent or more total undergraduate Hispanic full-time equivalent (FTE) student enrollment. As of 2025, *Excelencia* in Education has removed institutions from the list of HSIs that have less than 100 undergraduate students.

For more information: EdExcelencia.org/research-policy/hispanic-serving-institutions-hsis

Profile of Students at HSIs

Latine/x 45%

Black 9%

AANHPI 9%

White 26%

Other 10%

Excelencia in Education (2025) HSI Fact Book



Mission-Based Minority Serving Institutions

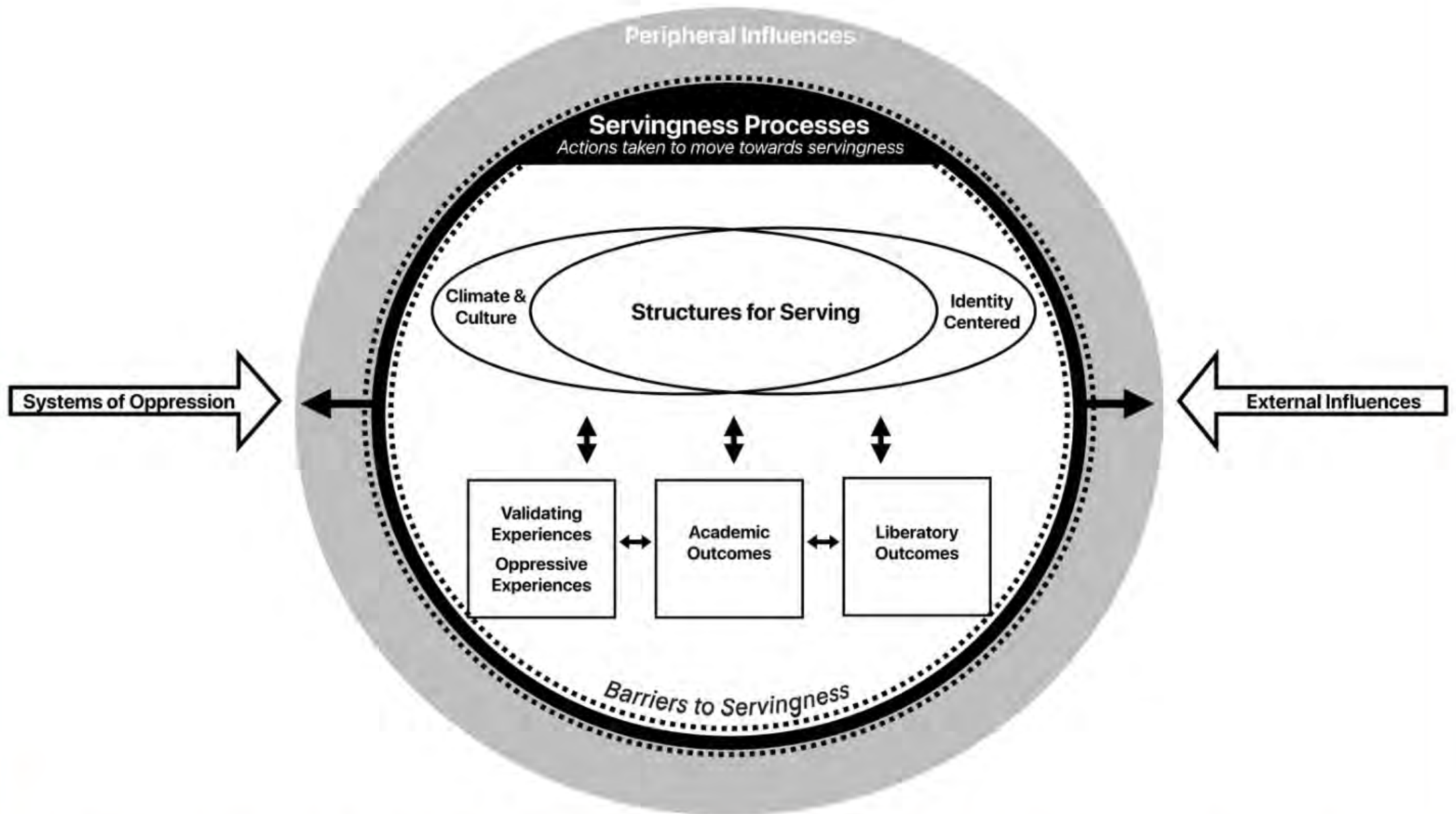
- **Historically** established with a direct **mission** to serve a specific population.
- Four MSIs are considered mission-based
- Historically Black Colleges and Universities (HBCU)
- Historically Black Colleges and Universities Graduate Institutions (HBGI)
- Historically Black Colleges and Universities Masters Institution (HBCU Masters)
- American Indian Tribally Controlled Colleges and Universities (TCCU)

Enrollment-Based Minority Serving Institutions

- Evolved over time because of changes in the demographics of college students
- Lack an historic mission to serve
- Eligibility based on **enrollment threshold** of racially and ethnically diverse students
- Seven MSIs are enrollment-based
- Hispanic-Serving Institutions
- Asian American Native American Pacific Islander Serving Institutions
- Predominantly Black Institutions

Servingness

- assessing campus culture and educational experiences
- transforming educational structures
- creating culturally-enhancing environments
- producing equitable academic and liberatory outcomes
- empowering Latine & students of color
- enabling students to succeed & thrive



Structures for Serving



Structures for Serving: Strategic Plans

Latinx-Ghosting (n = 6)

- Does not mention HSI designation
- Does not mention Latinx students
- Does not mention or vague description of regional community
- Does not mention culturally relevant practices

Latinx-Leaning (n = 8)

- Often mentions HSI designation
- Mentions diverse student populations
- Demonstrates awareness of geographic region and local community
- Operates from Latinx-evasive perspective

Latinx-Serving (n = 5)

- Mentions HSI designation
- Mentions Latinx students
- Demonstrates awareness of geographic region and local community
- Capitalizes on unique strengths, talents, or skills of Latinx students

Purpose of Study

- To examine how HSIs expressed commitment to serving Latine/x students within their strategic plans.
- Included 19 public 2-year and 4-year HSIs in Texas

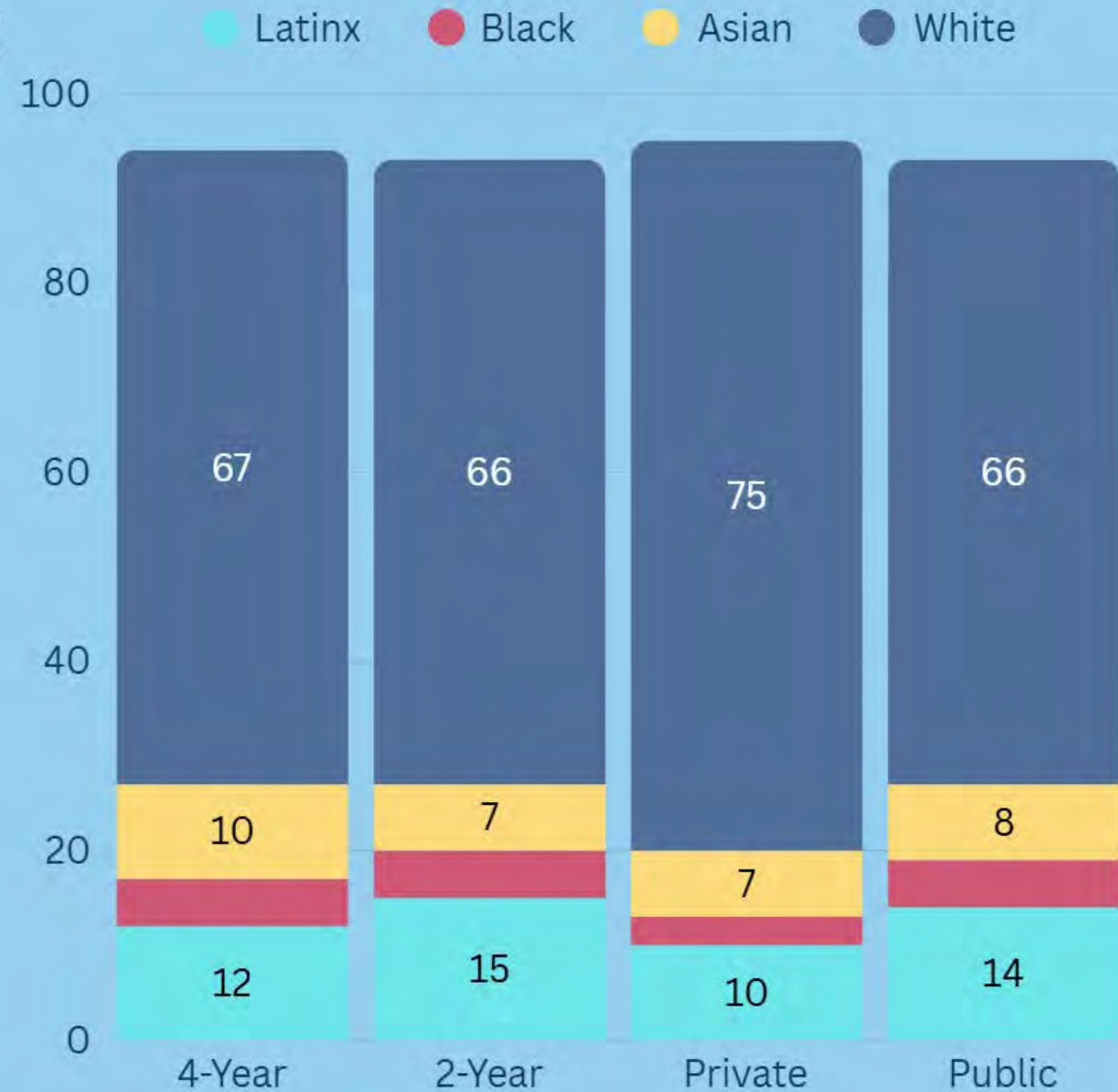
Structures for Serving: Representational Diversity

White Faculty to White Students
1:10

Asian Faculty to Asian Students
1:27

Black Faculty to Black Students
1:49

Latinx Faculty to Latinx Students
1:146



Vargas, N., Villa-Palomino, J., & Davis, E. (2019). Latinx faculty representation and resource allocation at Hispanic Serving Institutions. *Race Ethnicity and Education*, 23(1), 39-54. <https://doi.org/10.1080/13613324.2019.1679749>

Structures for Serving: Curriculum & Pedagogy

Supported by Title V HSI Grants over 15 years
Honoring HSI Mission | Honoring Latine Students |
Honoring Place

Phase 1: Planning & Designing

8 curriculum innovation teams with 75 members, including students, engaged in learning and proposed new curriculum inclusive of high impact practices

Phase 2: Communication

21 faculty and staff were provided small stipends to become campus experts and deliver campus forums; first year seminar & capstone approved

Phase 3: Implementation

6 launch teams with 71 faculty & staff worked on logistics of implementation and PD needed to prepare faculty for launch of revised curriculum

Multicultural Advising Conference (MAC), UC Santa Cruz

Impetus: Students reported experiencing microaggressions in advising

Strategy: Campus-wide advising professional development

Goal: Microaggressions to microvalidations; increased cultural humility

Delivery: interactive theater
(theater of the oppressed)

Structures for Serving: Advising





Episode 10

Using Strategic Planning to Drive Servingness





Dra. Maribel Jiménez

Dean of Academic Transfer
Pathways and Partnerships,
Highline College



Dr. Gina Ann Garcia

¿Qué pasa, HSIs? Host
Associate Professor,
University of Pittsburgh

Available on all podcast platforms:  Listen on
Apple Podcasts  Spotify

www.ginaanngarcia.com/podcast

Consultants come in & say “I’m going to help you write the strategic plan,” but they have no idea what it means to have a large Latinx student population; how do you not even acknowledge that when you’re trying to help us write the strategic plan and help us do what we need to do?



SEASON 6 | EPISODE 10
ADVISING AS SERVINGNESS



DR. GINA ANN GARCIA
PROFESSOR
UC, BERKELEY

WITH



GABE BERMEA
VISITING SCHOLAR
THE RUTGERS CENTER FOR
MINORITY SERVING
INSTITUTIONS

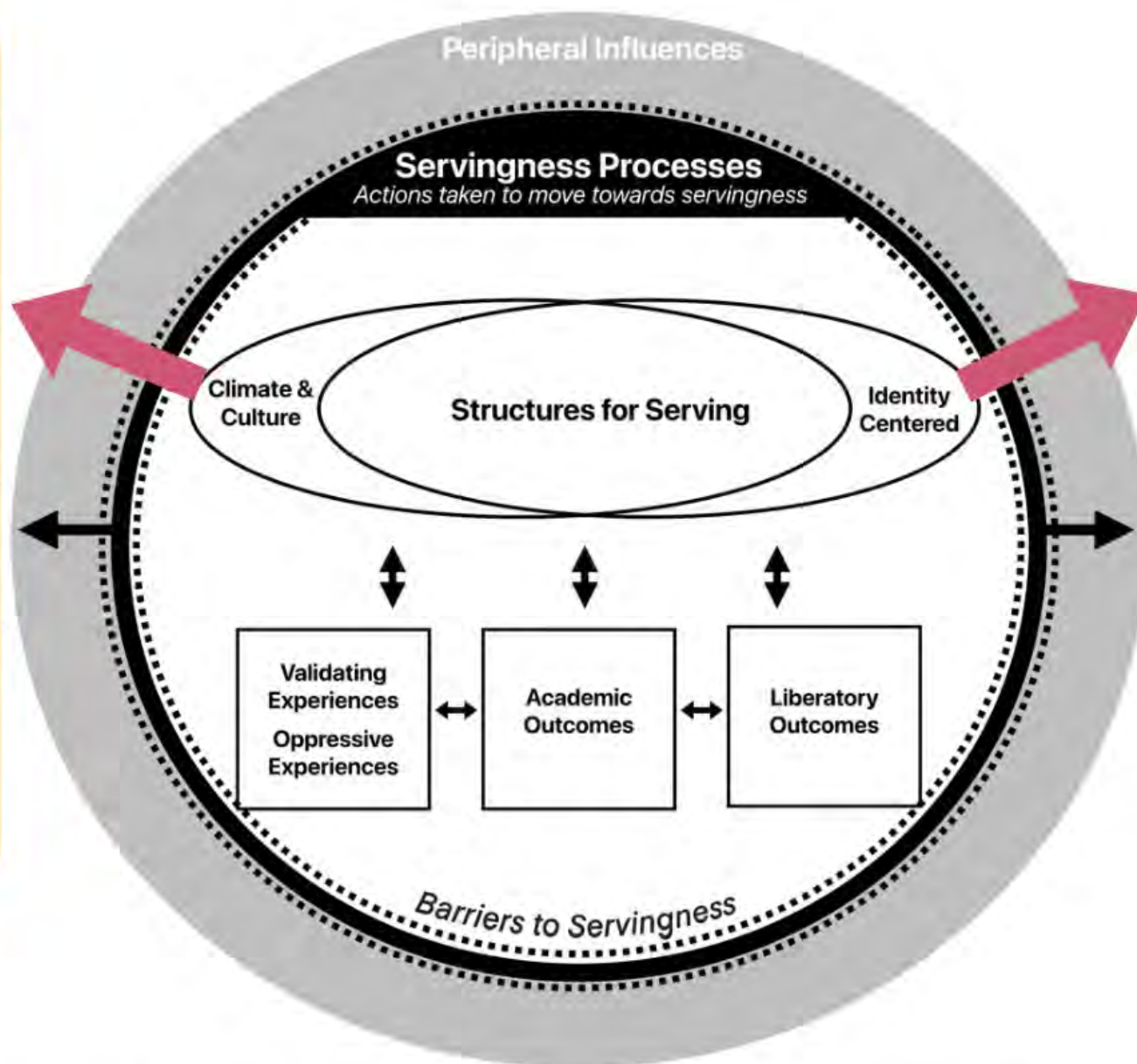


www.ginaanngarcia.com/podcast

Familia is a value in the advising conversations that are not always at the forefront of advising conversations, traditionally speaking. So, in the HSI context, it was a very real conversation to say, you know, “How are you navigating balancing school with your family responsibilities?”

The structures for serving lead to deeply ingrained and tacit dimensions of the culture that ultimately affect how people experience the climate.

If people on campus report negative or positive climate experiences, they are direct reflections of the culture as embedded in the structures for serving



To be identity-centered (previously called “culturally-relevant”), acknowledges the intersectional identities and lived experiences of students. The goal is to enhance students’ understanding of self and others.

All structures for serving should be identity-centered

Indicators of Serving

Academic
Outcomes

Liberatory
Outcomes

Validating
Experiences

Racialized
Experiences

Indicators of Serving: Liberatory Outcomes



The purpose of this study was to understand how students make sense of servingness at 2 HSIs in the Midwest

Curriculum
& Pedagogy



Support
Programs



Peer &
Faculty
Interactions



Race-consciousness

The structures for serving enhanced students' ability to evaluate the power structures that maintain white superiority, thereby encouraging critical engagement with systems of dominance based on their own societal positioning, as well as that of others (p. 69).

"JUST [HAVING DIVERSE PEERS] THAT ARE WILLING TO TALK IN-DEPTH ABOUT THE ISSUES [OF RACE], I REALIZED THAT I WAS SEEING DIVERSITY THAT ENTIRE TIME THROUGH MY WHITE, MALE LENS. TAKING THAT LENS OFF, I GOT A WHOLE NEW PERSPECTIVE OF DIVERSITY. SO, I GUESS UNDERSTANDING DIVERSITY IS ONE THING, BUT THEN WHEN YOU UNDERSTAND WHITENESS, YOU UNDERSTAND DIVERSITY ON A WHOLE OTHER LEVEL." (JOHN, WHITE ITALIAN MAN)



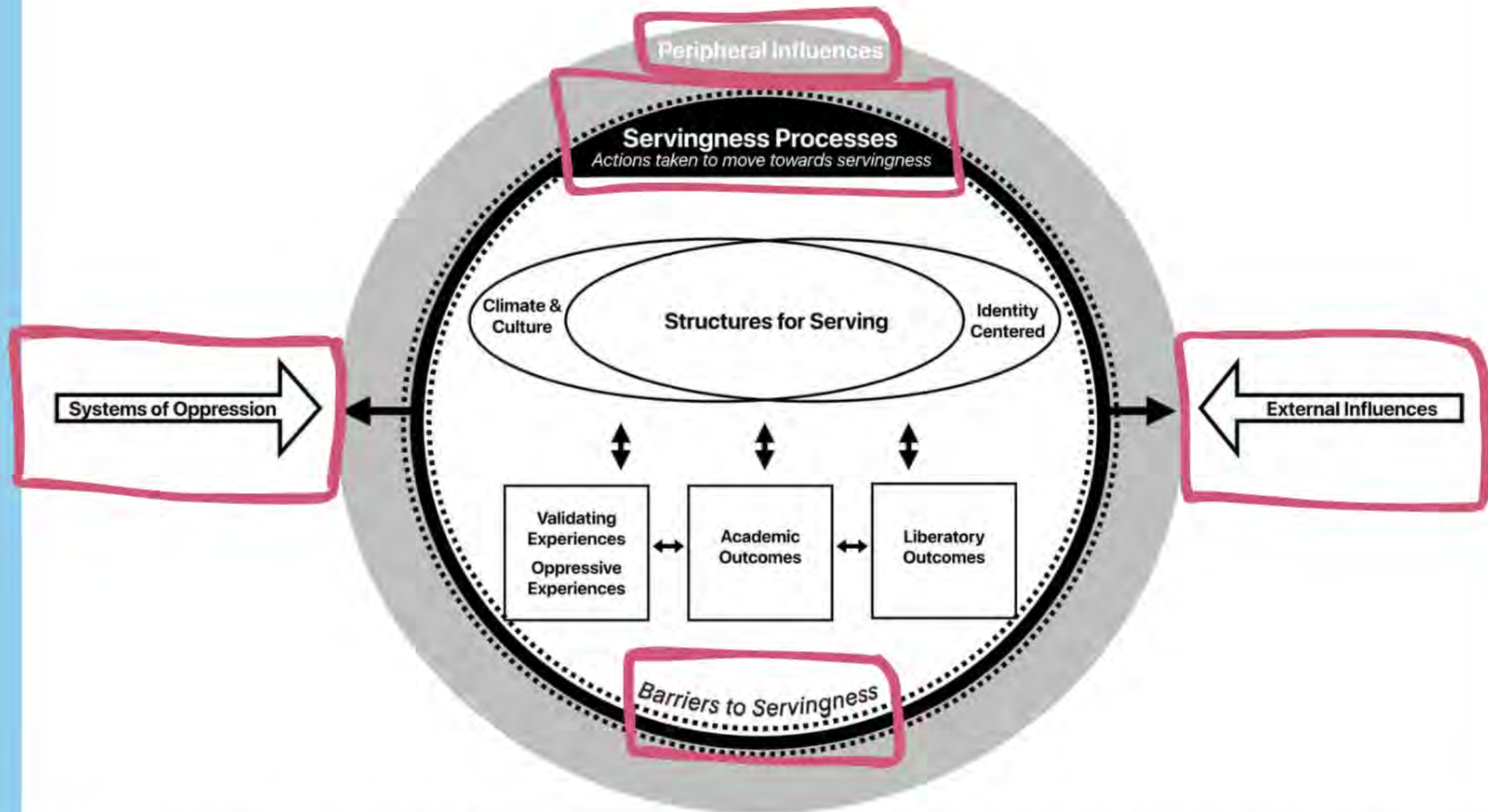
Indicators of (NOT) Serving: Racialized Experiences

Warren and Coles (2020) explain that “Anti-blackness, or the **socially constructed rendering of Black bodies as inhuman, disposable, and inherently problematic**, endures in the organizational arrangement and cultural ethos of American social institutions, including K-12 schools, colleges, and universities” (p. 2).

Exclusion & mismatch of cultural scripts (organizational)

Lack of solidarity (interpersonal)

Anti-Black experiences as psychological torment on and off-campus (societal racism)



Garcia, G. A., Santos, N. J., Meza, A., Chic, D., & Yee, C. (2025, November). Servingness 2.0: An updated multidimensional conceptual framework for understanding servingness in Hispanic-Serving Institutions (HSIs). Association for the Study of Higher Education annual meeting. Denver, CO.

Servingness Processes



Tangible actions,
decisions, & practices
that change agents
enact to move the
campus towards
intentionally serving
Latine students

Servingness Processes



Appoint campus-wide HSI Director or Vice President for HSI Initiatives

Collect institutional data to identify equity gaps; appoint data team

Host visioning forums to raise HSI awareness & collect input from campus constituents

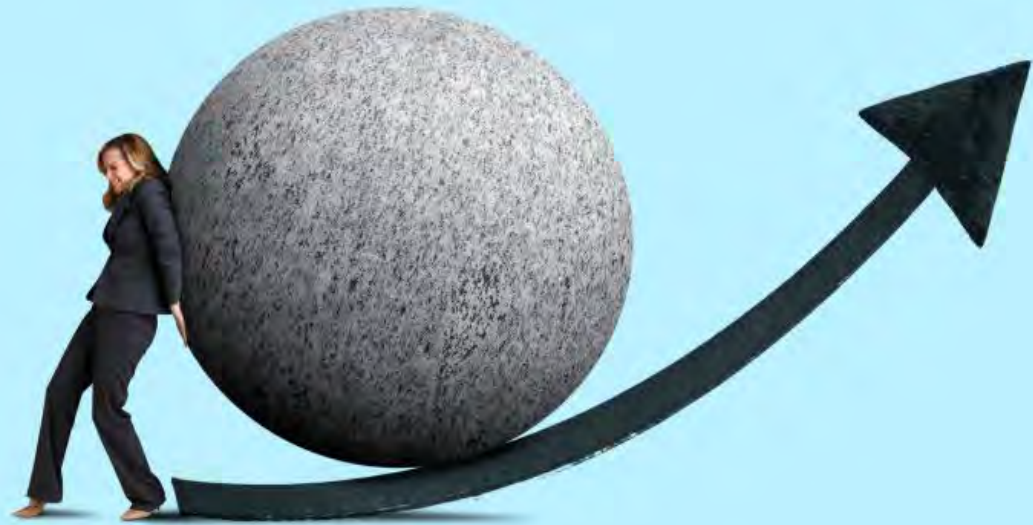
Raise HSI consciousness through book clubs, podcasts, & conferences

Engage with HSI change frameworks: Servingness and/or Seal of Excelencia

Elevate conversations about faculty hiring, incentive structures, & advancement

Launch HSI Task Force to assess, identify opportunities, & strategize

Barriers to Servingness



Actions, policies, practices, structures, systems, and people that prevent the campus from embodying an HSI identity

Barriers to Servingness: Structures for Serving

Purpose of Study

To examine what kind of challenges institutional agents encountered during Covid-19 when conducting outreach and recruitment efforts through online webinars



01.

Lack of strategic plan to address digital divide including inequities in broadband subscriptions & access to computer or laptop

02.

Lack of strategic plan to address linguistic divide and to engage non-English speaking parents. Exacerbated by lack of bilingual staff in the department

03.

Lack of overall commitment to serving Latine/x students. Instead, few staff on campus performed an enormous amount of heavy lifting

Peripheral Influences

External Influences

Systems of Oppression



The forces that influence movement towards servingness including federal & state legislation and policies, grant RFPs, advocacy groups, professional associations, community organizations, private foundations, policy intermediaries, governing boards, families, communities, & systems of oppression.

Peripheral Influences - governing boards

HSI-Evasive Board Approaches

The board enacted their primary roles & responsibilities through an HSI-evasive approach — avoids acknowledgment or understanding of the HSI designation. The evolving HSI identity did not influence how trustees understood and enacted typical governance functions; instead governance as usual.

“How do trustees at one Catholic HSI make sense of their institution’s HSI identity in relation to the fiduciary duty of obedience?”

Historical & Contemporary Mission & Identity in Tension

The trustees clearly understood what it meant to be a Catholic institution [historic mission] while segmenting their understanding of the HSI mission and identity in often uninformed or hyper-personalized ways based on personal acquaintances.

HSI-centric Fundraising Efforts

Some trustees noted the critical role of development and philanthropy in relation to the HSI status. This is where trustees made the most specific connection to the HSI identity and their role, but often gave examples of fundraising to support [individual] students while lamenting more enduring structural realities connected to the financial condition of the institution.

External Influences - Title V RFPs Dept of Ed

“What characterizes funded Hispanic-serving Community College’s (HSCC’s) Title V grant proposals?”

HSCC Title V awardees consistently aligned their proposals with that cycle’s listed **competitive preference priorities (CPPs)**. For example, improving dual enrollment (i.e., 2010), increasing graduation rates (i.e., 2010 and 2011), advancing students’ holistic well-being (i.e., 2022), & financial literacy (i.e., 2019).

Title V CPPS rarely focus on Latine students (the exception is 2019 when one CPP was to increase resources for Hispanic graduate students); abstracts and grant funded projects continue to be Latine-evasive.

HSCC Title V awardees tend to (1) conflate student identities; (2) position Latine identities in a deficit manner; and/or (3) propose deracialized or race-evasive projects. Approximately 80% of the 400 abstracts between 2009-2021 either conflated Latine identity with other identities (i.e., low-income, underserved students, English Language Learners) or proposed deracialized projects without clear outcomes tied to Latine students specifically.

SEASON 5 | EPISODE 5
**¿SI NO YO, QUIEN? HSI DIRECTORS
LEADING THE WAY**



DR. GINA ANN GARCIA
PROFESSOR
UC, BERKELEY

WITH



**DRA. CYNDIA MORALES
MUÑOZ**
SENIOR DIRECTOR, HSI
INITIATIVES, UNIVERSITY
OF CENTRAL FLORIDA



A podcast dedicated to everything
Hispanic-Serving Institutions

Available at:



www.ginaanngarcia.com/podcast

Our messaging from the beginning has always been a message of both/and...okay so what does this mean for Latino students? And what else can we do? So for us—now, being 5 years in—more of our faculty and our community, like all stakeholders, internal and external, I think they get that. It's an ongoing education of what HSIs are and what they're not, right?

SEASON 4 | EPISODE 1
**HONORING THE PAST &
STRATEGIZING FOR THE FUTURE**



DR. GINA ANN GARCIA
PROFESSOR
UC, BERKELEY

WITH



DR. MANUEL DEL REAL
EXECUTIVE DIRECTOR OF HSI
INITIATIVES AND INCLUSION,
METROPOLITAN STATE
UNIVERSITY OF DENVER



DR. MICHAEL BENITEZ, JR.
VICE PRESIDENT OF DIVERSITY
AND INCLUSION,
METROPOLITAN STATE
UNIVERSITY OF DENVER



A podcast dedicated to everything
Hispanic-Serving Institutions



www.ginaanngarcia.com/podcast

When I got into this [HSI Director] role, I really needed to make sure [I was] fully immersed in all of these spaces. And so I really started with HACU...but then, even like dipping into Excelencia in Education...it's really like our chancla of making sure that we're, you know, holding ourselves accountable to this work.

Servingness

The Servingness 2.0 Framework offers a dynamic way to envision postsecondary transformation and higher education futures. The framework presumes altering and changing educational structure is an effective way to address inequitable outcomes and experiences. In practice, it can be used as an assessment tool that stimulates critical reflection, thoughtful conversation, intentional action, and collective visioning.



THANK YOU/GRACIAS

