



**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 Agricula**  
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.

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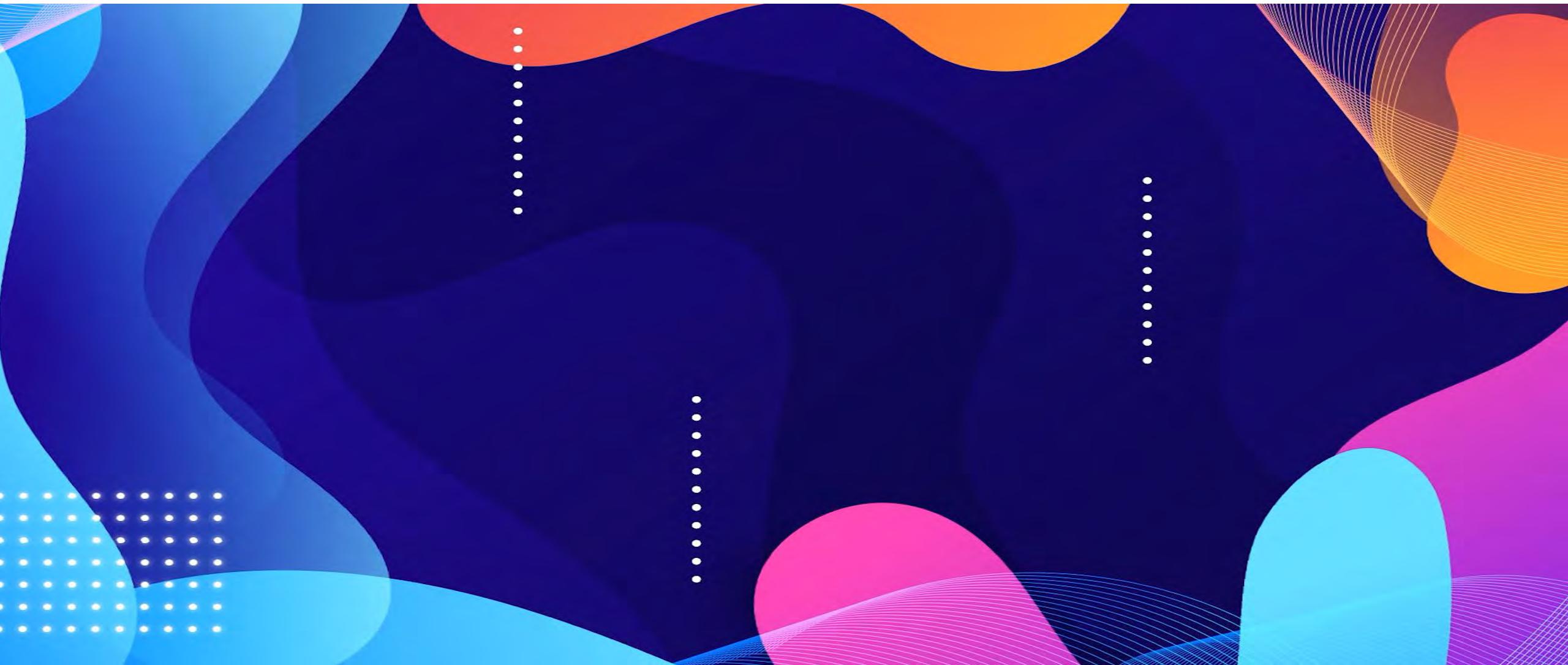
SAN DIEGO MESA COLLEGE



# 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	

# Fall 2025 Highlights





# COLLEGE **PRIORITIES**

# MEASURE HH





SAN DIEGO  
**MESA COLLEGE**



Measure HH Bond Program

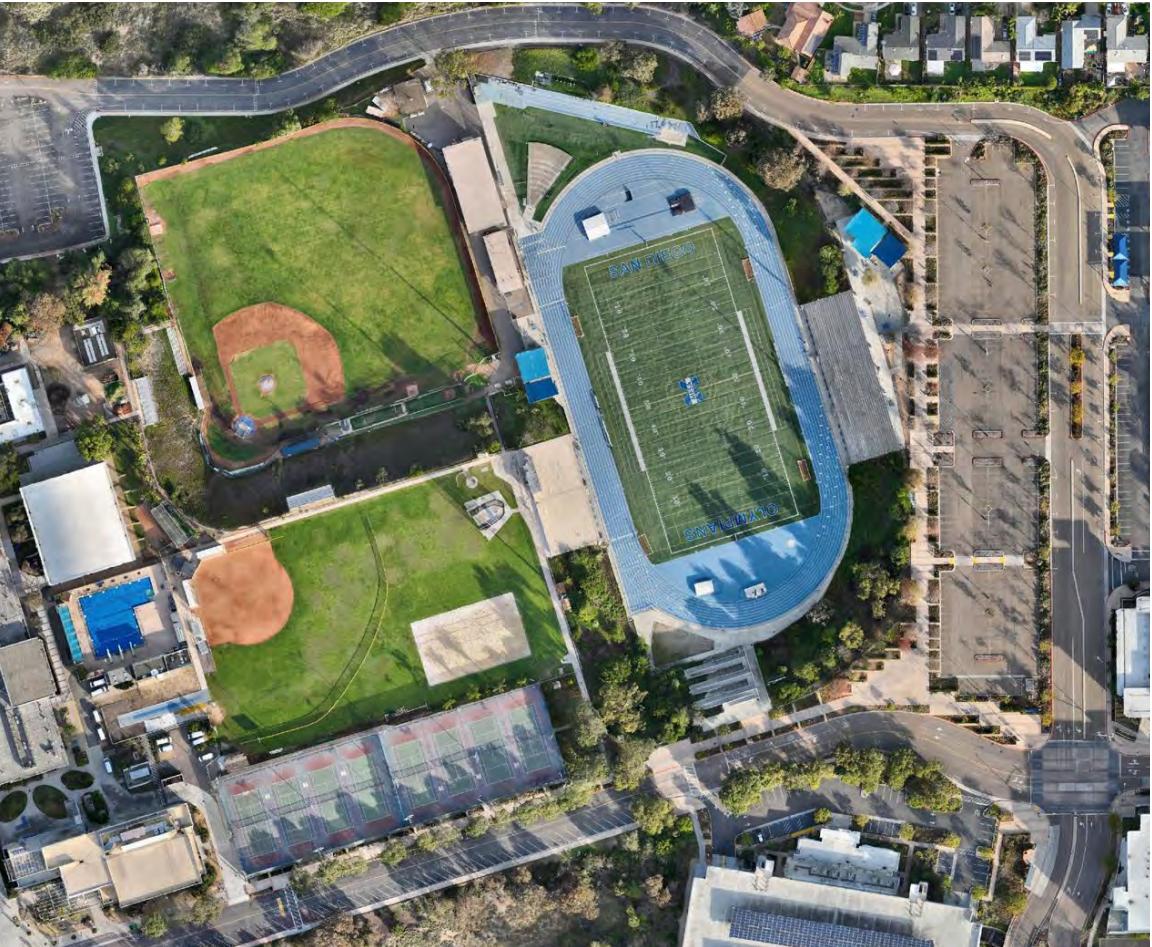


# Mesa College – Athletics Complex



## 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

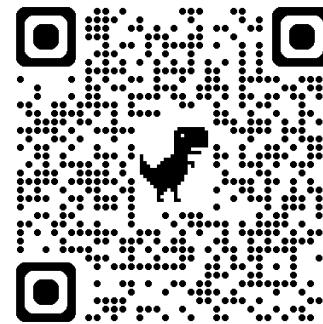


- Project Profiles
  - Project profiles will be updated monthly and made available to the public via the SDCCD website.
- Newsletters
  - Newsletters will continue to be distributed on a monthly basis.
- Project Video & Media Updates
  - Scan the QR code to view videos highlighting stakeholder and student 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		Project Schedule				Project Features	
Current Status /Phase	Procurement	Programming & Planning	Design & DSA Approval	Construction Completion	FFE & Move-In	The Mesa College Performing Arts Center / Administration and Parking Structure Project includes approximately 54,000 SF 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 I4 Student Services Center. The building will be designed to accommodate events from the lower parking areas 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.	
Construction Type	New Construction & Demo	Ph 1: Fall 2025/Spring 2026	Winter 2027	Summer 2028	Fall 2028	A future multi-story parking structure, also built into the hillside, is planned adjacent to the complex to increase parking capacity for performing arts 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.	
Gross Square Footage	83,000 SF	Ph 2: Fall 2025/Spring 2026	Fall 2027	Summer 2030	Fall 2030	<b>Project Site Plan</b>	
Division of State Architect	Yes						
Construction Method	Progressive Design-Build	September 11, 2025					
Contract Start Date	TBD						
Contract Expiration Date							
Project Financials							
Funded By	Measure HH						
Project Teams							
Landscape Architect	McCullough Landscape Architecture					*Rendings coming soon	
Structural Engineer	Coffman Engineers					EXISTING CAMPUS	
Electrical Engineer	MA Engineers						
Civil Engineer	Latitude 33						
Mechanical Engineer	MA Engineers						
SDCCD Project Manager	Steve Martella (Kitchell)						
Construction Manager	Steve Evansco						
DSA Inspector	TBD						
Contractor	PCL   HGA						
Site Detail							
Campus	Mesa College						
Coordinates	32°48'16.99"N 117°10'7.73"W						

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



# 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

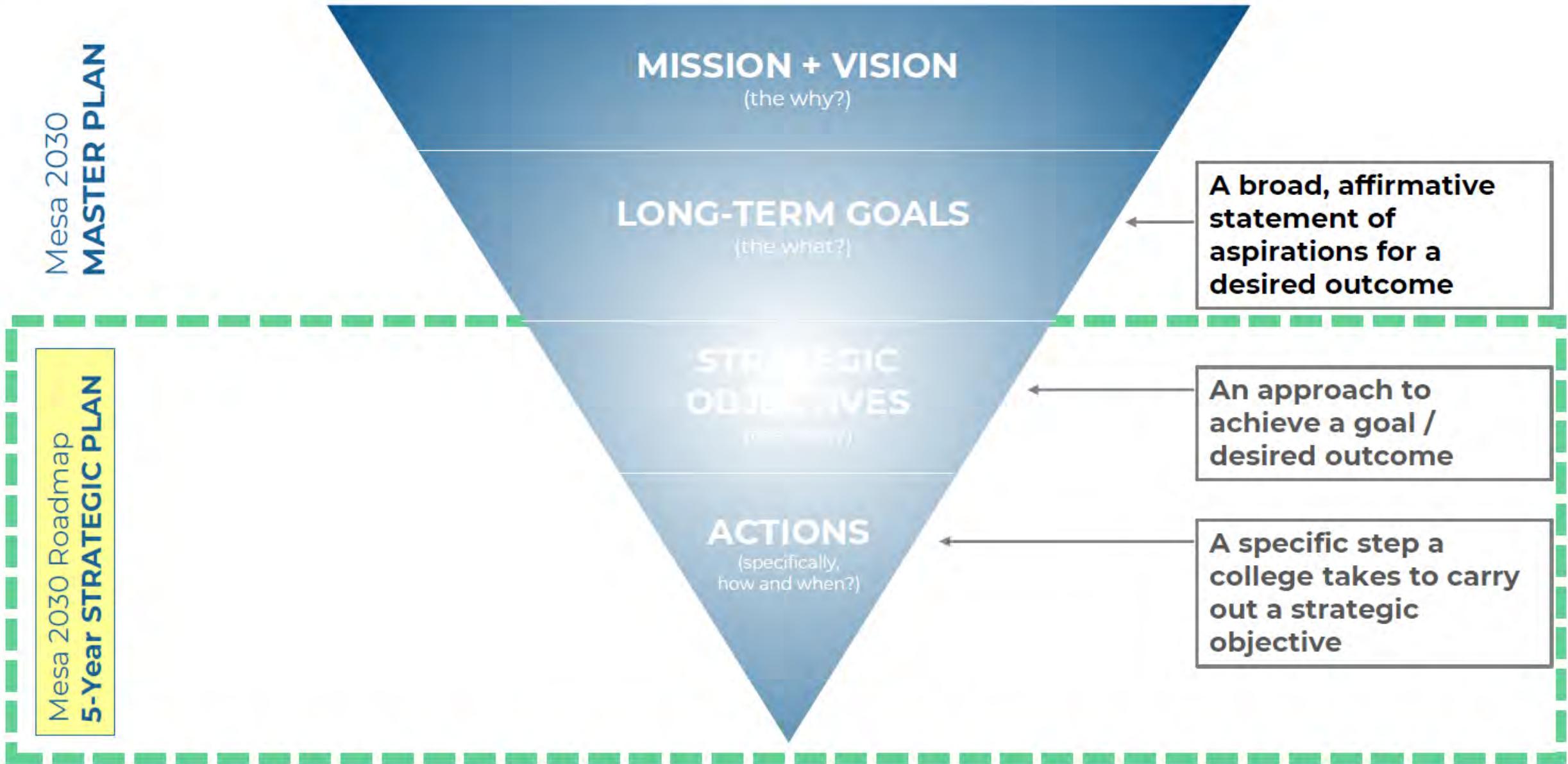
Mesa College will develop and sustain processes that prioritize environmental justice and sustainability, reduce Mesa College's carbon footprint, and allocate its human, physical, technological, and fiscal resources around the goal of increasing student access, success, and parity in outcomes across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



# Roadmap 2.0 Approach

**SIMPLIFY  
FOCUS  
REALIZE**

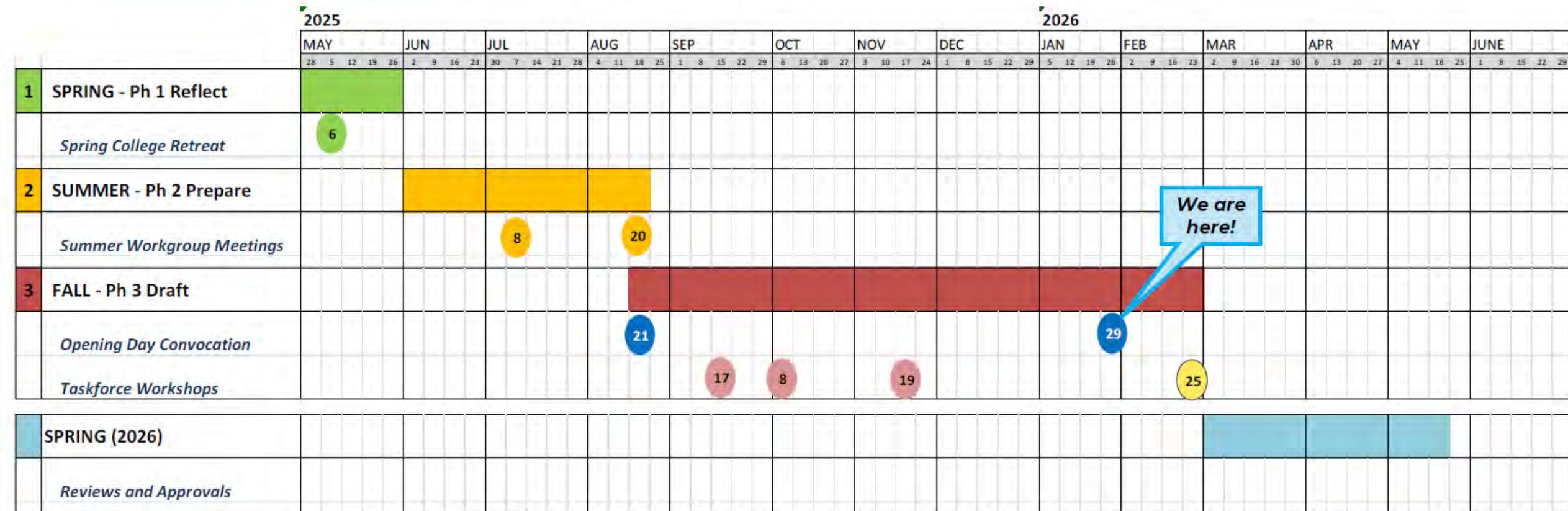
# Roadmap 2.0 Timeline

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

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

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

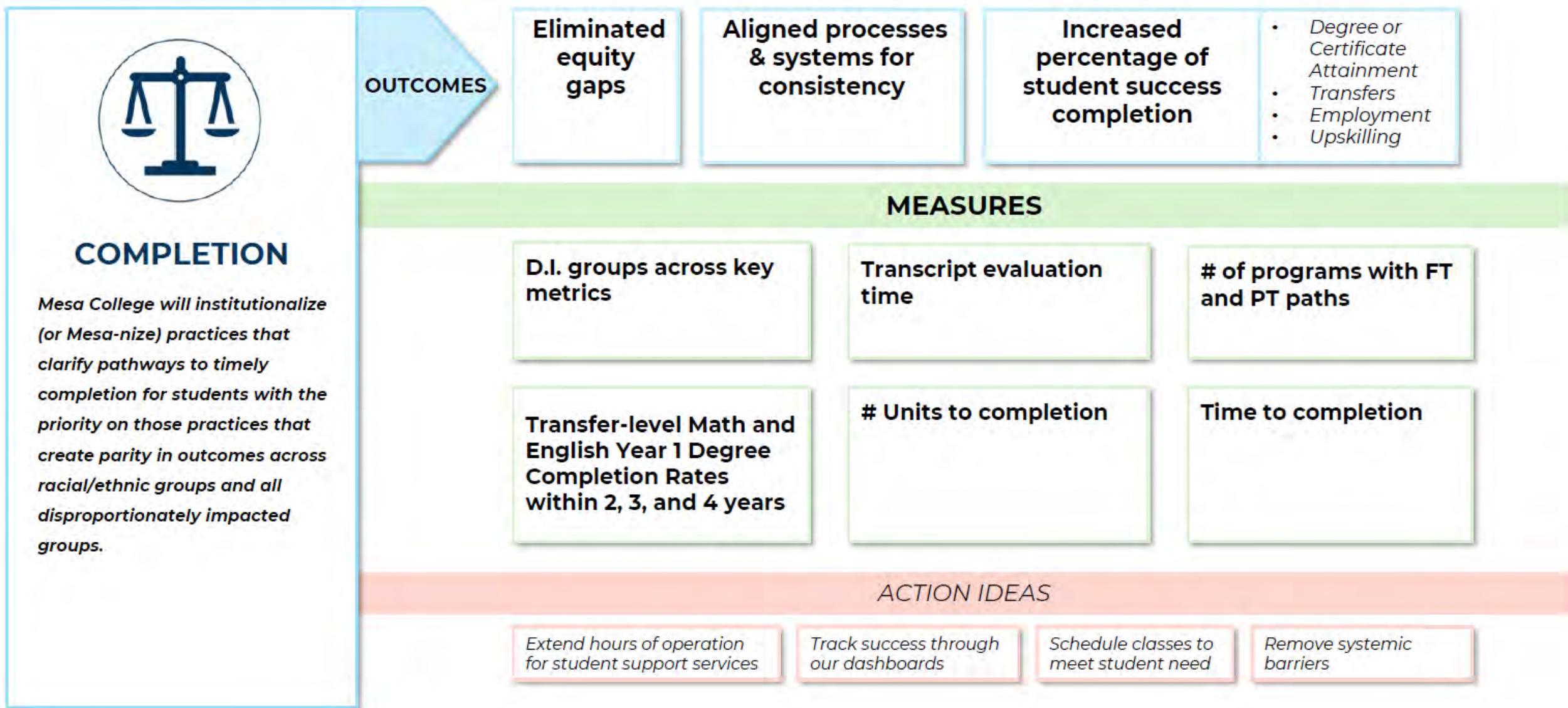
**Meeting 4 (February 25): Actions and Accountability**



# Constituent Engagement



# Completion Outcomes & Measures





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

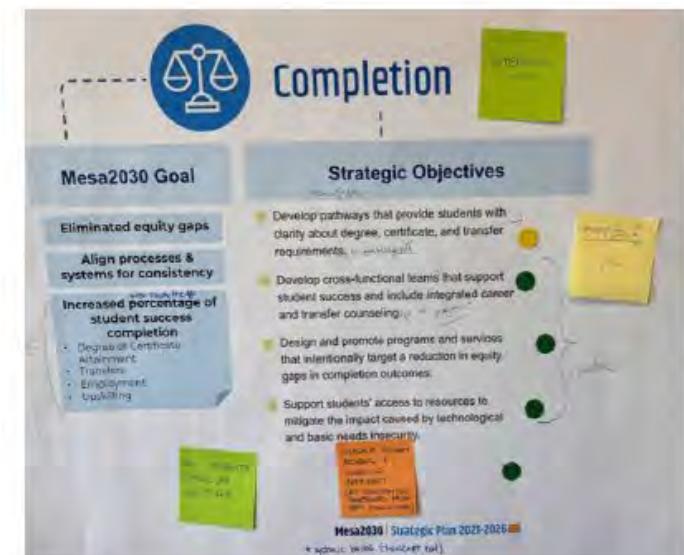
## Strategic Objectives

- 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

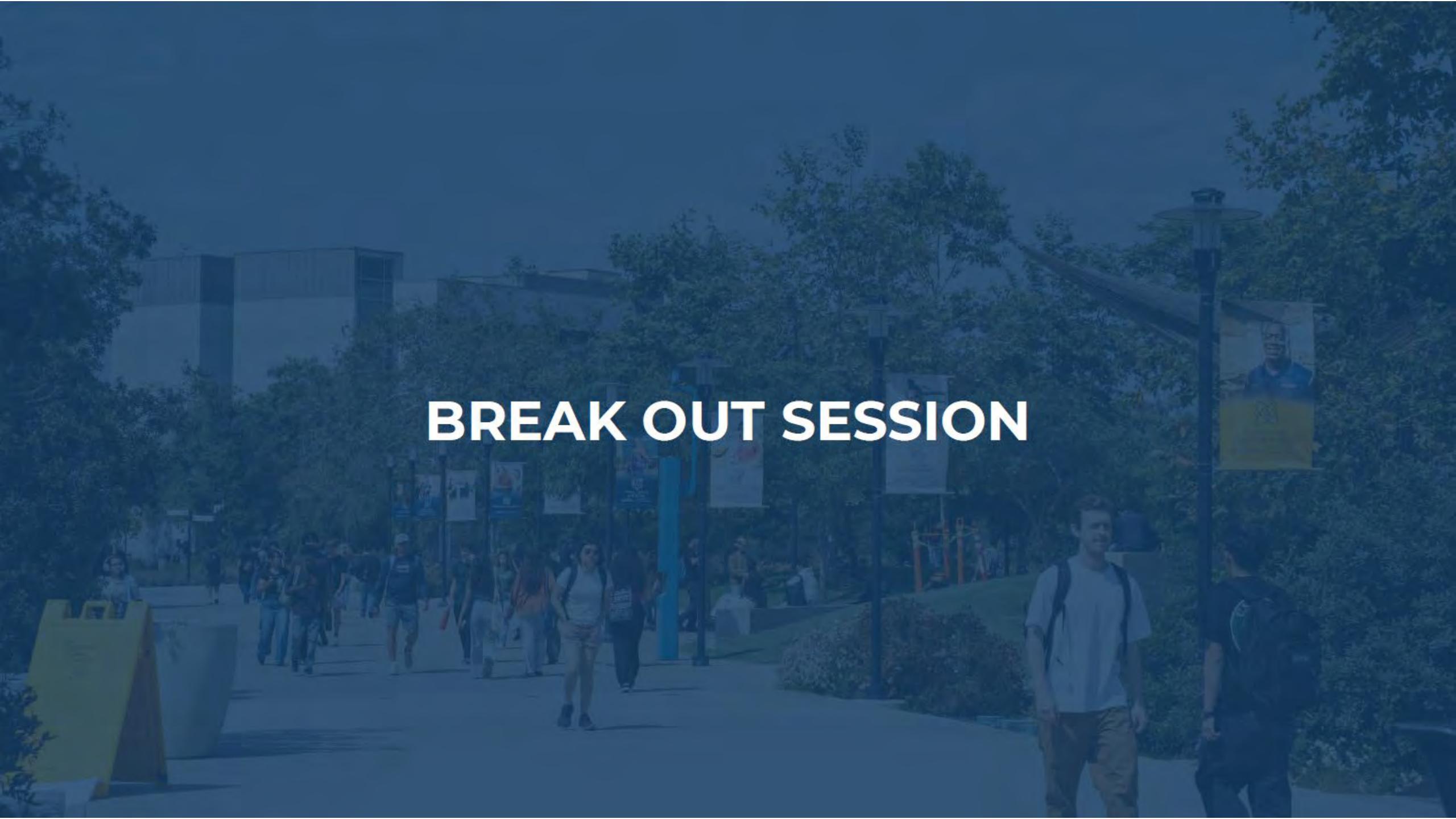
- *Develop academic pathways that provide students with clarity about degree, certificate, and transfer requirements*
- *Develop cross-functional teams and programs that support student success*
- *Integrate career and transfer counseling, to reduce equity gaps.*
- *Expand access to resources that address 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

# ACCREDITATION





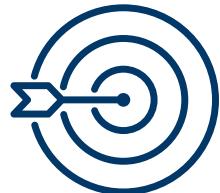
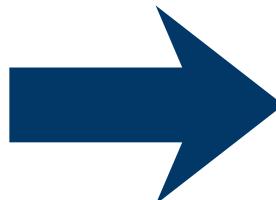
From Accreditation to Institutional Effectiveness — Together



## 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)**

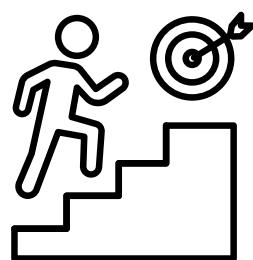
*Thank You*



# 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!



[bitly.ly/MesaDreamsGroup](https://bitly.ly/MesaDreamsGroup)

Still time for the survey!

[bitly.ly/MesaDreams25](https://bitly.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





# VPUPDATES



# Instruction





# New Additions to the Instructional Team

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# The Numbers!!!

**TARGET:**  
13,350 FTES

Summer 2025:	<b>1,219 FTES</b>
Fall 2025:	<b>6,157 FTES</b>
Intersession 2026:	<b>313 FTES</b>
Spring 2026:	<b>5,790 FTES</b>
<b>TOTAL:</b>	<b>13,478 FTES</b>



## 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!!!

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# Student Services

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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**

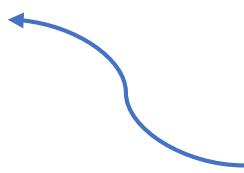
- 85 Workshops (in person and zoom)
- 133 Transfer Day Attendees
- 75 UC San Diego Day Attendees
- 167 UC TAG Applications
- 900 students on our Transfer Tuesday List
- 29 4-year school Admission Representative Visits

**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/schedulertr](http://bit.ly/schedulertr)

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  esdmesacollegegetce  www.sdmesa.edu/transfer  I4-306

# Student Services

## The Squad!



Victoria Kerba Miller  
Dean of Student Affairs

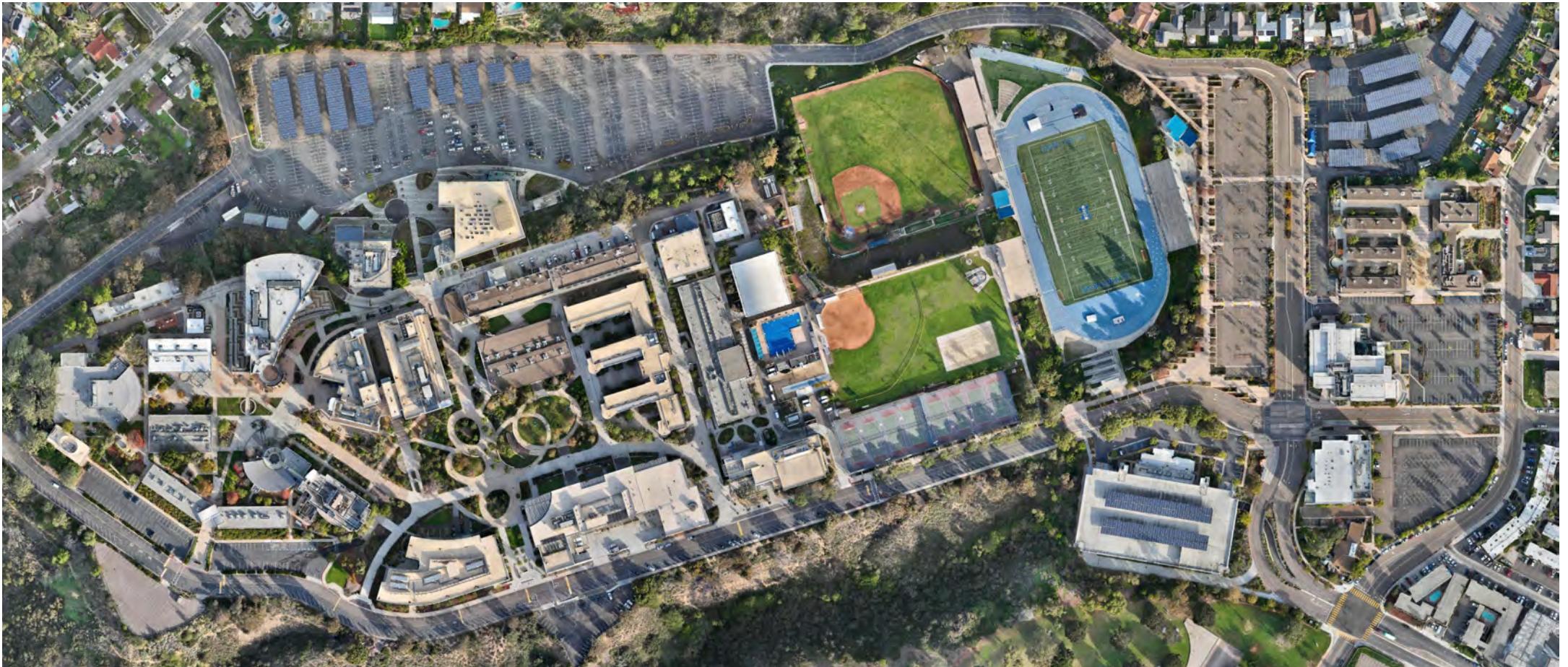


Dr. Cynthia Rico  
Dean of Student  
Development



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.



Rooted in Purpose. Grounded in Equity. Growing Together.

# Safety and Facilities

Mesa Emergency Management Website



Campus Safety Training Opportunities -  
2026

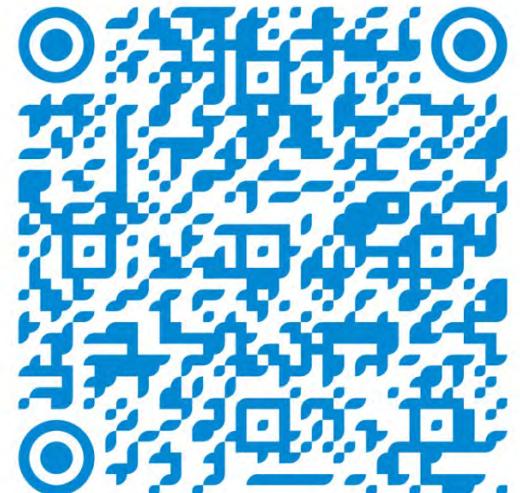
RSVP TODAY FOR  
**ALICE TRAINING**  
Active Shooter Training & Preparedness



- January 30<sup>th</sup>
- April 10<sup>th</sup>
- August 21<sup>st</sup>
- October 16<sup>th</sup>



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# Work Orders

## Maintenance Request Form



 New Maintenance Request

**Request**

\* Request type: Facilities Request

\* Request:

\* Building: Choose building...

\* Location: Select a building first

\* 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:  

This screenshot shows the 'New Maintenance Request' form. It includes fields for basic contact information, building and location selection, and a large text area for a detailed description of the request. There are also sections for attachments and links to a formatting guide and preview.



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# 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 1<sup>st</sup> 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



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# 2026 Fiscal Trainings and Year-End Deadlines



## Travel

February 9<sup>th</sup> 2:30PM-3:10PM

February 12<sup>th</sup> 10:00AM-10:45AM



## Budget Monitoring

February 18<sup>th</sup> 2:00PM-2:45PM

February 19<sup>th</sup> 10:00AM-10:45AM



## Year-End Purchasing

February 25<sup>th</sup> 1:00PM-1:45PM

February 27<sup>th</sup> 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**

**Regraphics**

**Site Improvements**

**Stock Room Purchases**

**Journal Entries**

**Budget Transfers**



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# 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



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# 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



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OLYMPIAN **SPIRIT**

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

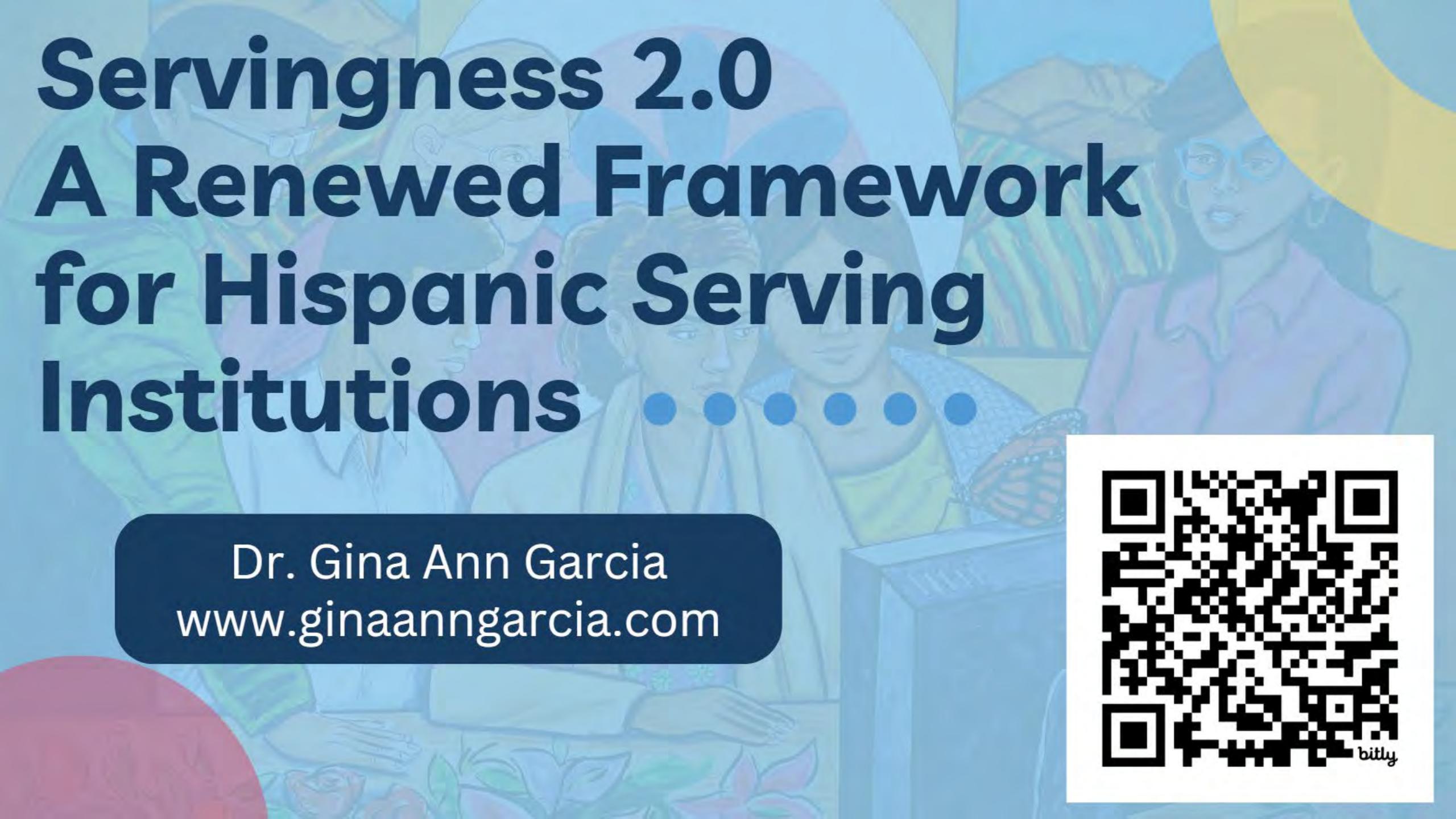


Mesa College Welcomes  
**Dr. Gina Ann Garcia**



# Servingness 2.0

## A Renewed Framework for Hispanic Serving Institutions



Dr. Gina Ann Garcia  
[www.ginaanngarcia.com](http://www.ginaanngarcia.com)



# Hispanic-Serving Institutions (HSIs)

25% Hispanic/Latine/x Students

50% Low Income

“Eligible HSI”

Title III & Title V Grants

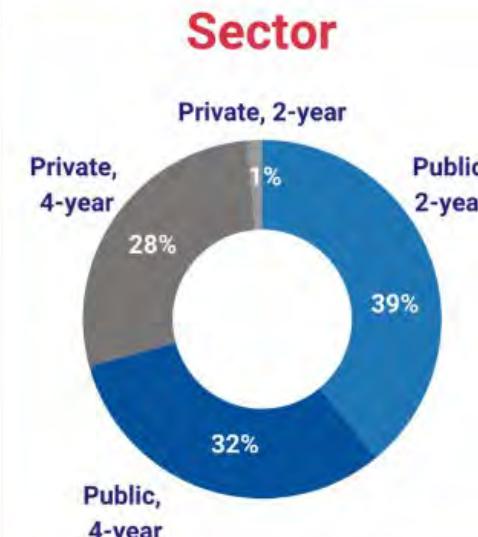
## Hispanic-Serving Institutions (HSIs) 2023-24: Fast Facts

**602**  
HSIs

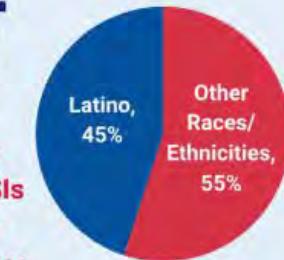
**31**  
states & locations

**20%**  
of institutions  
are HSIs

**64%**  
of all Latino  
students  
attend an HSI



**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



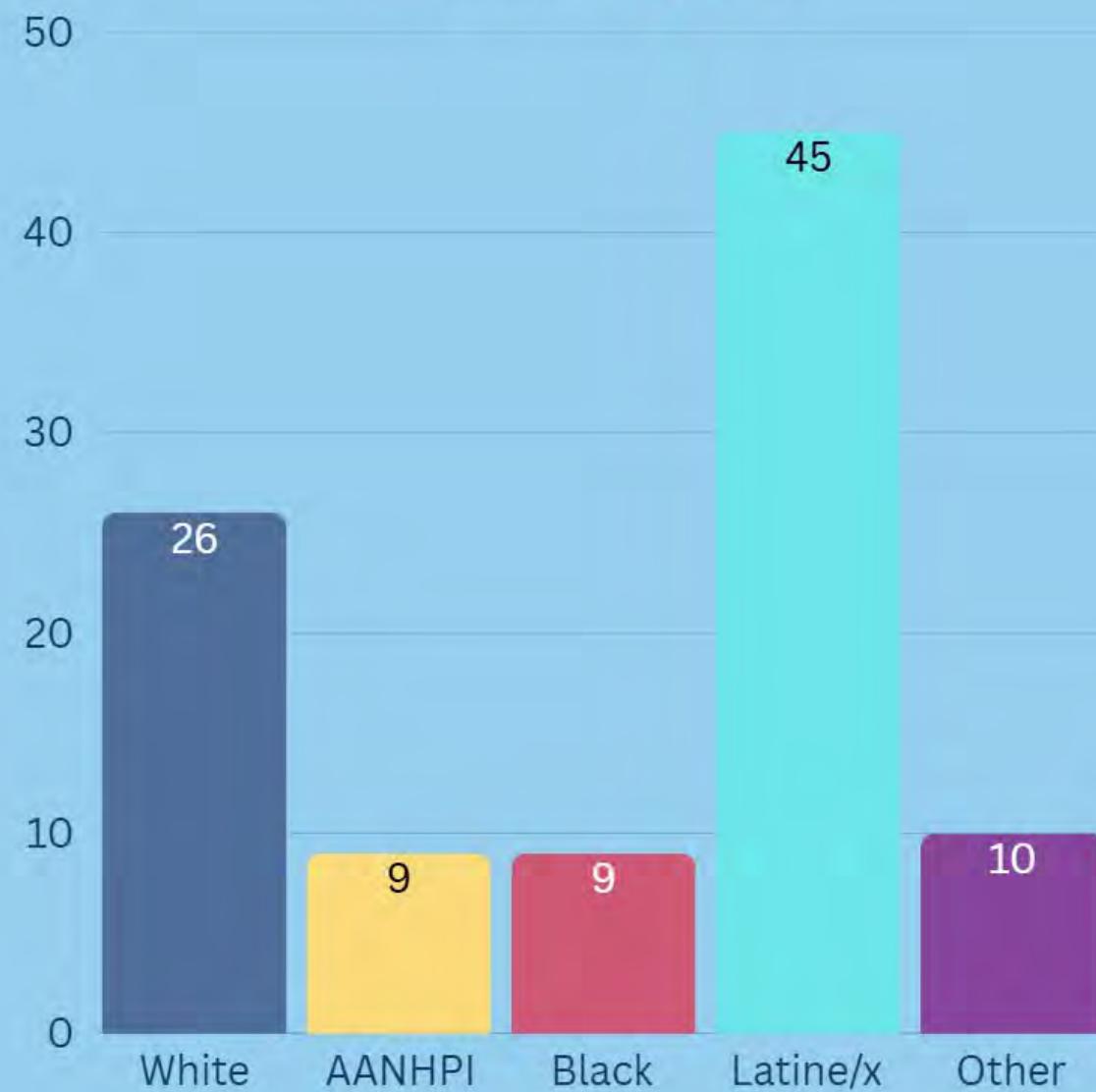
HSIs are defined in federal law as accredited and degree-granting public or private nonprofit institutions of higher education with 25 percent or more total undergraduate Hispanic full-time equivalent (FTE) student enrollment. As of 2025, *Excelencia* in Education has removed institutions from the list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

For more information: [EdExcelencia.org/research-policy/hispanic-serving-institutions-hsIs](http://EdExcelencia.org/research-policy/hispanic-serving-institutions-hsIs)

# Profile of Students at HSIs

Latine/x 45%  
Black 9%  
AANHPI 9%  
White 26%  
Other 10%

White AANHPI Black  
Latine/x Other



## 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)

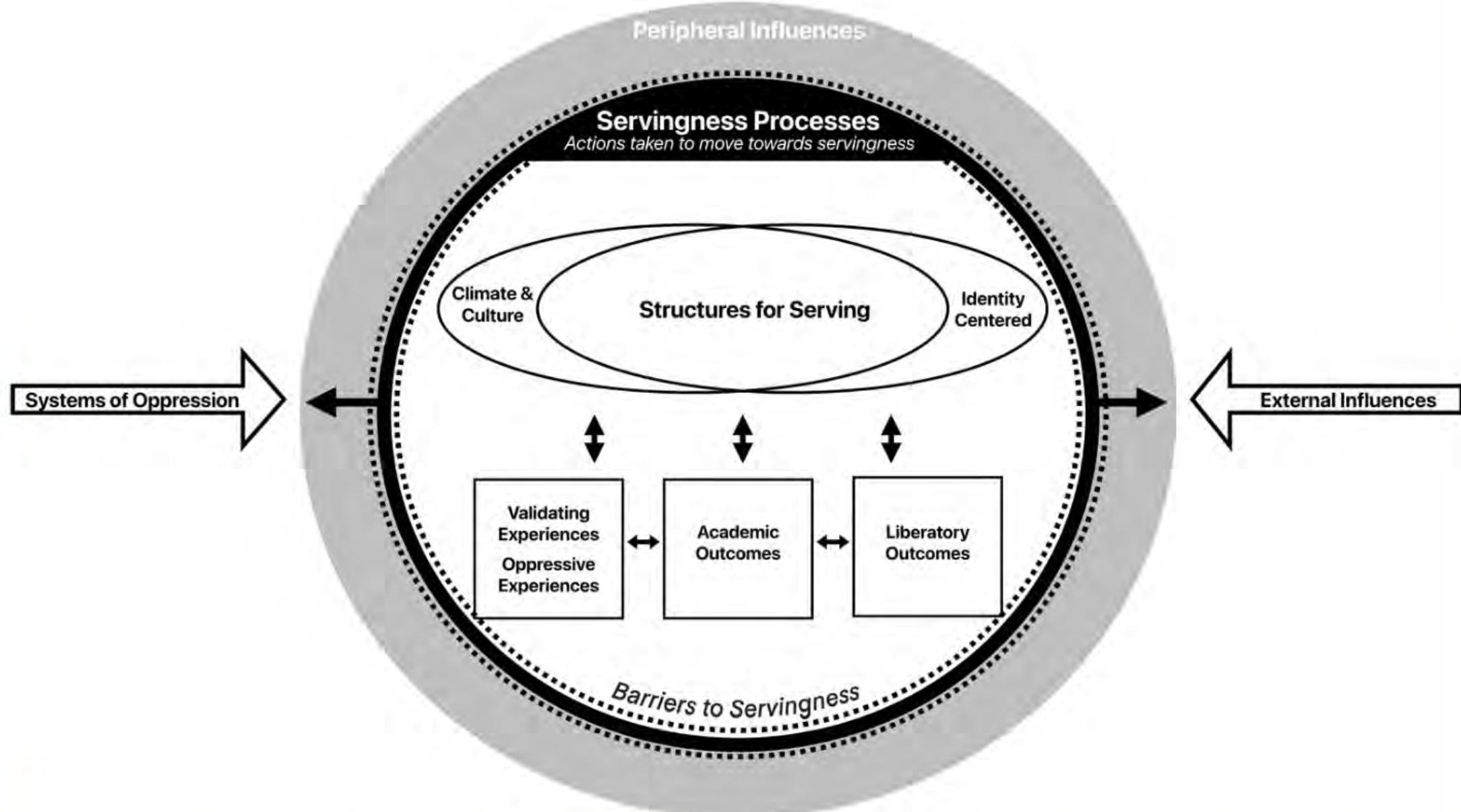
## Enrollment-Based Minority Serving Institutions

- 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

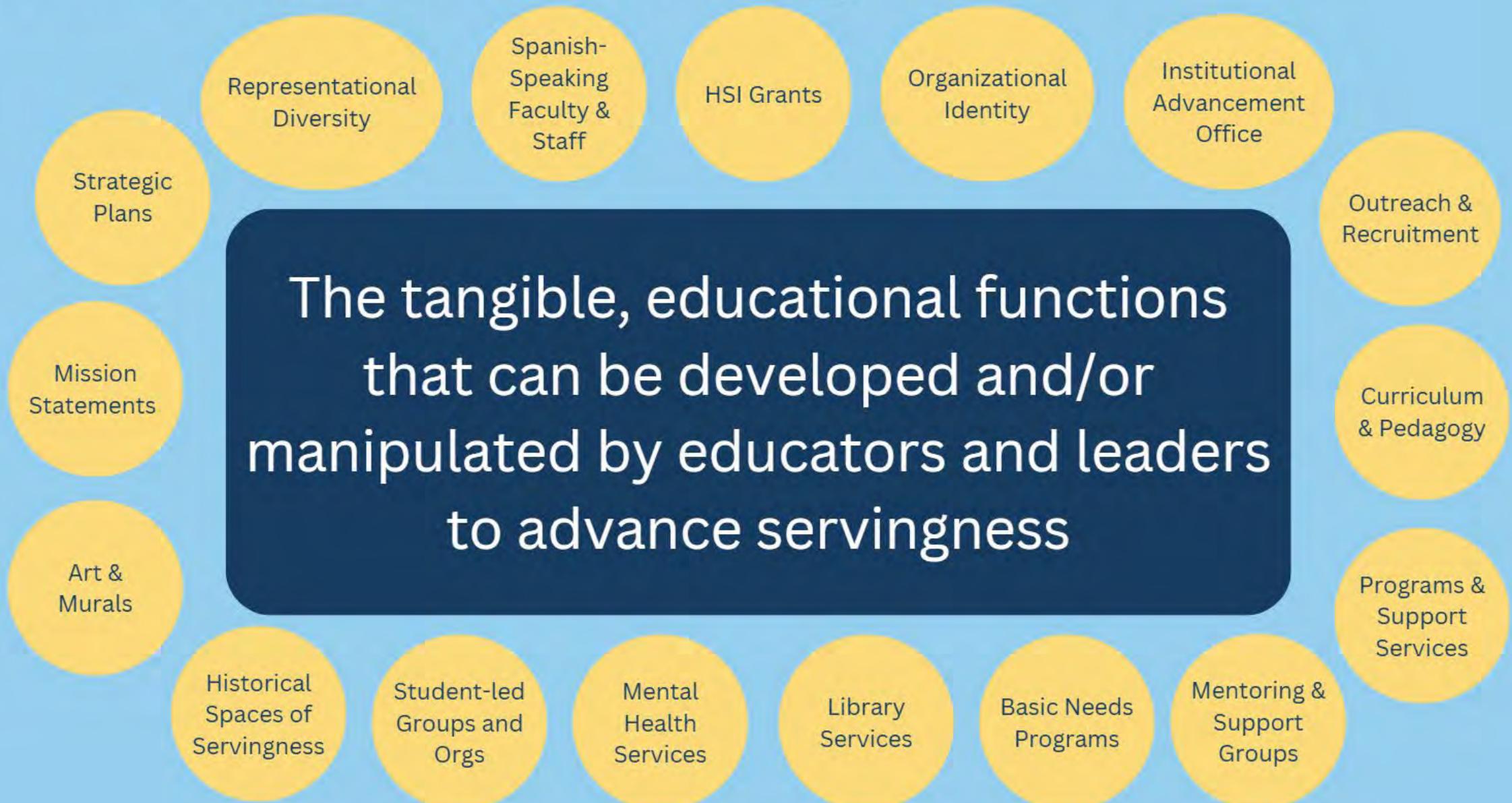
# Servingness

- 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

## 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

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

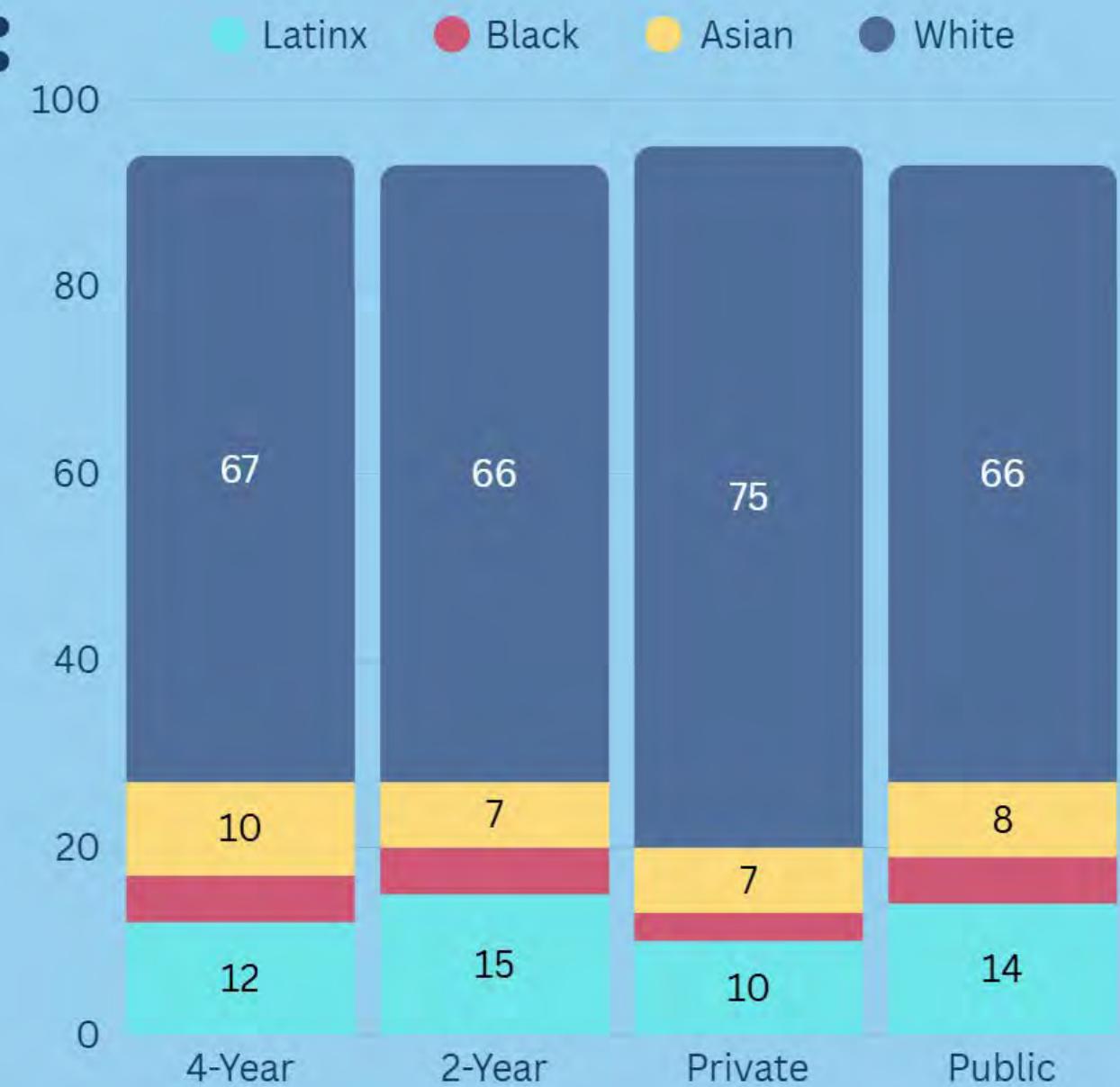
# Structures for Serving: Representational Diversity

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**

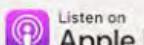
Dean of Academic Transfer  
Pathways and Partnerships,  
Highline College



**Dr. Gina Ann Garcia**

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

Available on all podcast platforms:



Listen on  
Apple Podcasts



[www.ginaanngarcia.com/podcast](http://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

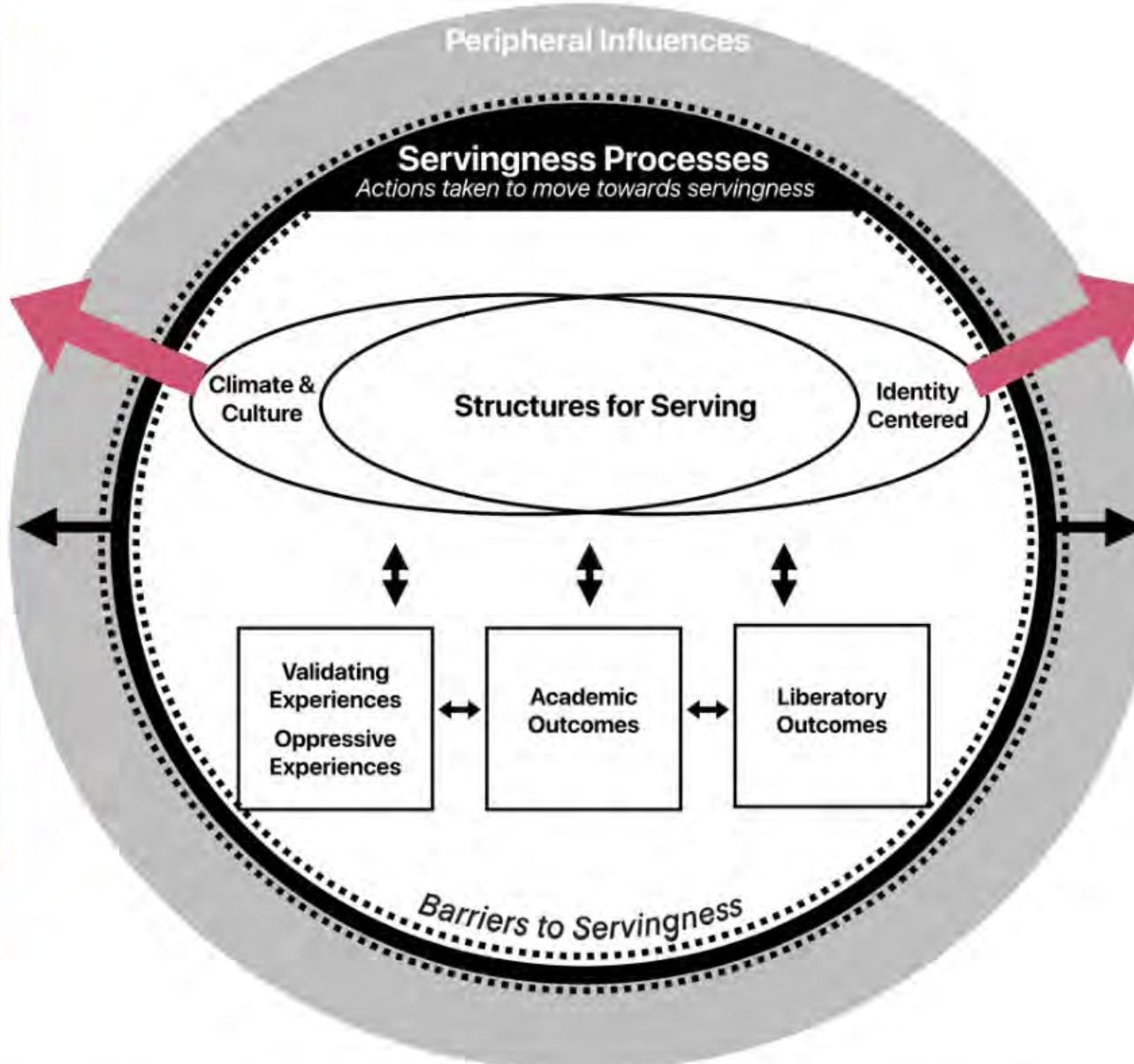


[www.ginaanngarcia.com/podcast](http://www.ginaanngarcia.com/podcast)

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

## 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)**

• • • • •

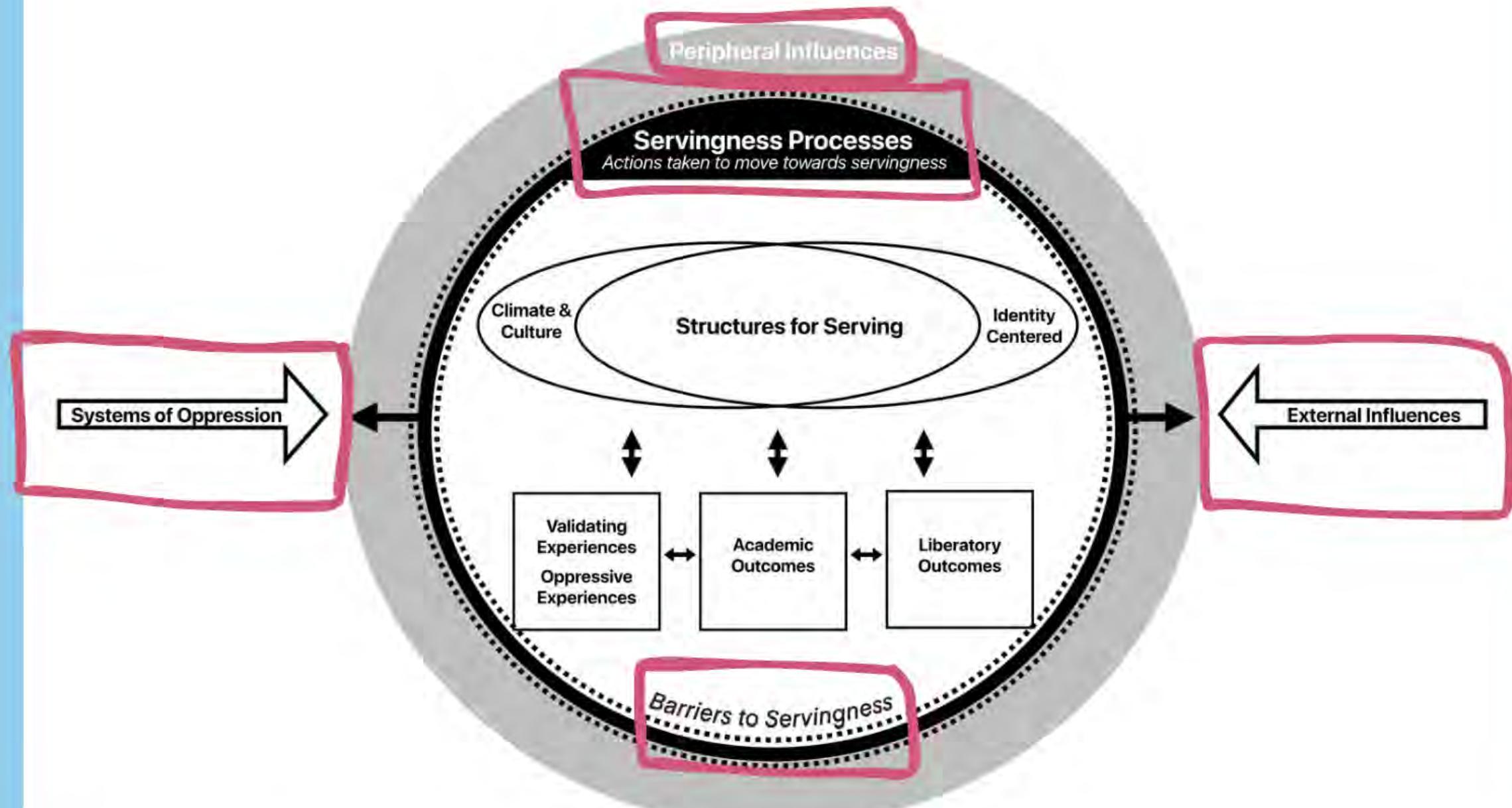
# Indicators of (NOT) Serving: Racialized Experiences

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)



# 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  
MUNIZ  
SENIOR DIRECTOR, HSI  
INITIATIVES, UNIVERSITY  
OF CENTRAL FLORIDA



A podcast dedicated to everything  
Hispanic-Serving Institutions

Available at:



[www.ginaanngarcia.com/podcast](http://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



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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

