San Diego Mesa College
2019 – 2022 Equity Plan
EXECUTIVE SUMMARY (DRAFT)

Overall Goals & Activities for 2019 – 2022

Methodology: In determining goals for the 2019 – 2022 Equity Plan, the Success Equity and Transformation committee determined to build off three basic concepts:

1. Aspirational: As we have been, we want to continue to dream big in our approach toward addressing disproportionate impact particularly for those groups that we have been targeting and which have been historically marginalized within higher education. When aspirational goals were set, the goal identified for each DI group corresponds with the number that would be needed to reach proportionality or close the percentage point gap if the overall goal for that metric is reached.
2. Conservative: When the data was not clear we took a conservative approach.
3. Inquiry: In areas were the targeted group was vague or unclear (i.e. some other race), we determined to do more inquiry into who those students are and how we might intentionally influence their success. Without know who they are, it would go against the principle of equity-minded practice to set goals at this time.

Activities: The activities that have been implemented at Mesa College over the past five years have been intentionally designed to address the achievement gaps found in our local data as part of the inquiry process associated with the previous equity plan. With the introduction of the CCCCO Student Success Metric, new groups have been added that require our attention as disproportionately impacted. We will look for opportunities to expand the scope of many of our currently funded programs as well as develop new strategies in order to meet the needs of new DI groups found within the dashboard.

Metric	Current Baseline	Goal	Activities
Access: Successful Enrollment	N/A	N/A	N/A
Retention: Fall to Spring	13555	15249	Peer Navigator; Cruise Programs; Direct Support Program; Learning Opportunities for Transformation (LOFT); Mesa Tutoring and Computing Centers (MT2C)
Transfer to a four-year institution	3528	4057	Classroom Tutor Program; Jumpstart Your Success Program; Equity Librarian

Metric			Supporting Activities
Completion of transfer level math and English	1518	548	Peer Navigator; Cruise Programs; Classroom Tutor Program; Learning Opportunities for Transformation (LOFT); Placement Assistant; Jumpstart Your Success Program; Summer Institute (Professional Development)
Earned credit certificate over 18 units, associate degree, CCC bachelor's degree	1518	1791	Peer Navigator; Cruise Programs; Classroom Tutor Program; Learning Opportunities for Transformation (LOFT); Mesa Tutoring and Computing Centers (MT2C); Jumpstart Your Success Program; Rite of Passage Ceremony; Raza Graduation Celebration; Summer Institute (Professional Development)

Equity Goals & Activities for 2019 - 2022

Metric	Disproportionately Impacted Student Population	Baseline Data	Goals for DI Group	Supporting Activities
Access: Successful Enrollment	N/A	N/A	N/A	N/A
Retention: Fall to Spring				
	LGBT (Female)	74	94	Peer Navigator & CRUISE Programs; Direct Support Program; Basic Needs Support; Classroom Tutor Program; Mesa Tutoring and Computing Centers (MT2C); Safe Zones, Mesa LGBTQ+Task Force
	Veteran (Female)	225	256	Direct Support Program; Basic Needs Support; Classroom Tutor Program; Mesa Tutoring and Computing Centers (MT2C)
Completion of Transfer Level Math and English				
	Disabled (Female)	6	17	
	Hispanic or Latino (Male)	60	157	Avanza Engagement Center; Classroom Tutor Program; Placement Assistant; Borderless Scholars Program; Mathletics; STEM Conexiones; STEM Peer Mentors; Raza Graduation Celebration

	Group			Programs
	Black or African American (Female)	3	23	Classroom Tutor Program; Placement Assistant; Mathletics
	Black or African American (Male)	5	34	Classroom Tutor Program; Placement Assistant; Mathletics
	Veteran (Femlale)	2	9	
Transfer to a four-year institution				
	American Indian or Alaska Native (Female)	5	7	
	Black or African American (Male)	89	135	Direct Support Program; Classroom Tutor Program; Rite of Passage Ceremony
	American Indian or Alaska Native	3	4	
	Foster Youth (Female)	32	54	Next UP & Fast Scholars; Equity Librarian
	Foster Youth (Male)	28	40	Next UP & Fast Scholars; Equity Librarian
	LGBT (Male)	14	23	Direct Support Program; Classroom Tutor Program; Equity Librarian; Safe Zones, Mesa LGBTQ+Task Force
Earned credit certificate over 18 units, associate degree, CCC bachelor's degree				
	Black or African American (Male	37	60	Learning Opportunities for Transformation (LOFT); Mesa Tutoring and Computing Centers (MT2C); Rite of Passage Ceremony; Summer Institute (Professional Development)
	Native Hawaiian or Other Pacific Islander (Male)	2	4	Summer Institute (Professional Development)
	LGBT	6	12	Learning Opportunities for Transformation (LOFT); Mesa Tutoring and Computing Centers (MT2C); Safe Zones, Mesa LGBTQ+Task Force; Summer Institute (Professional Development)

Mesa College Definition of Equity

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

At Mesa, equity is student-centered. Our professional community respects students and their contributions, listens to students, and responds to students' different needs without stereotyping. We aim to provide opportunity to all students regardless of their educational goals. We are here to set students up for success and we acknowledge all the different facets of our students' identities.

We pursue equity through a culture of inquiry and data-informed decision making in the classroom and across campus areas. We are working to approach difficult conversations about systems of oppression with skill and humility. Mesa is committed to developing interventions based upon robust data collection and following through on our new ideas with inquiry into the success of their implementation. We aspire to work within integrated and equity-minded systems to ensure that everyone has what they need to succeed during their time at Mesa College.

Summary of Progress: 2015-16; 2016-17; 2017-18
San Diego Mesa College is the "Leading College of Equity and Excellence." Since embarking on this aspirational vision, Mesa College has developed more than 60 programs and activities designed to eliminate disproportionate impact and promote student success.

In 2014-2015, the Student Success and Equity Committee was formed to support and lead innovative campus initiatives that strengthen student access, success, and equity. The academic year, 2014-15 also served as a year of reflection for Mesa College centered on equity -minded inquiry. Through partnerships with the Center for Urban Education (CUE) as well as the Minority Male Collaborative (M2C3 now CCEAL), the campus community was engaged in deep conversation around equity and equity minded thinking and practices.

	Overview
2015 - 2016	Emphasis placed on program development and program implementation; Established Office of Student Success and Equity; Developed overarching themes: • Mitigate and eventually eliminate disproportionate impact. • Integrate student and instructional support services to foster the success. • Create clear pathways for student completion. • Increase student engagement (at all levels). • Foster equity-mindedness through staff professional development. • Strategically align the various student success and equity initiatives operating concurrently on campus.
2016 - 2017	Emphasis placed on program evaluation and integration; Goal of the year was to leverage innovation resources to make effort efficient and sustainable.
2017 - 2018	Focus on program evaluation of effort and program improvement; Implemented institutional practices to root equity minded practice in to foundation of college culture, including: • Developed and institutionalized a standard definition of equity thus providing a standard for evaluation of our progress. • Imbedding an equity focused question within the program review process as a requirement for all campus academic and student services programs. • Developed a "Crosswalk for Institutional Equity" to serve as an organizing tool to better understand how an initiative is contributing to student success measures broadly and more specifically in terms of equity. • Through the office of Institutional Research, we have standardized the use of data across the campus through the development of equity dashboards, which encourages and allows administrators, faculty and classified professionals to be data researcher.

Goals and Assessment of Progress: 2015-16; 2016-17; 2017-18

As we look at success rates, we will be looking at them through the lens of Key Performance Indicators, including Momentum Points and additional measures, such as completing transfer-level English and Math. Moreover, institutional improvements contribute to what and how we assess. For example, our "Placement Assistant," uses state high school grade point average rules to more accurately and equitably place students in transfer-level English and Math; as a result, many more students are deemed capable of passing transfer-level courses. Our new, more individualized English Language Acquisition program shortens time in the language pathway; and our co-requisite English course has dramatically raised throughput and narrowed equity gaps across all groups. Because of comprehensive data review, we have discovered that, though our initial success goals do not always reveal progress, other indicators reveal that Mesa is a leader in reducing equity gaps.

Metric	Target Group	Goal	Progress
Success Rate	African American Latinos Pacific Islanders	7% short term; 11% long term 5% short term; 9% long term 5% short term; 9% long term	**Fall 2015 to Fall 2016** •Improved for African –American students from 61% to 63%. •Stayed flat for Latino students at 66%. •Improved for Asian/Pacific Islander students from 77% to 79%.
Basic Skills Progression English	African American Filipino Pacific Islander DSPS Latino	12% short term; 25% long term 12% short term; 25% long term 18% short term; 28% long term 12% short term; 25% long term 18% short term; 28% long term	**English 031 & English 101 Co-requisite, Fall 2016-Spring 2017** •The one-year transfer-level completion rate for all students jumped from 13% (for those placed two levels below) to 74% for those in the co-requisite course. •For African-American students, the completion rate jumped from 20% to 85% for those in the co-requisite course. •For Latino students, completion went from 12% to 60%

Basic Skills Progression Math	Males African American	3% short term; 8% long term 3% short term; 8% long term	Accelerated Math 92, Students who started Math in 2015-16 •African-American students who take Math 92, instead of 46/96, succeeded at a rate of 2 percentage points higher (28.1 vs. 30.4). •Interestingly, Latino students who took Math 92, instead of 46/96, succeeded at a rate of 19.3 percentage points higher (24.6 vs. 43.9). Math 46 vs. Math 92 outcomes: Math 46 to Transfer level math for African Americans is 22.2% Filipino is 22.7% Latino 21.5% VS Math 92 to Transfer level math for African Americans is 25.6% Filipino is 66.7% (very small sample) Latino 40.1%
Completion Rate	African American Latino Pacific Islander DSPS Veterans	11% short term; 21% long term 8% short term; 19% long term 13% short term; 23% long term 5% short term; 15% long term 5% short term; 15% long term	Completion Rate, 2015/16 to 2016/17 (2018 Cohort) •Increase for African American students 37% to 40.4% (45.3%). •Increase for Hispanic/Latino 43.7% to 50.1% (49.6%). •Increase for Pacific Islander from 37.5% to 58.8% (49.3%). •Significant Increase for DSPS 15/16 from 38.1% to 43% (47%). •While we do not have cohort data for Veteran Students, we find that the over Success Rate for this group is at 79% for Fall 2016/17 as compared to 70% for the general population. Additionally, Veteran Students have a higher overall GPA, 2.78 while the general student population is at 2.71.
Degree Attainment	African American Pacific Islander	11% short term; 21% long term 13% short term; 23% long term	Degree Attainment, 2015/16 to 2016/17 (2018 Cohort) •Increase for African American students 8.3% to 13.6% (9.7%). •Decrease for Pacific Islander from 19.8% to 14.2%, however, there was more than a 21% increase in the overall success rate for Pacific Islander students over the same period of time which indicates a much higher degree of transfer (13.4%).
Transfer Rate	African American Latino DSPS Econ. Disadvant.	6% short term, 18% long term 3% short term, 19%, long term 8% short term, 21% long term 8% short term, 20% long term	Transfer rates, 2015/16 to 2016/17 (2018 Cohort) •Increase for African American Students 27.6% to 29.8% (35.7%). •Increase for Hispanic/Latino students 31.5% to 36.8 (37.6%). •Increase for economically disadvantaged, 37.7% to 38% (35.7%). •Increase for DSPS, 18.6% to 28.3% (20.1%).

Accounting of Student Equity Funding for 2015-16, 2016-17, 2017-18

Indicator	Targeted Groups	Activities	2015-2016	2016-2017	2017-2018
Access	Former Foster Youth Hispanic/Latino	Fast Scholars - (Outreach, Student Services & Categorical), Special Populations Counselor. Borderless Scholars – (Outreach, Student Services & Categorical) – Hired a Special Populations Counselor	40,000	40,000	40,000
Course Completion	African Amer. Latino Pacific Islander	Peer Navigator Program (Outreach) – Peer-to-peer mentoring. Direct Support Program (Direct Support) – Meal Cards, Bus Passes, Print Cards, Back packs and other schools supplies, Assessment and referral services. Classroom Tutoring (Instructional Support) – Classroom tutoring support, peer mentoring and instructional support. The Stand (Categorical) – Food and professional clothing pantry, combats food insecurity. STEM Workshop Series (Instructional Support) – Created new tools for advancing the success of underrepresented students in STEM.	209,825	267,000	267,000
ESL and Basic Skills Completion	African Amer. Filipino Hispanic Pacific Islander DSPS	Math Acceleration Project (Instructional Support) – Basics skills acceleration, Math 92: Applied Beginning and Intermediate Algebra. Multiple Measures Assessment Project (MMAP) - (Coordination and Planning) Placement Assistant using multiple measures.	48,000	48,000	48,000
Degree and Certificate Completion	African Amer. Latino Pacific Islander DSPS Veteran	Summer Cruise (Outreach) – Onboarding program for new students. Learning Opportunities For Transformation (LOFT) (Professional Development) – The Center for equity minded professional development. Mesa Tutoring And Computing Centers (MT2C) – (Instructional Support) Professionalization of tutoring services.	260,401	270,401	270,401

Transfer	African Amer. Latino Pacific Islander DSPS Economically Disadvantaged	Categorical program support (Categorical) – Support to categorical programs, EOPS, DSPS, STAR TRIO	44,315	65,000	65,000
Multiple Indicators	All Groups	Office of Student Success & Equity (Coordination and Planning) – This office takes the lead in planning, developing and supporting equity efforts across the campus. Course Redesign Institute (CRI) (Professional Development) – Intensive, one-week course redesign program. Equity Research (Research and Evaluation) – Supports the research of equity related programs across the campus. Jumpstart Your Success Program (Outreach) – Recruitment event designed to reach out to prospective students, build community. Center for Urban Education – (Professional Development) Provides academic framework for equity minded practice. Community College Equity Assessment Lab (CCEAL) – (Professional Development) Consultants, assists with teaching and assessment of equity practice. Teaching Men of Color in the Community College (CORA) – (Professional Development) Course offered to faculty, staff and administration. Equity Mini Grants – Supported faculty and staff development of equity related programs. (2015/16) Building Community – Supported programs that are intentionally designed to build connection and community among our disproportionately impacted student groups. Financial Literacy Initiative – College initiative necessary for all students and particularly vital for traditionally marginalized students. Mathletics – Supports Hispanic and low-income students who receive a "C" in Math 46 or 96 and are transitioning on to Math 96 and 104	794,062	706,202	706,202
		Total Budgeted *Does not include benefits* *Funds Allocated*	1,369,603 *1,698,436*	1,396,603 *1,698,436*	1,396,603 *1,698,436*

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