

# Mesa College Equity Plan

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2019 - 2022

# Approvers – Work Flow

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# Process & Schedule

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Outline a process and schedule for evaluating the progress made toward meeting your student equity goals.

The Success Equity and Transformation Committee will evaluate equity advancing activities on an annual basis. Individuals and/or programs that have requested equity funding must complete an Innovative Funding request form where they outline the equity goals and how those goals will be evaluated. At the conclusion of the term or year the program will submit a report addressing progress made. In addition, programs provide monthly updates to the Success Equity and Transformation Committee highlighting progress made. In the Spring, the SET committee will present on selected activities that are making outstanding progress. For core programs, the Office of Institutional Effectiveness will supply data packets for cohort activities for the purpose of program assessment and improvement.

In addition, through the annual process of program review every program is required to continuously improve the teaching and learning process based on our mission and values including student equity. Through outcomes assessment, progress made toward meeting equity goals will take place on a program level. The Office of Institutional Research will provide resource tools to assist programs with the disaggregation of success data so that we are making data informed decisions with regard to our student equity goals.

# Success Criteria

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## How will your college ensure coordination across student equity-related categorical programs or campus-based programs?

Through the campus wide governance committee, Success, Equity and Transformation (SET) Committee the college will ensure coordination across equity related categorical programs and campus-based programs. The SET committee supports equity minded practice and leads innovative campus initiatives that strengthen student access, success, and equity. The SET Committee provides a platform for collaboration and communication across the college that will result in the integration of student success and equity efforts campus-wide.

The Success, Equity and Transformation Committee may establish workgroups to carry out specific objectives, such as the writing, monitoring, and updating of the SSSP, Student Equity, and HSI/Title V Plans. These workgroups will report directly back to the Success, Equity and Transformation Committee.

The goals of the SET Committee are as follows:

1. Develop a shared vision for the College's student success and equity efforts
2. Advise in the development and implementation of the Student Success and Support Program (SSSP) Plan, Student Equity Plan, and the Developing Hispanic-Serving Institutions Program - Title V Plan
3. Use student success and equity data and research to inform College practices
4. Provide a venue to dialogue and integrate student success and equity efforts campus-wide Support the College's professional development efforts related to student access, success, and equity

# Progress from 2014 EQ Plan

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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	<u>Fall 2015 to Fall 2016</u> <ul style="list-style-type: none"><li>•Improved for African –American students from 61% to 63%.</li><li>•Stayed flat for Latino students at 66%.</li><li>•Improved for Asian/Pacific Islander students from 77% to 79%.</li></ul>
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	<u>English 031 &amp; English 101 Co-requisite, Fall 2016-Spring 2017</u> <ul style="list-style-type: none"><li>•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.</li><li>•For African-American students, the completion rate jumped from 20% to 85% for those in the co-requisite course.</li><li>•For Latino students, completion went from 12% to 60%</li></ul>

# Progress from 2014 EQ Plan

<u>Basic Skills Progression</u> <u>Math</u>	Males African American	3% short term; 8% long term 3% short term; 8% long term	<p><u>Accelerated Math 92, Students who started Math in 2015-16</u></p> <ul style="list-style-type: none"> <li>•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).</li> <li>•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).</li> </ul> <p><u>Math 46 vs. Math 92 outcomes:</u></p> <p>Math 46 to Transfer level math for African Americans is 22.2%          Filipino is 22.7%          Latino 21.5%</p> <p>VS</p> <p>Math 92 to Transfer level math for African Americans is 25.6%          Filipino is 66.7% (very small sample)          Latino 40.1%</p>
<u>Completion Rate</u>	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	<p><u>Completion Rate, 2015/16 to 2016/17 (2018 Cohort)</u></p> <ul style="list-style-type: none"> <li>•Increase for African American students 37% to 40.4% (45.3%).</li> <li>•Increase for Hispanic/Latino 43.7% to 50.1% (49.6%).</li> <li>•Increase for Pacific Islander from 37.5% to 58.8% (49.3%).</li> <li>•Significant Increase for DSPS 15/16 from 38.1% to 43% (47%).</li> <li>•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.</li> </ul>

# Progress from 2014 EQ Plan

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<u>Degree Attainment</u>	African American Pacific Islander	11% short term; 21% long term 13% short term; 23% long term	<u>Degree Attainment, 2015/16 to 2016/17 (2018 Cohort)</u> • 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%).
<u>Transfer Rate</u>	African American Latino DSPS Econ. <u>Disadvant.</u>	6% short term, 18% long term 3% short term, 19%, long term 8% short term, 21% long term 8% short term, 20% long term	<u>Transfer rates, 2015/16 to 2016/17 (2018 Cohort)</u> • 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%).

# Goals - 2019

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## Overall Student Population

Metric	Baseline	Goal
Enrolled in the Same Community College	Not Available	-
Retained from Fall to Spring at the Same College	13555	15249
Completed Both Transfer-Level Math and English Within the District in the First Year	466	940
Attained the Vision Goal Completion Definition	1518	1791
Transferred to a Four-Year Institution	3528	4057

# Rational for Goal Setting of Equity Goals

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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 where 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 knowing who they are, it would go against the principle of equity-minded practice to set goals at this time.

# EQ Goals – Transferred to a Four- Year Institution

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Demographic	Gender	Metric	Baseline	Minimum Equity	Full Equity	Goal
Some other race	Female	Transferred to a Four-Year Institution	25	28	34	25
American Indian or Alaska Native	Female	Transferred to a Four-Year Institution	5	5	7	8
Black or African American	Male	Transferred to a Four-Year Institution	89	98	121	139
Some other race	Male	Transferred to a Four-Year Institution	21	28	34	21
Native Hawaiian or other Pacific Islander	Male	Transferred to a Four-Year Institution	6	8	10	10
American Indian or Alaska Native	Male	Transferred to a Four-Year Institution	3	3	4	6
Foster Youth	Female	Transferred to a Four-Year Institution	32	40	50	57
Foster Youth	Male	Transferred to a Four-Year Institution	28	29	36	41
LGBT	Male	Transferred to a Four-Year Institution	14	17	21	24

# EQ Goals – Retained from Fall to Spring (same college)

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White	Female	Retained from Fall to Spring at the Same College	2127	2131	2202	2127
Some other race	Male	Retained from Fall to Spring at the Same College	102	117	120	102
LGBT	Female	Retained from Fall to Spring at the Same College	74	92	95	107
Veteran	Female	Retained from Fall to Spring at the Same College	225	237	245	275

# EQ Goals – Completed Both Transfer-Level (Math & English)

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Disabled	Female	Completed Both Transfer-Level Math and English Within the District in the First Year	6	9	11	11
Black or African American	Female	Completed Both Transfer-Level Math and English Within the District in the First Year	3	11	13	16
Hispanic or Latino	Male	Completed Both Transfer-Level Math and English Within the District in the First Year	60	77	91	106
Black or African American	Male	Completed Both Transfer-Level Math and English Within the District in the First Year	5	17	20	23

# EQ Goals – Attained the Vision Goal Completion Definition

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Black or African American	Male	Attained the Vision Goal Completion Definition	37	43	53	54
Some other race	Male	Attained the Vision Goal Completion Definition	10	11	14	10
Native Hawaiian or other Pacific Islander	Male	Attained the Vision Goal Completion Definition	2	4	4	6
LGBT	Female	Attained the Vision Goal Completion Definition	6	9	11	13

# Activities

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1. 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. In that plan we established both short term (1 year) and long term (6 year) goals.
2. With the introduction of the CCCCO Student Success Metric, new groups have been added that require our attention as disproportionately impacted.
3. 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.

# Questions

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