

## Contacts

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## Details

### Assurances

\* I have read the legislation Education Code 78220 and am familiar with the goals, terms and conditions of the Student Equity Plan, as well as the requirements of Student Equity & Achievement legislation (Education Code 78222).

### Progress & Success

#### Process & Schedule

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

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 goal 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

### Executive Summary

Not Entered















## Metrics

### Overall Student Population

Metric	Baseline	Goal	Equity Change
Retained from Fall to Spring at the Same College	13555	15250	+12.5%
Completed Both Transfer-Level Math and English Within the District in the First Year	466	940	+101.72%
Attained the Vision Goal Completion Definition	1518	1791	+17.98%
Transferred to a Four-Year Institution	3528	4057	+14.99%
Enrolled in the Same Community College	Not Available	Not Entered	-

### Disproportionately Impacted (DI) Student Groups

Demographic	Gender	Metric	Baseline	Goal	Equity Change
Some other race	Female	Transferred to a Four-Year Institution	25	25	0%
American Indian or Alaska Native	Female	Transferred to a Four-Year Institution	5	7	+40%
Black or African American	Male	Transferred to a Four-Year Institution	89	135	+51.69%
Some other race	Male	Transferred to a Four-Year Institution	21	21	0%
Native Hawaiian or other Pacific Islander	Male	Transferred to a Four-Year Institution	6	10	+66.67%
American Indian or Alaska Native	Male	Transferred to a Four-Year Institution	3	4	+33.33%
Foster Youth	Female	Transferred to a Four-Year Institution	32	54	+68.75%
Foster Youth	Male	Transferred to a Four-Year Institution	28	40	+42.86%
LGBT	Male	Transferred to a Four Year Institution	14	23	+64.29%
White	Female	Retained from Fall to Spring at the Same College	2127	2127	0%
Some other race	Male	Retained from Fall to Spring at the Same College	102	102	0%

Demographic	Gender	Metric	Baseline	Goal	Equity Change
LGBT	Female	Retained from Fall to Spring at the Same College	74	94	+27.03% 
Veteran	Female	Retained from Fall to Spring at the Same College	225	256	+13.78% 
Disabled	Female	Completed Both Transfer-Level Math and English Within the District in the First Year	6	17	+183.33% 
Black or African American	Female	Completed Both Transfer-Level Math and English Within the District in the First Year	3	23	+666.67% 
American Indian or Alaska Native	Female	Completed Both Transfer-Level Math and English Within the District in the First Year	Not Available	1	0% 
Hispanic or Latino	Male	Completed Both Transfer-Level Math and English Within the District in the First Year	60	157	+161.67% 
Black or African American	Male	Completed Both Transfer-Level Math and English Within the District in the First Year	5	34	+580% 
Native Hawaiian or other Pacific Islander	Male	Completed Both Transfer-Level Math and English Within the District in the First Year	Not Available	2	+100% 
Some other race	Male	Completed Both Transfer-Level Math and English Within the District in the First Year	Not Available	2	+100% 
Foster Youth	Male	Completed Both Transfer-Level Math and English Within the District in the First Year	Not Available	12	+1100% 
Veteran	Female	Completed Both Transfer-Level Math and English Within the District in the First Year	2	9	+350% 
Black or African American	Male	Attained the Vision Goal Completion Definition	37	60	+62.16% 
Some other race	Male	Attained the Vision Goal Completion Definition	10	10	0% 
Native Hawaiian or other Pacific Islander	Male	Attained the Vision Goal Completion Definition	2	4	+100% 

Demographic	Gender	Metric	Baseline	Goal	Equity Change
LGBT	Female	Attained the Vision Goal Completion Definition	6	12	+100%

### Additional Categories

No population groups selected.

## Activities

### Next UP & Fast Scholars

#### Brief Description of Activity

NextUP is a supplemental component of EOPS and designed to support the educational goals and well-being of current and former foster youth. Our program provides 'over and above' support services and caring staff to help former foster youth overcome roadblocks that may prevent them from the pursuit of higher education and career goals. FAST stands for Fostering Academic Success and Transitions. The FAST Scholars Program is designed to serve current and former foster youth who want to attend college. There is no age limit and students do not have to qualify for the EOPS program.

#### Related Metrics

- Foster Youth : Female : Transferred to a Four-Year Institution
- Foster Youth : Male : Transferred to a Four-Year Institution

### Peer Navigator & CRUISE Programs

#### Brief Description of Activity

The Peer Navigator program is designed to support new students transition to Mesa who have just graduated from high school, coming from Continuing Education, the Armed Forces, and adult learners who have not attended college. Peer Navigators help students through mentoring, monthly contacts, workshops, and events throughout the academic year. The program also helps Peer Navigators by building leadership skills, developing professionalism, and gaining new opportunities from being active at Mesa. MISSION San Diego Mesa College Peer Navigator Program is designed to guide and mentor new students through their first year of college. Students will achieve academic success and personal development through peer support and empowerment while providing professional growth and learning opportunities for Peer Navigators. CRUISE PROGRAM MISSION Creating Rich Unique Intellectual Student Experiences (CRUISE) aims to prepare and engage new, incoming students through a three-day, on-campus experience. Participants will successfully identify resources necessary to excel academically, connect with other first-time students, and get to know faculty through informal meeting spaces leading to a sense of belonging. ABOUT CRUISE: Meet other students, and your personal Peer Navigator Work one-on-one with faculty who are committed to student success Get exposure to campus resources, student programming, and clubs Participate in academic and counseling workshops with faculty and staff Receive support for your entire academic year at Mesa

#### Related Metrics

- Overall : All : Retained from Fall to Spring at the Same College

- Overall : All : Completed Both Transfer-Level Math and English Within the District in the First Year
- Overall : All : Attained the Vision Goal Completion Definition

## Avanza Engagement Center

### Brief Description of Activity

The AVANZA Engagement Center (AVANZA) in 14-203 (located on the second floor of the Student Services Building), is an established space aimed in supporting student on-campus engagement. AVANZA is home to the Peer Navigator program, CRUISE participants, and provides the space necessary for mentoring to take place. It promotes Latinx culture and explores Latinx identity and self-awareness. Existing programs such as Puente will use this center, as well as Chicano/Chicana Studies faculty, thus creating a central location for Latinx student support. The center also offers events focused on leadership development, socio-cultural experience, and academic support.

### Related Metrics

- Hispanic or Latino : Male : Completed Both Transfer-Level Math and English Within the District in the First Year

## Direct Support Program

### Brief Description of Activity

Mesa College Office of Student Success and Equity is committed to providing direct support to students. This program provides direct support in the form of resources, including: meal cards, bus passes, print cards, back packs and other schools supplies, assessment and referral services as well as impactful services such as tutoring and mentoring

### Related Metrics

- Overall : All : Retained from Fall to Spring at the Same College
- Black or African American : Male : Transferred to a Four-Year Institution

## Basic Needs Support (Equity, Next UP, Boarderless Scholars)

### Brief Description of Activity

The Stand: San Diego Mesa College, via The Stand, seeks to alleviate food insecurity for our students by providing a safe and secure environment where all students have access to free food and professional clothing to help them succeed both in the classroom and in the community. We also provide education to the campus and local community about food insecurity. Farmers Market: Farmer's Market is a monthly event, made possible via a partnership with Feeding San Diego, and offers students and members of the Mesa College community access to free fresh produce. The Farmers Market is generally held on the 3rd Thursday of the month (see schedule for dates) on campus in the Sunrise Plaza, near Mesa Commons. The initiative is part of Mesa College's efforts towards "Taking a Stand Against Hunger." The monthly event also hosts additional campus resources for students, such as Cal Fresh enrollment and 211 San Diego. Pop Up Table: Every Tuesday, The Stand sponsors a pop up mini market where we distribute food and other resources to students. The Next Up program as well as Boarderless Scholars provides basic needs support to foster and former foster youth and undocumented students.

### Related Metrics

- Overall : All : Retained from Fall to Spring at the Same College
- Overall : All : Attained the Vision Goal Completion Definition
- Foster Youth : Male : Transferred to a Four-Year Institution

## Classroom Tutor Program

### Brief Description of Activity

The Classroom Tutor Program is an academic assistance program that increases student performance and retention. Classroom Tutors (CTs) provide free weekly review sessions to students enrolled in a targeted historically difficult course. CT sessions are interactive review sessions that incorporate course content (what to learn) and study strategies (how to learn). Student attendance is voluntary. The CT Program aims:

- To increase retention within targeted historically difficult courses
- To improve student grades in targeted historically difficult courses
- To increase the graduation rates of students

### Related Metrics

- Overall : All : Completed Both Transfer-Level Math and English Within the District in the First Year
- Overall : All : Attained the Vision Goal Completion Definition
- Overall : All : Transferred to a Four-Year Institution
- Black or African American : Female : Completed Both Transfer-Level Math and English Within the District in the First Year
- Hispanic or Latino : Male : Completed Both Transfer-Level Math and English Within the District in the First Year
- Black or African American : Male : Completed Both Transfer-Level Math and English Within the District in the First Year

## Learning Opportunities for Transformation (LOFT)

### Brief Description of Activity

Learning Opportunities for Transformation (LOFT) is the campus hub for professional development activities. Although the entire campus is used for a variety of professional development activities, the LOFT provides a space specifically designated for employee training and development on a daily basis. It includes small and large group training spaces, soft-seating, collaborative work stations, computer stations and quiet rooms. The furniture in the LOFT is designed to be flexible and transformative to meet the different needs of the campus.

### Related Metrics

- Overall : All : Retained from Fall to Spring at the Same College
- Overall : All : Completed Both Transfer-Level Math and English Within the District in the First Year
- Overall : All : Attained the Vision Goal Completion Definition
- Black or African American : Male : Attained the Vision Goal Completion Definition
- LGBT : Female : Attained the Vision Goal Completion Definition

## Placement Assistant

### Brief Description of Activity

The Placement Assistant is an alternative assessment tool that can be used instead of an assessment test. The Assistant takes into account multiple measures, including your high school GPA, highest English and math courses completed, and the major you think you'll declare in college. Upon completion, you will be directed on your placement level and/or next steps.

### Related Metrics

- Overall : All : Completed Both Transfer-Level Math and English Within the District in the First Year
- Black or African American : Female : Completed Both Transfer-Level Math and English Within the District in the First Year



- Hispanic or Latino : Male : Completed Both Transfer-Level Math and English Within the District in the First Year
- Black or African American : Male : Completed Both Transfer-Level Math and English Within the District in the First Year

## Mesa Tutoring and Computing Centers (MT2C)

### Brief Description of Activity

The Mesa Tutoring and Computing Centers (MT2C) is a centralized tutoring program dedicated to student success. We offer face-to-face (on the floor) tutoring within the Learning Resources Center (LRC) as well as in Hot Spots across the campus. We also offer embedded tutoring within the classroom in addition to online tutoring. MT2C Theory of Change. If we provide professionalized training on networking as well as engage in action research, community college professionals will transform their environments and identities to create communities of practice (CoPs). These CoPs will produce powerful learning and innovation across the state, which will lead to greater student success. The MT2C believes that this transformation will take place at Mesa College if we share impactful, relevant professional learning with tutors, faculty, staff, & administrators. Then, when we start with our WHY: Tutors and other learning assistance educators will recognize themselves as empowered professionals who are an integral, equitable part of the institution; This professionalization of tutoring will yield improved services to our students and contribute to a campus wide culture of student success; The learning assistance domain will become a more central part of the institution; Tutors will develop a strong foundation necessary to become successful professionals.

### Related Metrics

- Overall : All : Retained from Fall to Spring at the Same College
- Overall : All : Attained the Vision Goal Completion Definition
- LGBT : Female : Retained from Fall to Spring at the Same College
- Veteran : Female : Retained from Fall to Spring at the Same College
- Black or African American : Male : Attained the Vision Goal Completion Definition
- LGBT : Female : Attained the Vision Goal Completion Definition

## Borderless Scholars Program

### Brief Description of Activity

The Borderless Scholars program at San Diego Mesa College is designed to provide information and support services in the form of counseling, networking, & community referrals and resources for undocumented youth who want to attend college.

### Related Metrics

- Hispanic or Latino : Male : Completed Both Transfer-Level Math and English Within the District in the First Year

## Jumpstart Your Success Program

### Brief Description of Activity

This outreach event is designed to reach out to prospective students and to assist those transitioning to the college to build community. The program includes presentations from academic programs, workshops on transfer, career, financial aid, etc. Prospective students find out about services and programs to help them succeed.

### Related Metrics

- Overall : All : Completed Both Transfer-Level Math and English Within the District in the First Year

- Overall : All : Attained the Vision Goal Completion Definition
- Overall : All : Transferred to a Four-Year Institution

## Mathletics

### Brief Description of Activity

This program is open to all students but targets Hispanic and low-income students who receive a "C" in Math 46 or 96 and are transitioning on to Math 96 and 104.

### Related Metrics

- Black or African American : Female : Completed Both Transfer-Level Math and English Within the District in the First Year
- Hispanic or Latino : Male : Completed Both Transfer Level Math and English Within the District in the First Year
- Black or African American : Male : Completed Both Transfer-Level Math and English Within the District in the First Year

## STEM Center

### Brief Description of Activity

Center is designed for students who are STEM (Science, Technology, Engineering, Mathematics) major or taking courses in a STEM discipline. In the center, STEM students engage with one-another for tutoring, mentoring, studying, workshops, researching, and much more! The STEM Center is funded by the HSI (Hispanic Serving Institution) Title III STEM Conexiones Grant, which seeks to increase the retention rate of Hispanic and low-income students in STEM disciplines.

### Related Metrics

- Hispanic or Latino : Male : Completed Both Transfer-Level Math and English Within the District in the First Year

## STEM Peer Mentors

### Brief Description of Activity

The STEM Peer Mentoring program was piloted in the Fall of 2018 with the goal of supporting STEM students in the STEM courses that have low success rates such as BIO 210A, CHEM 200, PHYS 195, and MATH 150. In the Spring 2019 we are expanding program to offer mentoring for PHYS 196, MATH 151 and MATH 252. The STEM Peer Mentoring program aims to build a community of STEM majors and faculty that can support each other in their academic and professional goals. The intended outcome of this program is that students are more successful in their STEM classes and successfully move forward along their STEM pathway with increased confidence and motivation.

### Related Metrics

- Hispanic or Latino : Male : Completed Both Transfer-Level Math and English Within the District in the First Year

## Equity Librarian

### Brief Description of Activity

The Equity and Engagement Librarian performs outreach and maintains ties with programs across campus and other campus student success initiatives, such as Guided Pathways, Promise, First Year Experience, SEA, and others.

Responsibilities include engaging underserved students using a variety of approaches that improve first-year student retention and student success.

#### **Related Metrics**

- Overall : All : Transferred to a Four-Year Institution
- Black or African American : Male : Transferred to a Four-Year Institution
- LGBT : Male : Transferred to a Four-Year Institution
- White : Female : Retained from Fall to Spring at the Same College
- LGBT : Female : Retained from Fall to Spring at the Same College

### **Rite of Passage Ceremony**

#### **Brief Description of Activity**

Black students who graduate from schools in the San Diego Community College District are invited to participate in a Rite of Passage Ceremony. The program highlights the achievements for African American students and/or those who identify with the experiences of African Americans. From a cultural and equity standpoint we find value in celebrating the success of our students.

#### **Related Metrics**

- Overall : All : Attained the Vision Goal Completion Definition
- Black or African American : Male : Transferred to a Four-Year Institution
- Black or African American : Male : Attained the Vision Goal Completion Definition

### **Raza Graduation Celebration**

#### **Brief Description of Activity**

Raza Grad Celebration is a culturally empowering ceremony including speakers in English and Spanish and performances representing historical traditions from throughout the Americas. Raza Grad celebrates the diversity of the Chicano@/Hispanic/Indigenous/Latin@ culture. The graduation celebration is open to all San Diego Mesa College graduating students who value the access to higher education and retention of our communities. Participation is not limited by area of study, ethnic background or national origin.

#### **Related Metrics**

- Overall : All : Attained the Vision Goal Completion Definition
- Hispanic or Latino : Male : Completed Both Transfer-Level Math and English Within the District in the First Year

### **Safe Zones, Mesa LGBTQ+ Task Force**

#### **Brief Description of Activity**

Mesa College Safe Zones ensures a campus atmosphere that is welcoming, informative, educational, and safe for all lesbian, gay, bisexual, transgender, queer, questioning, intersex, and ally (LGBTQ+) students, faculty, staff, administrators and members of the campus community. We emphasize equity minded approaches to ensure the success of our students. Other Planned Activities Include: • LGBTQ+ Fair: festival featuring an informational drag show, art exhibit, readings from LGBTQ+ literature/authors, film showing, booths, etc. • LGBTQ+ Rainbow Prom – Bring the date you really wanted to take to your high school prom. • LGBTQ+ Graduation

### Related Metrics

- LGBT : Male : Transferred to a Four-Year Institution
- LGBT : Female : Retained from Fall to Spring at the Same College
- LGBT : Female : Attained the Vision Goal Completion Definition

## Summer Institute (Professional Development)

### Brief Description of Activity

This is a professional development series that teaches strategies to support the teaching and learning of disproportionately impacted student groups. Faculty members who participate in the CRI learn enhanced tools and practices to: Identify and apply innovative teaching practices through a culturally competent lens. Identify and apply instructional design principles. Identify appropriate uses for technology for their course. Explain and demonstrate ways to engage students. Collaborate with faculty to foster a community of practice in excellence in teaching and learning. Explore Open Education Resource (OER) materials.

### Related Metrics

- Overall : All : Completed Both Transfer-Level Math and English Within the District in the First Year
- Overall : All : Attained the Vision Goal Completion Definition
- Black or African American : Male : Attained the Vision Goal Completion Definition
- Native Hawaiian or other Pacific Islander : Male : Attained the Vision Goal Completion Definition
- LGBT : Female : Attained the Vision Goal Completion Definition

## Equity Crosswalk

### Brief Description of Activity

Through our partnership with the Center for Urban Education (CUE), we developed a "Crosswalk for Institutional Equity" (See attached); this document serves as an organizing tool to better understand how an initiative is contributing to student success measures broadly and more specifically in terms of equity. The Crosswalk will be helpful to the offices of Institutional Research and Student Success and Equity, as it will aid in identifying which student success measures are being supported through programming, which may be under supported, and finally, which signature programs are directly supporting equitable outcomes along specific measures to take place on an annual basis.

### Related Metrics

- Overall : All : Retained from Fall to Spring at the Same College
- Overall : All : Completed Both Transfer-Level Math and English Within the District in the First Year
- Overall : All : Attained the Vision Goal Completion Definition
- American Indian or Alaska Native : Female : Transferred to a Four-Year Institution
- Black or African American : Male : Transferred to a Four-Year Institution
- Native Hawaiian or other Pacific Islander : Male : Transferred to a Four-Year Institution
- American Indian or Alaska Native : Male : Transferred to a Four-Year Institution
- Foster Youth : Female : Transferred to a Four-Year Institution
- Foster Youth : Male : Transferred to a Four-Year Institution
- LGBT : Male : Transferred to a Four-Year Institution
- LGBT : Female : Retained from Fall to Spring at the Same College
- Veteran : Female : Retained from Fall to Spring at the Same College
- Disabled : Female : Completed Both Transfer-Level Math and English Within the District in the First Year

- Black or African American : Female : Completed Both Transfer-Level Math and English Within the District in the First Year
- American Indian or Alaska Native : Female : Completed Both Transfer-Level Math and English Within the District in the First Year
- Hispanic or Latino : Male : Completed Both Transfer-Level Math and English Within the District in the First Year
- Black or African American : Male : Completed Both Transfer-Level Math and English Within the District in the First Year
- Native Hawaiian or other Pacific Islander : Male : Completed Both Transfer-Level Math and English Within the District in the First Year
- Foster Youth : Male : Completed Both Transfer-Level Math and English Within the District in the First Year
- Veteran : Female : Completed Both Transfer-Level Math and English Within the District in the First Year
- Black or African American : Male : Attained the Vision Goal Completion Definition
- Native Hawaiian or other Pacific Islander : Male : Attained the Vision Goal Completion Definition
- LGBT : Female : Attained the Vision Goal Completion Definition



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