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WE ARE *Mesa*

The Leading College of Equity and Excellence



Executive Summary

2025 - 2028 EQUITY PLAN

How We Define 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.

Mesa College's Disproportionately Impacted Student Groups Identified by CCCCCO

			Goal #1: Eliminate Disproportionate Impact		Goal #2: Fully Close Equity Gap	
Metric #1 - Successful Enrollment						
DI Student Population	% of Students for Baseline Year	# of Students for Baseline Year Successful Enrollment	% of Increase Needed to Eliminate DI	# of Students Needed to Eliminate DI	% of Increase Needed to Eliminate DI	# of Students Needed to Eliminate DI
Black or African American	13.10%	131	1.40%	15	3.50%	36
White	11.50%	632	6.50%	359	8.50%	469
Metric #2 - Completed Both Transfer-Level Math and English						
Black or African American	12.50%	34	1.90%	6	5.80%	16
Female	16.30%	335	1.30%	27	3.30%	68
First Generation	15.10%	186	2%	25	4%	50
Hispanic	15.80%	260	1.50%	25	3.50%	59
Homeless	12.50%	63	3.30%	17	6.20%	32
LGBT	11.80%	45	3.50%	14	6.80%	26
Metric #3 - Persistence: First Primary Term to Secondary Term						
Black or African American	52.70%	119	1.80%	5	8.30%	19
Econ Dis-advantage Male	54.60%	574	5.10%	54	8.10%	86

			Goal #1: Eliminate Disproportionate Impact		Goal #2: Fully Close Equity Gap	
DI Student Population	% of Students for Baseline Year	# of Students for Baseline Year Successful Enrollment	% of Increase Needed to Eliminate DI	# of Students Needed to Eliminate DI	% of Increase Needed to Eliminate DI	# of Students Needed to Eliminate DI
Metric # 3 - Persistence: First Primary Term to Secondary Term						
Filipino Male	47.60%	30	0.08%	1	13.10%	9
First Generation	47.90%	583	15.70%	192	18.60%	227
LGBT	54.20%	168	1.40%	5	6.90%	22
Male	57.10%	1008	4.10%	73	6.40%	113
Veteran	49.60%	61	2.50%	4	11.30%	14
White	57.30%	666	1.80%	22	4.70%	55
Metric # - 4 Completion						
Econ Dis-advantage Male	8.20%	102	0%	1	2.10%	26
First Generation	6.30%	55	2.20%	20	4.20%	37
Hispanic Male	6.50%	54	1.90%	17	3.90%	33
LGBT	5.70%	16	1.50%	5	4.20%	12
Male	7.40%	158	2.20%	47	4.20%	89
White Male	7.50%	50	0.50%	4	2.50%	17
Metric #5 - Transfer to a Four-Year						
Econ Dis-advantage	30.50%	376	0.20%	3	2.80%	35

Hispanic	28.10%	193	1.90%	13	5.20%	36
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Goals set for Student Groups

Key Strategies to Advance **SUCCESSFUL ENROLLMENT GOALS**

MIS Definition for Successful Enrollment: Among all applicants who indicated an intent to enroll in the selected college in the selected year as a non-special admit student for the first time, the proportion of cohort students who enrolled in the same community college in the selected year.
<https://datavista.cccco.edu/resources/38> (300C)

Successful Enrollment metric is calculated as follows:

- Applied in the selected academic year through the OPEN CCC Apply version of the application
- OR applied to attend in the selected academic year through the International CCC Apply version of the application
- AND exclude high school students applying as special admit
- AND exclude applications with Confirmed Fraud where the college has reviewed the application and determined that it is fraudulent
- AND count students at the selected college where the student applied

1) Implement collaborative outreach efforts with San Diego College of Continuing Education (CE) programs to increase awareness about programs of study and enrollment opportunities for CE students.

2) Support Mesa college's Strategic Enrollment Management Plan which identifies the districts efforts in tracking, monitoring, and evaluating enrollment patterns, specifically of students who drop before census or do not re-enroll in consecutive semester.

3) Support Dual Enrollment Students, high school counselors, and families by formalizing pathways that lead to an Associate Degree for Transfer (ADT), ensuring early college success and streamlined transfer opportunities.

4) Support college efforts in its strategic plan to increase enrollment and persistence of adult learners who have previously stopped out by providing personalized, equity-focused support systems that address academic, financial, and life barriers.

Key Strategies to Advance **TRANSFER-LEVEL MATH & ENGLISH GOALS**

MIS Definition for Transfer Level Math and English: Among students in the cohort, the proportion who completed both transfer-level Math and English in their first academic year of credit enrollment within the district. <https://datavista.cccco.edu/resources/39> (501C). Note: The Expanded View of this metric allows all first-time cohort students a full year from first term and credit ESL students three years from first term to complete transfer level math and English and includes English and math courses earned on other TOP codes besides the two English TOP codes and one math TOP code but coded with CB25 Course-General-Education-Status as fulfilling general education requirements for mathematics/quantitative reasoning or English composition in the context of transfer, degree, and certificate program.

- 1) Foster a culture of continuous improvement and equity-minded practice by expanding professional learning opportunities for employees through the Learning Opportunities for Transformation (LOFT) and Communities of Practice (campus wide and within the disciplines of Math and English). These collaborative spaces promote instructional and service excellence, cultural responsiveness, and innovation that directly support student success and completion.
- 2) Support academic success, retention, and transfer by sustaining and, when possible, expanding embedded tutoring and peer mentoring in English and Math courses.
- 3) Increase institutional support for the LGBTQIA+ Learning Community (LCOM) by aligning its course pairings and structure with established models such as Puente, KAPWA, and UMOJA.
- 4) Regularly analyzing, responding during the annual program review processes to student outcomes in transfer-level English and math courses as it relates AB 1705/705, disaggregated data by race, gender, income, and first-generation status to reduce equity gaps.

Key Strategies to Advance **STUDENT PERSISTENCE GOALS**

MIS Definition for Persistence: Among students in the cohort, the proportion who persisted from their first primary term of enrollment to the subsequent primary term at any college. <https://datavista.cccco.edu/resources/40> (453C)

- 1) Embedding faculty professional learning activities that focus on effective, evidence-based teaching practices tailored to support disproportionately impacted male college populations.

- 2) Enhance faculty engagement in student enrollment support by providing targeted professional development throughout the year. This will equip instructional faculty with tools and strategies such as discussion prompts, syllabus reminders, and a registration checklist, to promote awareness of registration cycles. Integrated through programs like MOST, Teaching Tree, and Chairs Academy, this effort aims to strengthen enrollment management practices.
- 3) Expanding access to career services that provide early and ongoing support in career exploration, academic planning, and goal setting.
- 4) Collaborate with existing on-campus marketing systems, Outreach Office, CRUISE Peer Navigators, Mesa Student Success Coaches, and affinity/special populations programs to implement a proactive in-reach campaign. This campaign will focus on promoting enrollment support, increasing awareness of college resources, and connecting students with critical services such as financial aid, basic needs assistance, and holistic support to enhance student retention and success.

Key Strategies to Advance **COMPLETION GOALS**

MIS Definition for Completion: Among students in the cohort, the unduplicated count of students who earned one or more of the following: Chancellor's Office approved certificate, associate degree, and/or CCC baccalaureate degree, and had an enrollment in the selected year in the district that they earned the award within 3 years.

<https://datavista.cccco.edu/resources/41> (619C)

- 1) Support first-generation students and men of color in completing their educational goals through targeted outreach and in-reach efforts and leveraging culturally responsive programs and high-impact practices
- 2) Continue the development and integration of program maps that support students guided exploration and informed decision-making from registration through graduation in order to strengthen completion outcomes.
- 3) Expand and promote Zero Cost Degree pathways to eliminate textbook-related financial barriers and support timely degree completion. Ensure that ZCD options are embedded in program maps, identified in the course schedule, and supported by faculty training and outreach efforts that increase equitable access and student awareness.
- 4) Continue to grow the Pride Center Learning Cohort that supports LGBTQIA+ student retention and completion by integrating linked Personal Growth and English courses with

culturally affirming activities, community building, and identity-focused programming. The cohort will foster academic success, a sense of belonging, and progress toward educational goals in a supportive and inclusive learning environment.

- 5) Enhance marketing and outreach efforts to promote the value of earning an Associate Degree and certificate completion. Focus on showcasing the long-term economic benefits, career advancement opportunities, and personal growth associated with degree and certificate attainment.
- 6) Cultivate Mesa College's Enrollment Management plan to implement and monitor SMARTE goals established by each campus area. Focus efforts on improving course scheduling practices, addressing fraudulent enrollments, and aligning class offerings including the availability of in-person options with student needs and program requirements.
- 7) Continue efforts of the Student Success Coach project, which provides individualized, equity-minded support to help a cohort of students navigate their college journey. Success Coaches serve as consistent, trusted points of contact who connect students with counseling, financial aid, transfer resources, and a wide network of campus support services.

Key Strategies to Advance TRANSFER GOALS

MIS Definition for Transferred to a Four-Year: Among students in the cohort who earned 12 or more units at any time and at any college and who exited the community college system in the selected year, the number of cohort students who enrolled in any four-year postsecondary institution in the subsequent year or 4 years after for 3-year cohort.

<https://datavista.cccco.edu/resources/42> (620C)

- 1) Focusing efforts on addressing the challenges students face by addressing financial barriers, food insecurities, and housing insecurities all while providing culturally relevant systems and programs. Provide transfer application fee waivers, laptop loan program, scholarships/grants, and expanding the availability and integration of OER and ZTC courses. add "basic needs".
- 2) Equip faculty, classified staff, and administrators with equity-centered training and up-to-date transfer knowledge to create a supportive, informed, and unified campus environment that actively promotes and facilitates student transfer to 4-year universities.
- 3) Empower students with financial literacy skills to interpret university admission offers, understand financial aid packages, and make informed, sustainable decisions about transferring to 4-year institutions by hosting annual and semester-based workshops that help students break down and compare university financial aid offers.

4) Infuse transfer messaging in all student spaces such as website, newsletter, syllabi, events, and marketing materials. Celebrate transfer acceptances with public recognition events that highlight student and alumni success.

Student Education Plans

Using local data, Mesa College data was integrated to the identified table in the 2025-2028 plan in relation to the number of students receiving comprehensive education plans by cohort.

Definitions:

Cohort: New, First-Time, Non-Special Admit Unduplicated Students for that Term

Exempt Students: *To the extent possible, please do not include students who are exempt from student education plans in your count of students who have received a comprehensive student education plan. Refer to Title 5 Section 55532 for a list of possible exempt students.*

Comprehensive Student Education Plans: A comprehensive education plan is at least 2 terms in length and should reflect the number of terms required to achieve the student's declared course of study. (**Current MIS Data Element Dictionary SS09 for Student Credit Education Plan**).

Note: The following is a newly proposed 2025 MIS definition for comprehensive education plans: *A comprehensive education plan is at least 2 terms in length and should, at minimum, comply with Title 55524 Student Education Plans and include the student's declared course of study along with all required courses and other requirements needed to complete each term to achieve the student's declared course of study (i.e. degree, certificate, transfer, apprenticeship)*

Comprehensive Student Education Plans (Local College Data)					
Academic Year Cohort (include summer and winter sessions if applicable)	Total Number of Enrolled Students in Cohort	# of Students Who Received a Comprehensive Ed Plan by End of First Primary Term	% of Students Who Received a Comprehensive Ed Plan by End of First Primary Term	# of Students Who Received a Comprehensive Ed Plan by End of First Academic Year	% of Students Who Received a Comprehensive Ed Plan by End of First Academic Year
Fall 2022 Cohort (Comprehensive Ed Plan by 6/30/2023)	18,186	951	5%	5,001	27%
Spring 2023 Cohort (Comprehensive Ed Plan by 12/31/2023)	19,243	1,006	5%	5,728	30%
Fall 2023 Cohort (Comprehensive Ed Plan by 6/30/2024)	19,345	1,032	5%	5,589	29%
Spring 2024 Cohort (Comprehensive Ed Plan by 12/30/2024)	20,191	1,000	5%	6,380	32%

Three related questions to the data presented:

- 1) Using local college data and the **CCCCO Percentage Point Gap Minus One (PPG-1)**, identify and list student populations experiencing disproportionate impact (DI) in receiving a comprehensive education plan by the end of the First Primary Term and/or the end of the First Academic Year.

Key Strategies: TBD

- 2) **Comprehensive Education Plan Implementation for DI Student Populations**

Summarize key strategies (structural changes, initiatives, action steps, activities, etc.) your college plans to implement or continue to proactively ensure the **identified disproportionately impacted (DI) student populations** receive a comprehensive education plan early in their journey - with a primary goal deliver in the first semester, and a secondary goal of delivery by the end of their first academic year.

Key Strategies: TBD

- 3) **Comprehensive Education Plan Implementation for ALL Students**

Summarize key strategies (structural changes, initiatives, action steps, activities, etc.), in addition to the strategies for the DI student populations and transfer-intending students summarized above, your college plans to implement or continue to proactively ensure **all students** receive a comprehensive education plan early in their journey - with a primary goal delivery in the first semester, and a secondary goal of delivery by the end of their first academic year.

Key Strategies: Students will continue to receive comprehensive education plans at the following locations: Disability Student Programs and Services; EOPS, CalWORKS, Dreamer Resource Center, Rising Scholars, General Counseling, Transfer Center, Pride Center, Veterans Resource Center, Exercise Science, and STEM Centers. District Educational Services has been working on a solution to decrease the number of days for official transcripts to be evaluated, which currently takes 120 business days, so that a student may receive a comprehensive education plan. Students who need minimal guidance may run a comprehensive plan on their San Diego Community College Dashboard. Students who enroll in Personal Growth 120 Course, (College Success and Lifelong Learning) develop a comprehensive plan in class. Those

students who partake in the Learning Communities of PUENTE, KAPWA, UMOJA and LGBTQIA+ also receive a comprehensive education plan.

Anticipated Funding to Support the 2025-2028 Goals

2025-2028 Student Equity and Achievement Program Funds		
Expenditure Type	Amount Per Year	Percentage of Allocation
1000-Instructional Salaries	1,831,676	30.82%
2000-Non-Instructional Salaries	1,739,891	29.2%
3000 Employee Benefits	1,337,489	22.5%
4000-Supplies and Materials	74,117	1.2%
5000-Other Operating Expenses and Services	372,461	6.2%
6000-Capital Outlay	149,159	2.5%
7000 Other Outgo	436,961	7.3%
Total Expenditures	5,941,754	99.82%

Accounting of Student Equity Funding

2021-2022 Student Equity and Achievement Program Funds			
Expenditure Type	Year 1 Amount	Year 2 Amount	Percentage of Allocation
1000 – Instructional Salaries	\$1,344,439	\$349,473	31.22%
2000 – Non-Instructional Salaries	\$1,639,106	\$288,352	35.52%
3000 – Employee Benefits	\$1,464,667	\$212,597	30.91%
4000 – Supplies and Materials	\$19,524	\$1,445	0.39%
5000 – Other operating Expenses and Services	\$29,386	\$54,567	1.55%
6000 – Capital Outlay	\$2,397	\$6,712	0.17%
7000 – Other Outgo	\$10,263	\$3,473	0.25%
Total Expenditures	\$4,509,782	\$916,619	100%

2022-2023 Student Equity and Achievement Program Funds			
Expenditure Type	Year 1 Amount	Year 2 Amount	Percentage of Allocation
1000 – Instructional Salaries	\$1,501,285	\$484,627	33.42%
2000 – Non-Instructional Salaries	\$1,280,649	\$594,504	31.56%
3000 – Employee Benefits	\$1,329,489	\$525,404	31.56%
4000 – Supplies and Materials	\$15,538	\$0	0.26%
5000 – Other Operating Expenses and Services	\$145,013	\$42,466	3.16%
6000 – Capital Outlay	\$709	\$0	0.01%
7000 – Other Outgo	\$5,020	\$17,050	0.37%
Total Expenditures	\$4,277,703	\$1,664,051	100%

2023-2024 Student Equity and Achievement Program Funds			
Expenditure Type	Year 1 Amount	Year 2 Amount	Percentage of Allocation
1000 – Instructional Salaries	1,281,676	584,230	31.4%
2000 – Non-Instructional Salaries	1,339,891	539,410	31.63%
3000 – Employee Benefits	1,127,226	550,365	28.23%
4000 – Supplies and Materials	24,117	5,602	0.5%
5000 – Other Operating Expenses and Services	372,461	22,466	6.65%
6000 – Capital Outlay	49,159	0	0.83%
7000 – Other Outgo	36,961	8,190	0.76%
Total Expenditures	4,231,491	1,710,263	100%

Assessment of the Progress in 2022-2025

METRIC #1 SUCESSFULL ENROLLMENT

Student Population –Black or African American

3-year outcome:

Increase Black or African-American enrollment by 5% (Metric 300)

Target Outcome Status:

Year 0 2020-21: 16% (145/881)

Year 1 2021-22: 16% (119/735)

Year 2 2022-23: 13% (131/998)

Year 3 2023-24: 14% (136/946)
(Source: Data Vista by CCCCCO)

Describe Status of the Outcome:

Based on the modified baseline data (16%), San Diego Mesa College's goal for the end of SEP 2022–2025 is to increase the successful enrollment of African American students to 21%. The actual Year 3 data for 2023–2024 was 14%. Although San Diego Mesa did not meet the ambitious goal of achieving a 5% increase from the baseline, we will continue focusing our efforts on improving the successful enrollment of Black/African American students in the next SEP cycle (2025–2028).

Student Population-Native Hawaiian or Other Pacific Islander

3-year outcome:

Increase Pacific Islander enrollment by 5% (Metric 300)

Target Outcome Status:

2022-23: 27% (13/49)
2023-24: 19% (10/53)
(Source: Data Vista by CCCCCO)

Describe Status of the Outcome:

Pacific Islander (PI) student data are suppressed in most academic years, including the baseline year of 2020–2021, and therefore are not visible in Data Vista. However, the PI population is recognized as a marginalized student group at San Diego Mesa College, and we have made significant efforts to increase the successful enrollment of PI students.

METRIC #2 COMPLETED TRANSFER LEVEL MATH AND ENGLISH

Student Population-Black or African American

3-year outcome:

Increase Completion of Transfer Level Math & English for Black or African Americans by 5%

Target Outcome Status:

Year 0 2020-21: 12% (30/244)
Year 1 2021-22: 11% (25/226)
Year 2 2022-23: 12% (33/270)
Year 3 2023-24: 12% (35/284)
(Source: Data Vista by CCCCCO)

Describe the Status of Target Outcomes:

The baseline completion rate for Black/African American students completing transfer-level math and English in their first year (2020–2021 cohort) was 12%. With a projected growth of 5%, the Year 3 goal for 2023–2024 was set at 17%. However, the actual Year 3 completion rate remained at 12%. As a result, San Diego Mesa College did not meet its ambitious goal for this student group. Black/African American students will continue to be a priority population in the next SEP 2025–2028 cycle, along with other identified student groups, including female, homeless, Latine, first-generation, and LGBTQIA students.

Student Population-Hispanic or Latino

3-year outcome:

Increase Completion of Transfer Level Math & English for Hispanic or Latino a/x by 5%

Target Outcome Status:

Year 0 2020-21: 18% (281/1558)

Year 1 2021-22: 17% (265/1521)

Year 2 2022-23: 16% (260/1644)

Year 3 2023-24: 16% (318/1973)

(Source: Data Vista by CCCCCO)

Describe the Status of Target Outcomes:

The baseline completion rate for Latine students in transfer-level math and English during the 2020–2021 academic year was 18%. After applying a global 5% growth across all metrics we set, the Year 3 goal for 2023–2024 was set at 23%. However, the actual Year 3 completion rate for Latine students was 16%. Since Latine students represent the largest student population at Mesa College (42% in Fall 24), their outcomes significantly impact the overall campus-wide performance. As a designated Hispanic-Serving Institution, Mesa College remains committed to providing targeted support and resources to promote the success of Latine students.

Student Population-Native Hawaiian or other Pacific Islander

3-year outcome:

Increase Completion of Transfer Level Math & English for Native Hawaiian or Pacific Islander by 5%

Target Outcome Status:

No data point available for PI students on Metric 501C on Data Vista by CCCCCO.

Describe the Status of Target Outcomes:

The Pacific Islander (PI) student population at San Diego Mesa College is very small (less than 1%); however, equity gaps are evident across multiple student outcome metrics, and the college is committed to closing these gaps for this student population. PI students are often included in the multi-ethnicity student group in the data system, as many students who self-identify as PI also select another ethnicity. As a result, these students are categorized under the multi-ethnicity group, which can make it challenging to capture accurate PI-specific data. To address this issue, we have improved our data querying procedures and enhanced our new data dashboards to be more inclusive of PI students.

METRIC #3 PERSISTENCE FIRST PRIMARY TERM TO SECONDARY TERM

Student Population-Black or African American

3-year outcome:

Improve Black or African American retention from primary term to secondary term by 5% (Metric 453C)

Target Outcome Status:

Year 0 2020-21: 63% (143/227), 19-20 cohort
Year 1 2021-22: 59% (144/244), 20-21 cohort
Year 2 2022-23: 53 % (119/226), 21-22 cohort
Year 3 2023-24: 59% (160/270), 22-23 cohort
(Source: Data Vista by CCCCCO)

Describe the Status of Target Outcomes:

The baseline primary-to-secondary term retention rate for Black/African American students in the 2020–2021 cohort was 63%. The Year 3 goal was set at 68%, but the actual term-to-term retention rate for Black/African American students was 59%. As one of the campus’s most disproportionately impacted student groups, Black/African American students remain a top priority, and San Diego Mesa College will continue dedicating efforts to closing the equity gap in the upcoming SEP 2025–2028 cycle.

Student Population-Hispanic or Latino

3-year outcome:

Increase Hispanic or Latino/a/x, retention from primary term to secondary term by 5%

Target Outcome Status:

Year 0 2019-20: 69% (1335/1935)
Year 1 2020-21: 62 % (969/1558)
Year 2 2021-22: 64 % (971/1521)

Year 3 2022-23: 65% (1067/1644)
(Source: Data Vista by CCCCCO)

Describe the Status of Target Outcomes:

The revised baseline primary-to-secondary term retention rate for Latine students was 69%. After applying a projected 5 percentage point growth, the Year 3 goal was set at 74%. The actual retention rate of Latine students in Year 3 cohort of 2022-23 was 65%. As the largest student population at Mesa College, any practical program offerings aimed at improving overall student retention will have a significant impact on Latine students. Furthermore, as a designated Hispanic-Serving Institution (HSI), San Diego Mesa College is committed to closing equity gaps and enhancing retention rates for Latine students through targeted support services, culturally responsive practices, and data-informed strategies.

METRIC #4 TRANSFER

Student Population- Black or African American

3-year outcome:

Increase Black or African American transfer by 5% (Metric 620C, 3-year cohort)

Target Outcome Status:

Year 0 2016-17: 33% (30/92)
Year 1 2017-18: 28% (30/106)
Year 2 2018-19: 36% (32/89)
Year 3 2019-20: 44% (33/75)
(Source: Data Vista by CCCCCO)

Describe the Status of Target Outcomes:

The revised baseline transfer rate for Black/African American students to four-year institutions in the 2016–2017 cohort was 33%. After applying a projected 5 percentage point growth, the Year 3 goal was set at 38%. San Diego Mesa College exceeded this goal, achieving a transfer rate that was 6 percentage points higher than the target in Year 3 cohort of 2019-20.

Student Population-Hispanic or Latino

3-year outcome:

Increase Hispanic transfer by 5%

Target Outcome Status:

Year 0 2016-17: 26% (158/616)
Year 1 2017-18: 31% (204/660)

Year 2 2018-19: 28% (193/685)
Year 3 2019-20: 31% (229/745)
(Source: Data Vista by CCCCCO)

Describe the Status of Target Outcomes:

The revised baseline transfer rate for Latine students in the 2016–2017 cohort was 26%. The actual transfer rate for the 2019–20 cohort (Year 3) was 31%, meaning Mesa College successfully achieved the targeted 5 percentage point growth in this metric. As a designated Hispanic-Serving Institution (HSI), Mesa College will continue to strengthen support services, expand transfer pathways, and implement data-informed strategies to further improve transfer outcomes and close equity gaps for Latine students in the next SEP 2025-28.

Student Population-Native Hawaiian and other Pacific Islander

3-year outcome:

Increase Pacific Islander or Hawaiian Native transfer by 5%

Describe the Status of Target Outcomes:

The PI student population is less than 1% of campus-wide population, therefore the data points are suppressed. However, equity gaps are evident across multiple student outcome metrics, and the college is committed to closing these gaps for this student population. PI students are often included in the multi-ethnicity student group in the data system, as many students who self-identify as PI also select another ethnicity. As a result, these students are categorized under the multi-ethnicity group, which can make it challenging to capture accurate PI-specific data. To address this issue, we have improved our data querying procedures and enhanced our new data dashboards to be more inclusive of PI students.

METRIC #5 COMPLETION

Student Population-Black or African American

3-year outcome:

Increase the completion rate for Black Students by 5% (Metric 619, 3-year cohort)

Target Outcome Status:

Year 0 2017-18: 7% (20/302)
Year 1 2018-19: 7% (19/274)
Year 2 2019-20: 9% (20/227)
Year 3 2020-21: 8% (19/244)
(Source: Data Vista by CCCCCO)

Describe the Status of Target Outcomes:

The revised baseline data for Black students’ degree completion within three years for the 2017–2018 cohort was 7%. The Year 3 target was set at 15% after applying a projected 5 percentage point growth. The actual Year 3 completion rate was 8%; therefore, San Diego Mesa College did not meet its ambitious goal for this metric. However, the college remains committed to promoting success of Black students and closing the equity gap by implementing targeted interventions, strengthening academic and student support services, and developing culturally responsive strategies.

Student Population-Hispanic or Latino

3-year outcome:

Increase the Completion Rate for Hispanic Students by 5%

Target Outcome Status:

Year 0 2017-18: 9% (150/1750)
Year 1 2018-19: 7% (131/1780)
Year 2 2019-20: 9% (178/1935)
Year 3 2020-21: 7% (102/1558)
(Source: Data Vista by CCCCCO)

Describe the Status of Target Outcomes:

The revised baseline degree completion rate for Latine students in the 2017–2018 cohort was 9%. Over the following four cohort years, the completion rate remained between 7% and 9%, making the 5-percentage point growth target a significant challenge. The Year 3 cohort completion rate for Latine students remained at 7%, and thus, the goal for this metric was not met. However, since Latine students represent the largest student population at Mesa College, programs and services designed to support them have a substantial impact on overall college-wide performance. Additionally, Latine students comprise a higher proportion of first-time students and those receiving need-based financial aid, further underscoring the importance of targeted strategies. San Diego Mesa College remains committed to closing the equity gap for Latine students through expanded support services, culturally responsive practices, and data-driven interventions.

**Community College Officials to Contact
for More Information**

Name	Title	Email Address	Phone
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