

Initiative Name: _____

Objective: The goal of the Crosswalk for Institutional Equity is to provide an organizing tool to better understand how an initiative is contributing to student success measures broadly and more specifically in terms of equity. Once complete, the Crosswalk for Institutional Equity can aid educational leaders 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.

Instructions: Please follow the directions below to complete the Crosswalk and then, answer the reflection questions as a group.

1. **Signature/ Core Programs:** For the initiative listed above, please add the signature or core programs that are a part of the initiative along the top row of the Crosswalk on page 2.

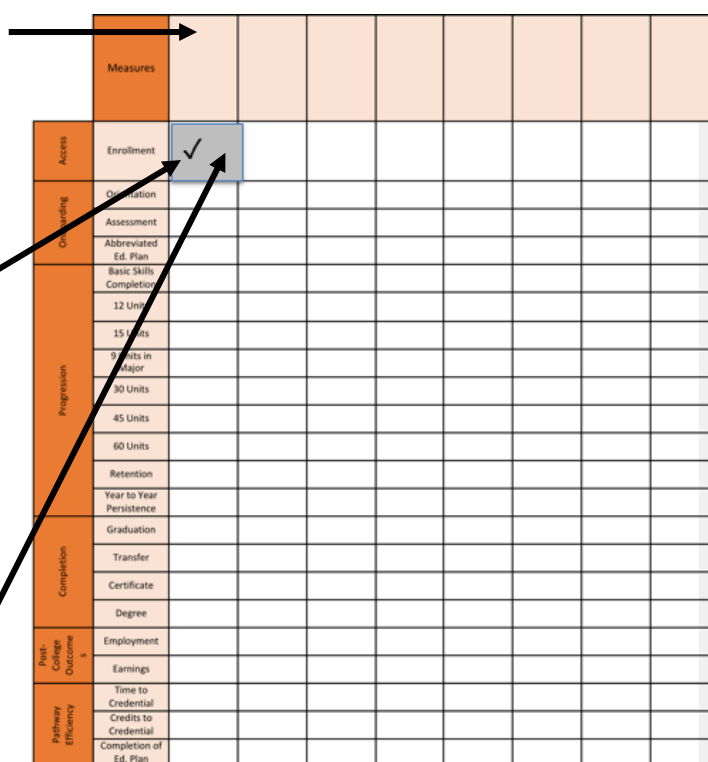
2. **General-Level of Analysis:** For each column, add a checkmark to each corresponding indicator, if the *aim* or *primary objective* of that given signature program is to increase student success along that given indicator. Please see corresponding “Measure Definitions” (page 3) for a complete list of how San Diego Mesa College defines each indicator.

3. **Equity-Level of Analysis:** For each column on the Crosswalk (page 2), shade in the corresponding indicator box if the given signature or core program can answer yes to the following two questions:

- a. Is it the aim of the program to specifically support (a specific marginalized group¹) along this indicator?
- b. If so, is data collected that allows the program to understand how the program is impacting equity for this group(s) at San Diego Mesa College?

4. Repeat steps 2-3 until each signature program is evaluated for each measure.

*Please note that the goal of the Crosswalk is **not** to place a checkmark in everyone box nor shade every box. The goal is to provide an overview of the signature programs that are part of the initiative and which measures are targeted in general and then in terms of equity.



	Measures								
Access	Enrollment	✓							
	Graduation								
Outstanding	Assessment								
	Abbreviated Ed. Plan								
	Basic Skills Completion								
	12 Units								
	15 Units								
Progression	9 Units in Major								
	30 Units								
	45 Units								
	60 Units								
	Retention								
Completion	Year to Year Persistence								
	Graduation								
	Transfer								
Post-College Outcome	Certificate								
	Degree								
Pathway Efficiency	Employment								
	Earnings								
	Time to Credential								
	Credits to Credential								
	Completion of Ed. Plan								

¹ Groups defined as *marginalized* include: current or former foster youth, students with disabilities, low-income students, veterans, homeless, lesbian, gay, bisexual, or transgender students and students who identify as American Indian or Alaska Native, Asian, Black or African American, Hispanic or Latino, Native Hawaiian or other Pacific Islander.



Measures ↓	Programs/ Services →								
Access	Enrollment								
Progression	Transfer Math								
	Transfer English								
	12 Units								
	15 Units								
	9 Units in program (CTE/non-CTE)								
	30 Units								
	45 Units								
	60 Units								
	Term1 to Term2 Persistence								
	Yr1 to Yr2 Persistence								
Completion	Completion								
	Transfer								
	Certificate								
	Degree								
Post-College Outcomes	Employment								
	Earnings								
Pathway Efficiency	Time to Credential								
	Credits to Credential								



Measure Definitions

Does the program/service have as a goal or intention to impact:

1. **Enrollment**- The number of students enrolled in a program, service, or major. An Equity analysis may include comparison to campus community or services area.
2. **Transfer Math** - Percent of first-time student cohort that completes a Transfer level Math course (or equivalent quantitative course) within their first year.
3. **Transfer English** - Percent of first-time student cohort that completes a Transfer level English course within their first year.
4. **Unit Completion Points** (9, 12, 15, 30, 45, 60) - Percent of first-time student cohort that completes the unit milestones within the specific timeframe (basic skills, noncredit, and other non-degree applicable units are excluded)
 - a. Within Program of Study- completion of courses that are required by the major.
 - b. Within their First Term
 - c. Within First academic year (including summer and intersession terms)
 - d. Within 2 Academic Years (including summer and intersession terms)
5. **Term 1 to Term 2 Persistence** - Percent of first-time student cohort that have continuous enrollment from their first to second terms (e.g Fall to Spring). The percentage of official census enrolled students in term 1 who received a grade notation of A, B, C, D, F, P, NP, I, or RD and who enrolled in at least one course in the subsequent primary term and received a grade notation of A, B, C, D, F, P, NP, I, or RD in each term. SDSU and UCSD-only students and sections are excluded. Intersession, tutoring, in-service, and cancelled classes are excluded.
6. **Year 1 to Year 2 Persistence**- Percent of first-time student cohort that have continuous enrollment from fall to spring to fall enrollment. The percentage of official census enrolled students in a fall term who received a grade notation of A, B, C, D, F, P, NP, I, or RD and who enrolled in at least one course in the subsequent spring and fall terms and received a grade notation of A, B, C, D, F, P, NP, I, or RD in each term. SDSU and UCSD-only students and sections are excluded. Intersession, tutoring, in-service, and cancelled classes are excluded.
7. **Completion**- Percent of first-time student cohort that successfully complete an Associates' Degree or Certificate within the specified timeframe
8. **Transfer**- Percent of first-time student cohort that successful transfer to 4-year University within a specified timeframe.
9. **Certificate**- Percent of first-time student cohort that completes a Certificate within the specified timeframe



10. **Degree-** Percent of first-Time student cohort that completes an Associates' Degree within the specified timeframe
11. **Employment-** Percent of cohort that meets the specified employment metric.
 - a. Employed in the second fiscal quarter after exit.
 - b. Employed in the fourth fiscal quarter after exit.
 - c. Job closely related to field of study
12. **Earnings-** Cohort earnings metric.
 - a. Median earnings in the second fiscal quarter after exit.
 - b. Median change in earnings.
 - c. Percent that attained a regional living wage
13. **Time to Credential-** The average number of semesters a student successfully completed in order to achieve a degree or certificate.
14. **Credits to Credential-** The average number of units a student has successfully completed at the time of degree or certificate.



Crosswalk Reflections

1. After completing the Crosswalk, what are your general reflections as to how specific signature programs are supporting students along the stated measures? What measures does the initiative support the most? The least?
2. What are your reflections as to how the signature programs listed are supporting equitable outcomes at the college?
3. Are there non-shaded areas where you think the signature programs or the initiative in general can be doing more to support equity? If so, what are those areas?