

WE ARE *Mesa*

*The Leading College of Equity and Excellence*



Executive Summary

2019 - 2022 EQUITY PLAN

# SAN DIEGO MESA COLLEGE

THE LEADING COLLEGE OF EQUITY AND EXCELLENCE

## METHODOLOGY

In determining goals for the 2019 – 2022 Equity Plan, the Success Equity and Transformation committee determined to build off 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.

## ACTIVITIES

The activities that have been implemented at Mesa College since 2014 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 CCCC 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 currently funded programs as well as develop new strategies in order to meet the needs of new DI groups found within the dashboard.

# OVERALL GOALS & ACTIVITIES

## 2019 – 2022

Metric	Current Baseline	Goal	Activities
<b>Access: Successful Enrollment</b>	N/A	N/A	N/A
<b>Retention: Fall to Spring</b>	13555	15249	Peer Navigator; Cruise Programs; Direct Support Program; Basic Needs Support; Equity Crosswalk; Learning Opportunities for Transformation (LOFT); Mesa Tutoring and Computing Centers (MT2C)
<b>Transfer to a four-year institution</b>	3528	4057	Classroom Tutor Program; Jumpstart Your Success Program; Equity Librarian
<b>Completion of transfer level math and English</b>	1518	548	Peer Navigator; Cruise Programs; Classroom Tutor Program; Learning Opportunities for Transformation (LOFT); Placement Assistant; Jumpstart Your Success Program; Mathletics: Summer Institute (Professional Development); Equity Crosswalk
<b>Earned credit certificate over 18 units, associate degree, CCC bachelor's degree</b>	1518	1791	Peer Navigator; Cruise Programs; Basic Needs Support; 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 Crosswalk; ADVOCATE Scholars

# EQUITY GOALS & ACTIVITIES

## 2019 – 2022

Metric	Disproportionately Impacted Student Population	Base-line 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	Equity Librarian; Mesa Tutoring and Computing Centers (MT2C); Safe Zones, Mesa LGBTQ+Task Force; Equity Crosswalk; Inquiry; LEEP Equity Series
	Veteran (Female)	225	256	Mesa Tutoring and Computing Centers (MT2C); Veteran Resource Center; Inquiry
Completion of Transfer Level Math and English	Disabled (Female)	6	17	Direct Support Program; Basic Needs Support; Placement Assistant; Mesa Tutoring and Computing Centers; LEEP Equity Series
	Hispanic or Latino (Male)	60	157	Avanza Engagement Center; Classroom Tutor Program; Placement Assistant; Borderless Scholars Program; Mathletics; STEM Conexiones; Equity Crosswalk; STEM Peer Mentors; Raza Graduation Celebration; LEEP Equity Series
	Black or African American (Female)	3	23	Classroom Tutor Program; Placement Assistant; Mathletics; Equity Crosswalk; LEEP Equity Series
	Black or African American (Male)	5	34	Classroom Tutor Program; Placement Assistant; Mathletics; Equity Crosswalk; LEEP Equity Series
	Veteran (Female)	2	9	Veterans Graduation Ceremony; Inquiry

# EQUITY GOALS & ACTIVITIES

## 2019 – 2022

Metric	Disproportionately Impacted Student Population	Base-line Data	Goals for DI Group	Supporting Activities
Transfer to a four-year institution	American Indian or Alaska Native (Female)	5	7	Equity Crosswalk; Inquiry
	Black or African American (Male)	89	135	Direct Support Program; Classroom Tutor Program; Rite of Passage Ceremony; Equity Crosswalk; LEEP Equity Series
	American Indian or Alaska Native	3	4	Equity Crosswalk; Inquiry
	Foster Youth (Female)	32	54	Next UP & Fast Scholars; Equity Librarian; Equity Crosswalk
	Foster Youth (Male)	28	40	Next UP & Fast Scholars; Equity Librarian; Equity Crosswalk
	LGBT (Male)	14	23	Direct Support Program; Classroom Tutor Program; Equity Librarian; Safe Zones, Mesa LGBTQ+ Task Force; Equity Crosswalk; Inquiry; LEEP Equity Series
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); Equity Crosswalk; LEEP Equity Series
	Native Hawaiian or Other Pacific Islander (Male)	2	4	Summer Institute (Professional Development); Equity Crosswalk; ADVOCATE Scholars; LEEP Equity Series
	LGBT	6	12	Learning Opportunities for Transformation (LOFT); Mesa Tutoring and Computing Centers (MT2C); Safe Zones, Mesa LGBTQ+ Task Force; Summer Institute (Professional Development); Equity Crosswalk; Inquiry; LEEP Equity Series

# 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.

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.

Emphasis placed on program evaluation and integration; Goal of the year was to leverage innovation resources to make effort efficient and sustainable.

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	7% short term; 11% long term	<b>Fall 2015 to Fall 2018</b> <ul style="list-style-type: none"> <li>•Improved for African American students from 61% to 63%.</li> <li>•Improved for Latino students from 65% to 67%.</li> <li>•Improved for Native Hawaiian/Pacific Islander students from 65% to 71%.</li> </ul>
	Latino/a	5% short term; 9% long term	
	Pacific Islanders	5% short term; 9% long term	
Basic Skills Progression English	African American	12% short term; 25% long term	<b>English 031 &amp; English 101 Co-requisite, Fall 2016-Spring 2017</b> <ul style="list-style-type: none"> <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> <i>English 101 Co-requisite eliminated equity gaps for students who took the course rather than being placed in English 42/43 (two levels below college ready)</i>
	Filipino	12% short term; 25% long term	
	Pacific Islander	18% short term; 28% long term	
	DSPS	12% short term; 25% long term	
	Latino	18% short term; 28% long term	

Metric	Target Group	Goal	Progress												
Basic Skills Progression Math	Males	3% short term; 8% long term	<b>Accelerated Math 92, Students who started Math in 2015-16</b> <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> <b>Math 46 vs. Math 92 outcomes:</b> <table><tr><td>Math 46 to Transfer level</td><td></td><td>Math 92 to Transfer level</td></tr><tr><td>African Americans (22.2%)</td><td>V.S.</td><td>African Americans (25.6%)</td></tr><tr><td>Filipino (22.7%)</td><td></td><td>Filipino-very small sample (66.7%)</td></tr><tr><td>Latino (21.5%)</td><td></td><td>Latino (40.1%)</td></tr></table>	Math 46 to Transfer level		Math 92 to Transfer level	African Americans (22.2%)	V.S.	African Americans (25.6%)	Filipino (22.7%)		Filipino-very small sample (66.7%)	Latino (21.5%)		Latino (40.1%)
	Math 46 to Transfer level			Math 92 to Transfer level											
African Americans (22.2%)	V.S.	African Americans (25.6%)													
Filipino (22.7%)		Filipino-very small sample (66.7%)													
Latino (21.5%)		Latino (40.1%)													
Completion Rate	African American	11% short term; 21% long term	<b>Completion Rate, 2015/16 to 2016/17 (2018 Cohort)</b> <ul style="list-style-type: none"><li>•Increase for African American students 37% to 40.4% (<b>45.3%</b>).</li><li>•Increase for Hispanic/Latino 43.7% to 50.1% (<b>49.6%</b>).</li><li>•Increase for Pacific Islander from 37.5% to 58.8% (<b>49.3%</b>).</li><li>•Significant Increase for DSPS 15/16 from 38.1% to 43% (<b>47%</b>).</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>												
	Latino	8% short term; 19% long term													
	Pacific Islander	13% short term; 23% long term													
	DSPS	5% short term; 15% long term													
	Veterans	5% short term; 15% long term													
Degree Attainment	African American	11% short term; 21% long term	<b>Degree Attainment, 2015/16 to 2016/17 (2018 Cohort)</b> <ul style="list-style-type: none"><li>•Increase for African American students 8.3% to 13.6% (<b>9.7%</b>).</li><li>•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 (<b>13.4%</b>).</li></ul>												
	Pacific Islander	13% short term; 23% long term													
Transfer Rate	African American	6% short term, 18% long term	<b>Transfer rates, 2015/16 to 2016/17 (2018 Cohort)</b> <ul style="list-style-type: none"><li>•Increase for African American Students 27.6% to 29.8% (<b>35.7%</b>).</li><li>•Increase for Hispanic/Latino students 31.5% to 36.8 (<b>37.6%</b>).</li><li>•Increase for economically disadvantaged, 37.7% to 38% (<b>35.7%</b>).</li><li>•Increase for DSPS, 18.6% to 28.3% (<b>20.1%</b>).</li></ul>												
	Latino	3% short term, 19%, long term													
	DSPS	8% short term, 21% long term													
	Econ. Disadvant	8% short term, 20% long term													

# ACCOUNTING OF STUDENT EQUITY FUNDING

2015-16; 2016-17; 2017-18

Indicator	Targeted Groups	Activities	2015-16	2016-17	2017-18
Access	Former Foster Youth, Hispanic/Latino	<b>Fast Scholars</b> - (Outreach, Student Services & Categorical), Special Populations Counselor. <b>Borderless Scholars</b> - (Outreach, Student Services & Categorical) - Hired a Special Populations Counselor	40,000	40,000	40,000
Course Completion	African American, Latino, Pacific Islander	<b>Peer Navigator Program (Outreach)</b> - Peer-to-peer mentoring. <b>Direct Support Program (Direct Support)</b> - Meal Cards, Bus Passes, Print Cards, Back packs and other schools supplies, Assessment and referral services. <b>Classroom Tutoring (Instructional Support)</b> - Classroom tutoring support, peer mentoring and instructional support. <b>The Stand (Categorical)</b> - Food and professional clothing pantry, combats food insecurity. <b>STEM Workshop Series (Instructional Support)</b> - Created new tools for advancing the success of underrepresented students in STEM.	209,825	267,000	267,000
ESL and Basic Skills Completion	African American, Filipino, Hispanic, Pacific Islander, DSPS	<b>Math Acceleration Project (Instructional Support)</b> - Basics skills acceleration, Math 92: Applied Beginning and Intermediate Algebra. <b>Multiple Measures Assessment Project (MMAP)</b> - (Coordination and Planning) Placement Assistant using multiple measures.	48,000	48,000	48,000
Degree and Certificate Completion	African American, DSPS, Latino, Pacific Islander, Veteran	<b>Summer Cruise (Outreach)</b> - Onboarding program for new students. <b>Learning Opportunities For Transformation (LOFT)</b> (Professional Development) - The Center for equity minded professional development. <b>Mesa Tutoring And Computing Centers (MT2C)</b> - (Instructional Support) Professionalization of tutoring services.	260,401	260,401	260,401

Indicator	Targeted Groups	Activities	2015-16	2016-17	2017-18
Transfer	African Amer., Latino, Pacific Islander, DSPS, Economically Disadvantaged	<b>Categorical program support (Categorical)</b> – Support to categorical programs, EOPS, DSPS, STAR TRIO	44,315	65,000	65,000
Multiple indicators	All Groups	<p><b>Office of Student Success &amp; Equity (Coordination and Planning)</b> – This office takes the lead in planning, developing and supporting equity efforts across the campus.</p> <p><b>Course Redesign Institute (CRI) (Professional Development)</b> – Intensive, one-week course redesign program.</p> <p><b>Equity Research (Research and Evaluation)</b> – Supports the research of equity related programs across the campus.</p> <p><b>Jumpstart Your Success Program (Outreach)</b> – Recruitment event designed to reach out to prospective students, build community.</p> <p><b>Center for Urban Education</b> – (Professional Development) Provides academic framework for equity minded practice.</p> <p><b>Community College Equity Assessment Lab (CCEAL)</b> – (Professional Development) Consultants, assists with teaching and assessment of equity practice.</p> <p><b>Teaching Men of Color in the Community College (CORA)</b> – (Professional Development) Course offered to faculty, staff and administration.</p> <p><b>Equity Mini Grants</b> – Supported faculty and staff development of equity related programs. (2015/16)</p> <p><b>Building Community</b> – Supported programs that are intentionally designed to build connection and community among our disproportionately impacted student groups.</p> <p><b>Financial Literacy Initiative</b> – College initiative necessary for all students and particularly vital for traditionally marginalized students.</p> <p><b>Mathletics</b> – Supports Hispanic and low-income students who receive a "C" in Math 46 or 96 and are transitioning on to Math 96 and 104</p>	794,062	706,202	706,202
<b>Total Budgeted</b>			1,369,603	1,396,603	1,396,603
*Does not include benefits Funds Allocated			1,698,436	1,698,436	1,698,436

For more information, contact  
**Larry T. Maxey, M.A.**  
**Dean of Student Success & Equity**  
*Email:* [Lmaxey@sdccd.edu](mailto:Lmaxey@sdccd.edu)  
*Office:* (619) 388-5940  
*Fax:* (619) 388-5989

