

SAN DIEGO MESA COLLEGE

Student Equity Plan



[December 3, 2015]

SAN DIEGO STUDENT EQUITY PLAN

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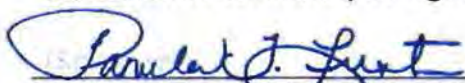
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San Diego Mesa College

Student Equity Plan Signature Page

District: _____ Board of Trustees Approval Date: _____

I certify that this plan was reviewed and approved by the district board of trustees on the date shown above. I also certify that student equity categorical funding allocated to my college or district will be expended in accordance the student equity expenditure guidelines published by the California Community College Chancellor's Office (CCCCO).


[College President Name]

pluster@sdccd.edu

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I certify that student equity categorical funding allocated to my college will be expended in accordance the student equity expenditure guidelines published by the CCCCCO.


[College Chief Business Officer Name]

raqatha@sdccd.edu

619-388-2990

Email


[District Chief Business Officer¹]

bdowd@sdccd.edu

619-388-6975

Email

I certify that was involved in the development of the plan and support the research goals, activities, budget and evaluation it contains.


[Chief Student Services Officer Name]

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I certify that was involved in the development of the plan and support the research goals, activities, budget and evaluation it contains.

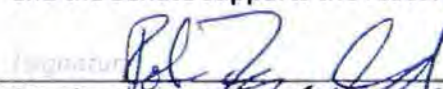

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tmcgrath@sdccd.edu

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I certify that Academic Senate representatives were involved in the development of the plan and the Senate supports the research goals, activities, budget and evaluation it contains.


[Academic Senate President Name]

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¹ If the college is part of a multi-college district that has chosen to reserve and expend a portion of its allocation for district-wide activities that are described in the college plan narrative and budget, the District Chief Business Officer must also sign the plan. If not, only the College Chief Business Officer need sign.

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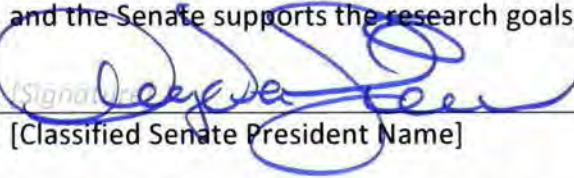
Summary Budget

Summary Budget spreadsheet

Summary Evaluation Plan

Attachments

I certify that Classified Senate representatives were involved in the development of the plan and the Senate supports the research goals, activities, budget and evaluation it contains.


[Classified Senate President Name]

aliewen@sdccd.edu

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I certify that Associated Student Body representatives were involved in the development of the plan and supports the research goals, activities, budget and evaluation it contains.


[Associated Student Body President Name]

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[Student Equity Coordinator/Contact]

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Executive Summary

San Diego Mesa College is committed to becoming the leading college of equity and excellence. Our equity approach is in line with Peter M. Senge's learning organizations in that we will "... continually expand our capacity to create the results [we] truly desire, where new and expansive patterns of thinking are nurtured, where collective aspiration is set free, where people are continually learning to see the whole together" (Senge, P. M. (1990) *The Fifth Discipline: The art and practice of the learning organization*, p.3). We have aligned our Educational Master, Student Service, Title V and Student Equity plans to ensure that our movement to close achievement gaps in access and success for underrepresented student groups is intentional, institutional, transformational, and rooted in access to equitable outcomes for all of our students.

A Year of Inquiry and Reflection

In 2014-2015, Mesa College embarked on a reflective process centered on equity minded inquiry. Through our partnerships with the Center for Urban Education (CUE) as well as the Minority Male Collaborative (M2C3), we engaged the campus community in deep conversation around equity and equity minded thinking and practices. Through this process what we found was both encouraging and eye opening. As a whole, we do an excellent job at serving our students, evidenced by the fact that Mesa College is the top transferring institution in our region and within the entire community college system. We were heartened to find pockets of equity minded practice and approaches taking place on nearly every corner of the campus. The year of reflection afforded us the opportunity to view ourselves through an equity lens to see where our gaps existed and afforded the opportunity to develop an equity framework by which we will assess ourselves for equity mindedness on a continual basis.

Equity Dashboard

As we dove into our data (disaggregating by race, gender, former foster youth, students with disabilities, low-income and veterans) we identified evidence of disproportionate impact using a Proportionality Index Score (e.g. comparing the demographics of those accessing support/services or those who achieved a particular outcome to the demographics of the initial cohort.) We then converted the information into an Equity Dashboard using green to show proportionality indices above .90 (indicating where we were in good standing), yellow to show a proportionality index between .80 and .90 (indicating that we are not quite showing disproportionate impact, however we should proceed with caution), and red to show a proportionality index of below .80 (calling for immediate review and action). The data revealed some notable equity gaps.

San Diego Mesa Collge 2015-16 Equity Dashboard

Indicator	Female	Male	African American	Asian	Filipino or NA	Hispanic/Latino	Native American	Pacific Islander	White	Two or More Ethnicities	Unknown or Other	DSPS	Econ. Disadv.	Veteran	Foster Youth
Overall Success Rate	●	●	●	●	—	●	●	●	●	●	●	●	NA	●	●
Basic Skills Success Rate	●	●	●	●	—	●	●	●	●	●	●	●	NA	●	●
Degree-Applicable Success Rate	●	●	●	●	—	●	●	●	●	●	●	●	NA	●	●
Transfer Success Rate	●	●	●	●	—	●	●	●	●	●	●	●	NA	●	●
Vocational Success Rate	●	●	●	●	—	●	●	●	●	●	●	●	NA	●	●
Basic Skills/Remedial English Progress	●	●	●	●	●	●	●	●	●	—	●	●	●	●	—
Basic Skills/Remedial Math Progress	●	●	●	●	●	●	●	●	●	—	●	●	●	●	—
Basic Skills/Remedial ESL Progress	●	●	●	●	●	●	●	●	●	—	●	●	●	●	—
Degree or Certificate Attainment (Overall)	●	●	●	●	●	●	●	●	●	—	●	●	●	●	—
Transfer (Overall)	●	●	●	●	●	●	●	●	●	—	●	●	●	●	—
Aggregate Completion (Overall)	●	●	●	●	●	●	●	●	●	—	●	●	●	●	—
Prepared Degree or Certificate Attainment	●	●	●	●	●	●	●	●	●	—	●	●	●	●	—
Prepared Transfer	●	●	●	●	●	●	●	●	●	—	●	●	●	●	—
Prepared Aggregate Completion	●	●	●	●	●	●	●	●	●	—	●	●	●	●	—
Unprepared Degree or Certificate Completion	●	●	●	●	●	●	●	●	●	—	●	●	●	●	—
Unprepared Transfer	●	●	●	●	●	●	●	●	●	—	●	●	●	●	—
Unprepared Aggregate Completion	●	●	●	●	●	●	●	●	●	—	●	●	●	●	—

Legend:

● Proportionality Index of .900 or above

● Proportionality Index of .800 to .899

● Proportionality Index of .799 or below

Note 1: Multi-ethnicity data were not available in the Scorecard data file and, thus, are only available for success rate data.

Note 2: The ethnicity category of "Filipino" is included only in the Scorecard data file.

Areas of disproportionate impact found were:

- Success Rate (African American, Pacific Island, Latino)
- Basic Skills Progression (African American, Filipino, Pacific Islander, DSPS, Latino)
- Completion Rate (African American, Latino, Pacific Islander, DSPS, Veterans)
- Degree Attainment (African American, Pacific Islander, Veterans)
- Transfer Rate (African American, Latino, DSPS, Economically disadvantaged)

Target Groups

The college convened a summer workgroup of the Student Success and Equity Committee. The purpose of that summer group was to review our equity data through our equity dashboard to identify equity gaps. The group found that gaps existed in more than one measure among students who identify as African American/Black, Latino, Pacific Islander, Veterans and DSPS. Our plan specifically focuses on those targeted groups and we set specific goals for those groups.

Goal Setting Context

The summer workgroup comprised of faculty, staff and administrators reviewed our equity data and to set goals for addressing our gaps. This was a very challenging process as we initially struggled to find the balance between the aspirational goals that we all yearn to realize, and the reality of how challenging it can be to move the equity needle.

We started off very ambitiously (e.g., double digit changes) on many of the indicators. We then began to discuss the attainability of such goals given our initial timeframe of 1 and 3 years. Our Campus Based Researcher shared the historical data for each of the groups and indicators and we found that it was extremely rare to see a year-to-year change on any indicator for any group that was above 10%. The average year-to-year change varied by indicator and group but generally ranged from 1% to 5% per year. Armed with a new perspective we reassessed our goals while maintaining the enthusiasm of the group.

What we determined for Mesa College is that setting and observing progress towards 6-years rather than 3—years goals would be a much sounder way to observe our data and would actually give us time to reach our goals. We also determined that this aligned with the revised Institutional Effectiveness Partnership Initiative (IEPI) framework, which includes 1-year and 6-year goals.

Equity Goal Timeframes:

- 1-year goals (for everything but completion success rate) targeting the incoming full time and part time students from 2010-2011 (2010 Scorecard cohort).
- 6-year goals focusing on the 2015-2016 Scorecard cohort, we would be able to assess the completion success rate for this cohort in spring/summer 2022.

Overarching Themes

All of the activities that we are proposing had to comply with the following:

- Mitigate and eventually eliminate disproportionate impact for the target groups mentioned above
- Integrate student and instructional support services to foster the success of all (but particularly disproportionately impacted) students
- Create clear pathways for student completion
- Increase student engagement (at all levels)
- Foster equity-mindedness through staff professional development
- For the Mesa College Equity Plan (MCEP) to serve as the overarching plan that will strategically align the various student success and equity initiatives operating concurrently on our campus (i.e.: Students Success Plan, Historically Serving Institutions Grant (Title V), USDA-NIFA HSI Grant (SEEDS@Mesa) and et al.)

Mesa College Equity Goals

	2014-15 Data	2016-17 Data	2020-21 Data
Success Rate	Current	Short-Term	Long-Term
Average/Overall	70%	72%*	74%*
African American students	63%	70%	74%
Pacific Islander students	65%	70%	74%
Latino students	65%	70%	74%
	2008-09 Cohort	2010-11 Cohort	2015-16 Cohort
Basic Skills English Progress Rate	Current	Short-Term	Long-Term
Average/Overall	50%	60%*	60%*
African American Students	43%	55%	65%
Filipino students	43%	55%	65%
Pacific Islander students	37%	55%	65%
DSPS students	43%	55%	65%
	2008-09 Cohort	2010-11 Cohort	2015-16 Cohort
Basic Skills Math Progress Rate	Current	Short-Term	Long-Term
Average/Overall	32%	35%*	40%*
Male students	28%	31%	40%
African American students	22%	25%	40%
	2008-09 Cohort	2010-11 Cohort	2015-16 Cohort
Basic Skills ESL Progress Rate	Current	Short-Term	Long-Term
Average/Overall	27%	30%*	37%*
African American students	21%	26%	40%
Latino students	23%	28%	40%

Overall Completion Rate	2008-09 Cohort	2010-11 Cohort	2015-16 Cohort
	Current	Short-Term	Long-Term
Average/Overall	58%	62%*	64%*
African American Students	46%	57%	67%
Latino students	49%	57%	67%
Pacific Islander students	44%	57%	67%
DSPS Students	52%	57%	67%
Veteran Students	52%	57%	67%
Degree/Certificate Attainment Rate	2008-09 Cohort	2010-11 Cohort	2015-16 Cohort
	Current	Short-Term	Long-Term
Average/Overall	14%	N/A	N/A
African American Students	8%	12%	22%
Pacific Islander students	9%	11%	22%
Veteran Students	10%	10%	22%
Transfer Rate	2008-09 Cohort	2010-11 Cohort	2015-16 Cohort
	Current	Short-Term	Long-Term
Average/Overall	48%	N/A	N/A
African American students	39%	45%	57%
Latino students	38%	41%	57%
DSPS students	36%	44%	57%
Economically disadvantaged students	40%	48%	60%

*As identified during the college's IEPI goal-setting process

Activities

Department of Student Success and Equity

To foundationally support Mesa's commitment to becoming the "leading college of equity and excellence" and to support the implementation of activities that will lead to that designation, we developed the Office of Student Success and Equity.

The mission of this office is to strategically align equity efforts with the mission and goals of the college, serve the college's goal of institutionalizing equity approaches and standards in everything that we do, to lead the college in the development and implementation of practices to address disproportionate impact and to ensure the employment of equity funding across a varied spectrum throughout the institution. And to ensure the assessment of the impact of equity funding on closing equity gaps.

Professional Development

Through partnership with our Hispanic Serving Institution (HSI) Grant (Proyecto Exito), we have intentionally focused on the development of innovative practices, curriculum redesign and faculty/staff development. Specifically, the equity funding is supporting an innovative concept called The LOFT, a designated space where faculty, staff and administrators can share in open dialogue and training on equity, share equity sightings (examples of equity minded activity), explore new technologies and share best practices.

Summer CRUISE and Peer Navigators (Peer Mentoring)

Through Proyecto Exito, we have developed an innovative approach to acclimating our new students to the campus by means of an intensive, multi day orientation (Summer CRUISE). CRUISE focuses on assisting identified, disproportionately impacted groups to establish a sense of community and belonging (V. Tinto). The Peer Navigator program, a component of CRUISE provides on going peer-to-peer support and relationship building.

Categorical Support, Former Foster Youth, Athletes and Other Programs

You will also find that through the equity initiative, we are providing support to categorical and other support programs and learning communities designed for the primary target groups including: Puente, Umoja, EOPS, STAR Trio and Disability Support Services. Our plan also calls for the support of Former Foster Youth (FFY), Student Athletes (high proportion of targeted groups), Veterans and other grants that support targeted groups, i.e. SEEDS@Mesa.

Basic Skills Acceleration

The plan calls for the development of accelerated pathways through basic skills. Data shows that the probability of completion and success diminishes greatly with each level below transfer ready that our students enter the basic skills pipeline and disproportionately impacted groups are more likely to be placed in the lower levels of basic skills. During 2014-2015 Mesa College carried out a study of its English Basic Skills assessment and courses, and designed innovative interventions to address gaps. Mesa has proclaimed 2015-2016 as the year in math, thus the equity plan will be intentionally supporting acceleration in math this year, and encouraging innovative approaches to address disproportionate impact in math in particular.

We will continue to support the progressive efforts within the English department, which has made great progress in the areas of acceleration (English 32, and 47A), and curriculum redesign.

Mitigate Disproportionate Impact

The college engaged in deep reflection during the 2014-15 Year of Inquiry and examined student pathways through an equity lens. This included an analysis of English and math placement by ethnicity. The college institutional research office presented placement data by

ethnicity to both the English and math departments. The analysis revealed significant equity gaps in both English and math placement. Specifically, African American and Latino students were far less likely than White or Asian students to place into transfer- or college-level math. African American and Latino students were also less likely to place into transfer-level English than White students.

To mitigate disproportionate impact among these student groups, in spring and summer 2015, the college, as part of the San Diego Community College District, participated in the RP Group Multiple Measures Assessment Project (MMAAP). As part of the MMAAP pilot, the college replaced 122 students into transfer-level English and 160 students into transfer-level math for the fall 2015 semester. The college will pilot MMAAP again with students enrolling for the first time in spring 2016 and is providing outreach and support to students who have been re-placed into transfer-level courses. To expand and scale-up this effort, the college plans to engage additional faculty members, staff, and administrators in the professional development activities related to MMAAP and to provide the resources necessary to reach out to re-placed students and provide wrap-around support to foster their success.

Tutoring and Classroom Tutoring

Our HSI partnership calls for the development of a Classroom Tutoring program to support basic skills progression. In addition to the in classroom innovation, our equity plan calls for strategic alignment of all tutorial programs across the campus and coordination of tutor training practices, both general and categorical programs. In particular, we are interested in tutors being trained in equity mindedness, in addition to ensuring they are experts in course content, and tutoring methods. We are going to be monitoring tutor demographics, by race, ethnicity and gender, and how tutors of varying background are scheduled.

Partnerships for the Institutionalizing of Equity and Staff Development

Our plan calls for continued partnerships with the Center for Urban Education (CUE) and The Minority Male Collaborative (M2C3), as we expand promotion of equity minded thinking and practices. In particular we will partner with these organizations to encourage campus dialogue, help us to solidify our equity framework, and provide credibility and technical support. In addition, our partnerships with these organizations will promote and support our staff, faculty and administrations', staff development efforts. With 2015- -2016 having been declared the "Year of Math" at Mesa College, we will target our staff development efforts in that area.

Equity Mini Grants

The MCEP will provide opportunities for faculty, staff and administrators to submit mini grant proposals for the development of creative solutions for the mitigation of disproportionate impact within their respective areas. In order to qualify for funding, the grant proposal must successfully address the following elements:

- Must meet the funding criteria established by the chancellor's office.

- Must specifically address a disproportionately impacted group that has been identified and targeted by the college.
- Must seek to address and establish a rationale for how it addresses an equity goal that has been established by the college.
- Must be able to measure its impact on the equity gap identified and commit to carry out an evaluation within 1 year of the grant.

**Priority will be given to proposals that arise through program review.*

Grant Process:

- Call for grant opportunities will go out to the campus community.
- A review will be conducted over 30-60 days.
- A subcommittee of the SSEQ Committee will evaluate proposals based on a scoring rubric.
- The SSEQ Committee Chair will make recommendations to President's Cabinet to fund selected proposals.

*** Grant Application (See Attachment 1)*

END EXECUTIVE SUMMARY

Planning Committee and Collaboration

The Student Success & Equity Committee reports directly to President's Cabinet. The primary purpose of the Committee is to support and lead innovative campus initiatives that strengthen student access, success, and equity. The Committee makes recommendations to the President regarding student success and equity initiatives, including those outlined in the Student Success and Support Program (SSSP) Plan, the Student Equity Plan, and the Developing Hispanic-Serving Institutions (DHSI) Program - Title V Plan.

The Student Success & Equity Committee provides a platform for collaboration and communication across the College that result in the integration of student success and equity efforts campus-wide.

The Student Success & Equity Committee establishes workgroups to carry out specific objectives, such as the writing, monitoring, and updating of the SSSP, Student Equity, and DHSI/Title V Plans. These workgroups report directly back to the Student Success & Equity Committee.

The objectives of the Student Success & Equity Committee are to:

- Develop a shared vision for the College's student success and equity efforts
- Use student success and equity data and research to inform College practices
- Provide a venue to dialogue across and integrate student success and equity efforts campus-wide
- Support the College's professional development efforts related to student access, success, and equity

In the establishment of the committee, the institution sought members who represent campus committees focused on student success and equity, including, but not limited to: Basic Skills Success & Retention, Diversity Committee, Academic Affairs, Global Awareness Committee, and Student Services Council.

Student Equity Plan Committee Membership List

Member Name	Title	Organization(s), Program(s) or Role(s) Represented
Larry Maxey	Dean of Student Success and Equity	Student Services Committee Chair
Alan Bass	Math Department Faculty Chair Math Professor	Math, Instruction
Susan Topham	Dean of Student Development	Student Services
Andrew McNeill	Dean of Humanities	Instruction
Ashanti Hands	Dean of Student Affairs	Student Services
Monica Romero	Title V (HSI) Grant, Program Director	Title V
Allison Damoose	Faculty, Mathematics	Math, Instruction
Chris Sullivan	Faculty, English	English, Instruction, Basic Skills Initiative
Cynthia Rico	Faculty, Counseling	Student Services
Erika Higginbotham	Acting Coordinator, DSPS	Student Services
Nellie Dougherty	Acting Coordinator, EOPS	Student Services
Thekima Mayasa	Faculty, Black Studies	Black Studies, Instruction
Veronica Gerace	Adjunct Faculty, Com. Studies	Communication Studies, Instruction
Lauren Wade	Faculty, Accounting	Accounting, Instruction
Angie Avila	Senior Secretary, Student Development	Student Services
Genevieve Esguerra	Outreach Coordinator	Student Services
Trina Larson	Administrative Secretary, VPSS	Student Services, Classified Senate President
Ikuko McAnally	Senior Clerical Assistant	Title V
Gwen Khor	Student	Associated Students Government, Treasurer
Consulting:		
Pam Luster	President	
Tim McGrath	Vice President of Instruction	
Rachelle Agatha	Vice President of Business Services	
Brianna Hays	Campus Based Researcher	
Judy Sundayo	Faculty, Counseling	Student Services, Committee for Action, Diversity, Inclusion & Equity,

Access

CAMPUS-BASED RESEARCH: ACCESS

A. ACCESS. Compare the percentage of each population group that is enrolled to the percentage of each group in the adult population within the community served.

In order to assess representational equity in access, the fall 2014 Mesa College student population was compared to the 2010 Census estimates for the City of San Diego adult population. Comparisons were made for ethnicity and gender based on the data available from the San Diego Association of Governments (SANDAG) and the San Diego Community College District (SDCCD) information system for students enrolled in fall 2014 classes as of census. As Table 1 below shows, Latinos and African Americans were more highly represented at Mesa College (33% and 7%, respectively) than in the City of San Diego adult population (25% and 6%, respectively), although the percentage difference for African American students was small (1%). Asian students were slightly underrepresented at Mesa College in comparison to the San Diego adult population (-1%). Adult population data were not available for foster youth, veterans, individuals with disabilities, or individuals from low-income households.

Table 1. Mesa College Fall 2014 Student Headcount and 2010 Census Estimates for City of San Diego Adult Population

Target Population(s)	# of your college's total headcount in Fall 2014	% of your college's total enrollment (proportion)	% of adult population within the community served (proportion)	Gain or loss in proportion (Percentage point difference with +/- added)*
Example Group		59%	64%	-6**
American Indian / Alaska Native	80	<1%	<1%	0
Asian	4,325	18%	17%	+1
Black or African American	1,599	7%	6%	+1
Hispanic or Latino	8,097	33%	25%	+8
Native Hawaiian or other Pacific Islander	155	1%	***	N/A
White	7,866	32%	49%	-17
Some other race	707	3%	3%	0
More than one race	1,431	6%	****	N/A
Total of 8 cells above (Orange cells should = 100%)	24,260	100%	100%	
Males	11,685	48%	50%	-2

Females	12,575	52%	50%	+2
Unknown	0	0%	N/A	
Total of 3 cells above (Orange cells should = 100%)	24,260	100%	100%	
Current or former foster youth	475	2%	N/A	N/A
Individuals with disabilities	972	4%	N/A	N/A
Low-income students	N/A	N/A	N/A	N/A
Veterans	2,228	9%	N/A	N/A

Source: SDCCD Information System, students enrolled as of census in fall 2014 semester; SANDAG 2010 Census estimates for the City of San Diego (population disaggregated by age and gender or ethnicity)

***Calculated by subtracting the % of the adult population within the community served from the % of your college's total enrollment – paying close attention to the +/- designation. Note: Because it would be confusing for positive values to represent a loss of proportion and negative values to represent a gain in proportion, the worksheet switches the order of the operation. Where the college's population is lower than the adult population, a negative value will result.**

****'-6' is calculated by subtracting 64 (% of your college's total enrollment) from 59 (% of the adult population within the community served). The '-' is added to signify that the example group has lower representation at the college vs. the community served. A '+' would indicate that a given group has greater representation at the college vs. the community served.**

*****SANDAG 2010 Census estimates for the City of San Diego combine Asian and Pacific Islander**

******SANDAG 2010 Census estimates for the City of San Diego do not include a More Than One Race category**

GOALS, ACTIVITIES, FUNDING AND EVALUATION: ACCESS

GOAL A.

The goal is to improve access for the following target populations identified in the college research as experiencing a disproportionate impact:

Disproportionate impact in college participate rate was not observed among students in the target groups. Specific goals based on participation in college were not established as there was not evidence of disproportionate impact in access to or participation the college overall, compared to the service area population. However, the college has conceptualized access as being inclusive of the matriculation process, and assessment and placement in particular. Analysis of recent math and English placement figures by ethnicity revealed significant equity gaps in student placement (see Figures 1 and 2 below). Goals for student placement will be established in 2015-16 based on the Multiple Measures Assessment Project pilot in which the college and district is engaged. The goals for more equitable student placement are to reduce and eventually eliminate equity gaps in student placement into transfer-level English and transfer-level math.

Target Population(s)	Current gap, year	Goal*	Goal Year
<i>Example Group</i>	<i>-6, 2014</i>	<i>No gap</i>	<i>2020</i>

*Expressed as either a percentage or number

**Benchmark goals are to be decided by the institution.

Figure 1. First-Time Student English Placement Levels by Ethnicity, 2011/12 to 2013/14

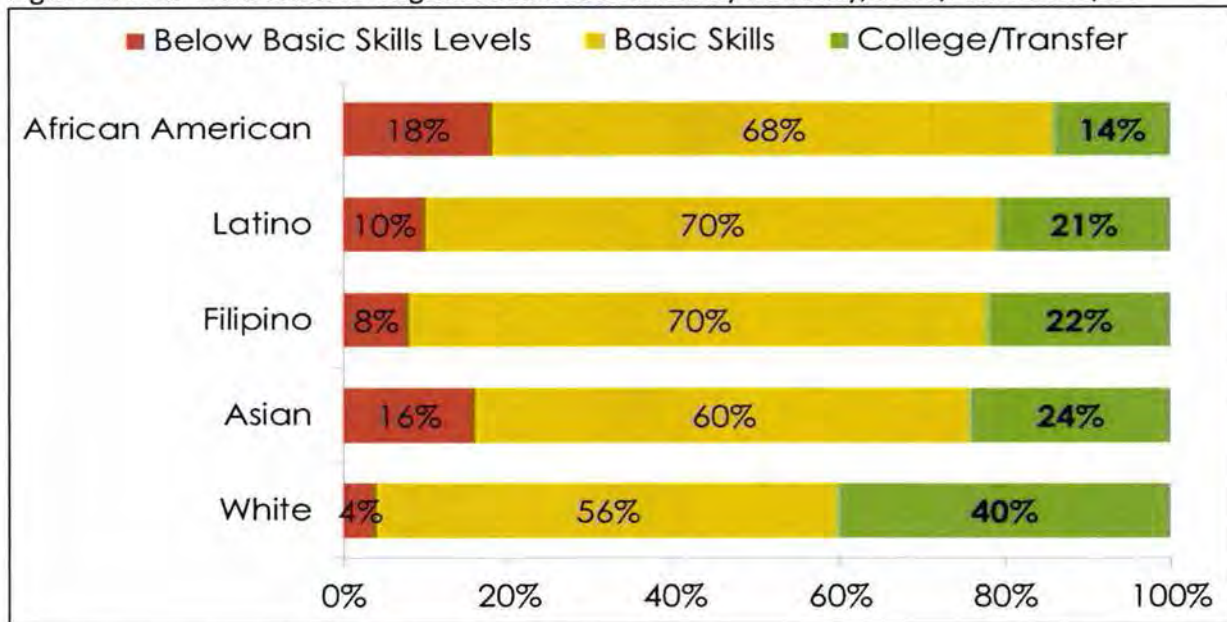
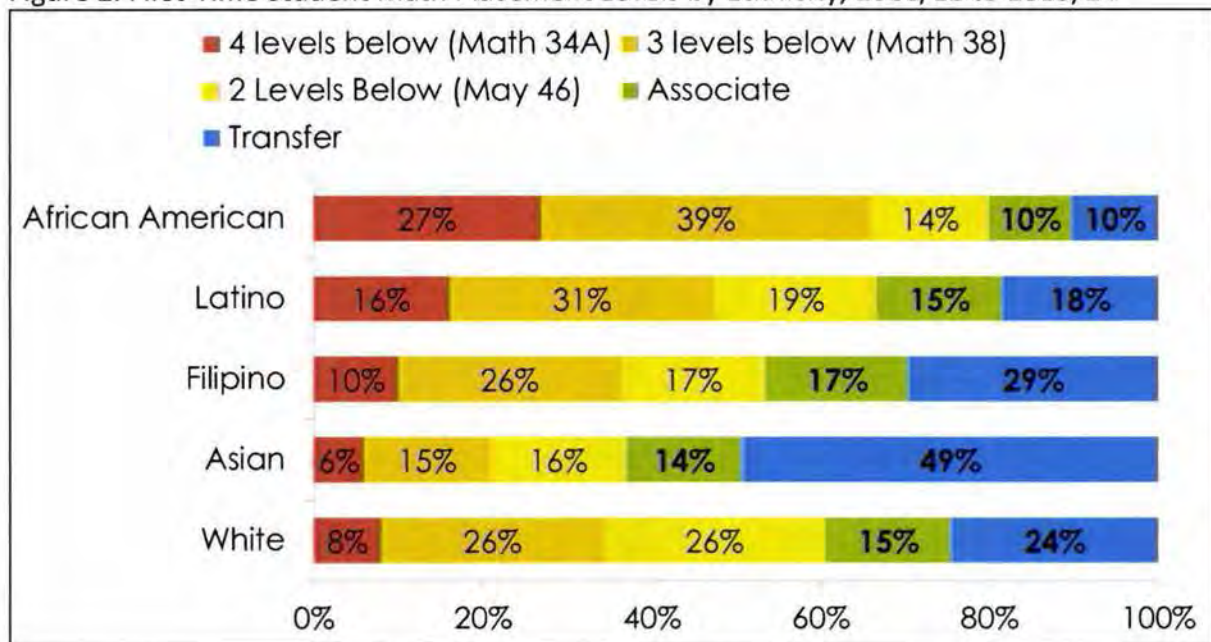


Figure 2. First-Time Student Math Placement Levels by Ethnicity, 2011/12 to 2013/14



ACTIVITIES: A. ACCESS

A.1 EQUITABLE PLACEMENT

• Activity Type(s)

	Outreach		Student Equity Coordination/Planning		Instructional Support Activities
X	Student Services or other Categorical Program		Curriculum/Course Development or Adaptation		Direct Student Support
	Research and Evaluation		Professional Development		

• Target Student Group(s) & # of Each Affected*:

ID	Target Group	# of Students Affected
A.1	African American Students	40**
	Latino Students	180**

* For example, Veterans – 250, Af. Americans – 8,889, Hispanics 10,000, etc.

**In 2015-16 academic year; estimates based on number of students re-placed in transfer-level courses for fall 2015 and multiplied by two to account for spring 2016

• Activity Implementation Plan

The Multiple Measures Assessment Project (MMA) is a statewide pilot that is based on the Long Beach City College multiple measures research that demonstrated that high school transcript data is a more accurate, effective, and equitable means of placing students into math and English course (Fuenmayor, Hetts & Rothstein, 2011). The limitation of using standardized tests as a primary means of placing students into math and English is well documented, as is the utility and validity of using high school transcript data to place students (For a review, see Bahr, Hayward, Hetts, Lamoree, Newell, Pellegrin, Sorey & Willet, 2014). As a pilot college for the Multiple Measures Assessment Project (MMA), Mesa College, in partnership with the SDCCD district office, implemented MMA in spring and summer 2015. A total of 122 students were replaced into transfer-level English, and 159 students were replaced into transfer-level math. In addition, as part of a faculty-driven inquiry processes, the college piloted another re-placement process, specifically for English, based on high school GPA. A total of 127 students were re-placed into transfer-level English in summer 2015 via this pilot project. In an effort to support students who have been re-placed into transfer-level classes, the College is providing outreach and support services to students who enrolled in a transfer-level class. The SDCCD district research office is also following up with MMA re-placed students who did not enroll in a transfer-level class in fall 2015 to assess their needs. In order to maximize the success of all re-placed students, the college will allocate resources for peer navigators to contact re-placed students

to assess their progress and any needs they may have for assistance. The peer navigators will also refer students to appropriate resources, such as the Counseling Department, tutoring, and other resources. To ensure that the project can be brought to scale, funds will also be needed to support faculty and staff professional development related to implementing MMAP moving forward.

ID	Planned Start and End Date(s)	Student Equity Funds	Other Funds**
A.1	July 2015 through June 2016	\$10,000	\$0

** Indicate categorical program or other fund source and amount, for example: Basic Skills Initiative – \$10,000, EOPS – \$9,000, Financial Aid – \$13,000, General Fund – \$24,000, etc.

- **Link to Goal**

Although the access data did not reveal evidence disproportionate impact in college participation rates by ethnicity, assessment/placement data did reveal evidence of disproportionate impact by student ethnicity. The overarching goal for student placement is equity, meaning that students will be equally likely to place at transfer level in math and English across each ethnic group. Achieving equity in student placement will provide for more accurate placement of students (using a disjunctive approach of test scores and high school transcript data) and more equitable access to transfer level courses and eventual goal completion. This activity is also expected to impact other indicators, such as degree and certificate completion and transfer.

- **Evaluation**

Data will be collected each semester to assess student enrollment in transfer-level courses following re-placement. At the end of each semester, student grade data will also be analyzed assess student success in English or math, as well as other courses, following re-placement. The SDCCD district research office or Mesa College research office will, at least once per year or once per semester, conduct surveys of re-placed students to identify reasons for non-enrollment in transfer math and/or English and evaluate the re-placement notification and outreach/support provided to students. Long-term impact will be assessed by comparing annual persistence and eventual goal completion between re-placed students and students who were not part of the pilot project and were placed only by test scores.

A.2 FORMER FOSTER YOUTH, SPECIAL POPULATIONS COUNSELOR• **Activity Type(s)**

X	Outreach		Student Equity Coordination/Planning		Instructional Support Activities
X	Student Services or other Categorical Program		Curriculum/Course Development or Adaptation	X	Direct Student Support
	Research and Evaluation		Professional Development		

• **Target Student Group(s) & # of Each Affected*:**

ID	Target Group	# of Students Affected
A.2	Former Foster Youth	60 to 100 TBD

* For example, Veterans – 250, Af. Americans – 8,889, Hispanics 10,000, etc.

• **Activity Implementation Plan**

The Special Populations Counselor (SPC) will function out of the EOPS Department and will develop and coordinate specific recruitment activities for Former Foster Youth and other underserved, targeted groups. The SPC will inform and guide students, perform educational advising, administer and interpret appropriate assessment for FFY. The SPC will respond to the intensive needs of this student group and will implement measures to track student progress for the purpose of evaluating the success of program interventions

ID	Timeline(s)	Student Equity Funds	Other Funds**
A.2	December 1, 2015 – June 30, 2016	\$40,740	\$61,110 in SSSP

** Indicate categorical program or other fund source and amount, for example: Basic Skills Initiative - \$10,000, EOPS – \$9,000, Financial Aid - \$13,000, General Fund - \$24,000, etc.

• **Link to Goal**

This intervention will greatly increase the efforts of the college to support Former Foster Youth through high impact practices that facilitate access, success and equity. Former Foster Youth has been identified as one of the targeted groups that must be addressed in the student equity plan. The use of equity funding to support this effort will support the development of consistent policies and practices to support FFY.

• **Evaluation**

The Special Populations Counselor will implement a case management approach to support FFY. The counselor will track the access, retention and completion data for this targeted group.

Success Indicator: Course Completion

CAMPUS-BASED RESEARCH: COURSE COMPLETION

- B. COURSE COMPLETION.** The ratio of the number of credit courses that students, by population group, complete compared to the number of courses in which students in that group are enrolled on the census day of the term. Calculate course completion rates by dividing:

In order to measure equity in course completion, data were obtained from the SDCCD information system for the number of duplicate student enrollments in courses as of census, and rates of course success were disaggregated by ethnicity, gender, foster youth status, disability status, low-income status, and veteran status. The rates of course completion for each of these groups were compared to the overall average course completion rate.

As Table 2B shows, notable equity gaps were observed for African American students (-7%), Latino students (-5%), Pacific Islander students (-5%), and students of more than one race/ethnicity. Smaller equity gaps were also observed for former foster youth (-3%), American Indian students (-2%), and male students (-2%).

Mesa College used proportionality indices and college-established cutoffs to identify disproportionately impacted groups and prioritize college activities. The summer equity work group reviewed the equity data and set measureable goals for groups most adversely impacted. In the 2015-16 Student Equity Plan, the College will focus on activities that improve the college's success with African American students, Latino students, and Pacific Islander students.

Table 2A. Operational Definition of Course Completion

Rate	Denominator	Numerator
Rate of Course Completion	The # of courses students enrolled in and were present in on census day in the base term.	The number of courses out of ← (the denominator) in which students earned an A, B, C, or credit in the goal term.

Table 2B. Course Completion Disaggregated by Target Population Group

Target Population(s)	the # of courses students enrolled in & were present in on census day in base year	The # of courses in which students earned an A, B, C, or credit out of ←	The % of courses passed (earned A, B, C, or credit) out of the courses students enrolled in & were present in on census day in base year	Total (all student average) pass rate*	Comparison to the all student average (Percentage point difference with +/- added)*
Example Group	2567	1463	57%	71%	-14**
American Indian / Alaska Native	215	146	68%	70%	-2
Asian	9,458	7,220	76%	70%	+6
Black or African American	3,991	2,497	63%	70%	-7
Hispanic or Latino	20,713	13,488	65%	70%	-5
Native Hawaiian or other Pacific Islander	402	261	65%	70%	-5
White	19,411	14,419	74%	70%	+4
Some other race	0	0	-	70%	-
More than one race	3,735	2,476	66%	70%	-4
Unknown	1,394	1,005	72%	70%	+2
All Students	59,319	41,512	70%*		
Males	28,914	19,688	68%	70%	-2
Females	30,405	21,824	72%	70%	+2
Unknown	0	0	N/A	70%	N/A
Current or former foster youth	1,173	787	67%	70%	-3
Individuals with disabilities	2,726	1,879	69%	70%	-1
Low-income students	N/A	N/A	N/A	70%	N/A
Veterans	5,894	4,213	71%	70%	+1

Source: SDCCD Information System, includes students enrolled in fall 2014 courses as of census

*The all student average is proposed as the comparison point for all groups. Therefore, this rate would be written in all of the orange boxes and used to calculate the equity gap for each group (the last column on the right).

**Calculated by subtracting the average rate of courses passed from the student group's rate of courses passed – paying close attention to the +/- designation. Note: Because it would be confusing for positive values to represent a gap and negative values to represent equal or higher success, the worksheet switches the order of the operation. Where a student group's success rate is lower than the average group's rate, a negative value will result.

***-14' is calculated by subtracting 71 (the average student success rate) from 57 (the success rate of the example group). The '-' is added to signify that the example group's success rate is lower than the all student average. A '+' would indicate that a given group has greater success.

Table 2C. Largest Equity Gaps in Course Completion

		1	2		3	4
Equity Gap	Student Group	Gap in comparison to the Average, Expressed as Percentage	Percentage expressed as decimal 25% becomes .25	Multiply	the # of courses students enrolled in & were present in on census day in base year	= Number of Students "Lost"
---	Example Group	14%	<u>.14</u>	x	2567	= 359
Largest Gap	Black or African American	7%	<u>.07</u>	x	3991	= 279
Second Largest	Hispanic or Latino	5%	<u>.05</u>	x	20713	= 1036
Third Largest	Native Hawaiian or other Pacific Islander	5%	<u>.05</u>	x	402	= 20

In order to measure equity in good academic standing, data were obtained from the SDCCD information system for the number of unduplicated students enrolled of census in the fall 2014 semester, and rates of achieving good academic standing were disaggregated by ethnicity, gender, foster youth status, disability status, low-income status, and veteran status. The rates of achieving good academic standing for each of these groups were compared to the overall average rate of achieving good academic standing.

As Table 3B shows, notable equity gaps were observed for African American students (-7%), Latino students (-5%), American Indian students (-5%), and students of more than one race/ethnicity. Smaller equity gaps were also observed for male students (-2%), former foster youth (-1%), and students with disabilities (-1%).

Table 3A. Operational Definition of Rate of Achieving Good Academic Standing

Rate	Denominator	Numerator
Rate of Achieving Good Academic Standing	The # of students enrolled in a fall 2014 course or courses as of census (unduplicated).	The # of students in good academic standing as of the end of the fall 2014 semester (unduplicated).

Note: "Good Academic Standing" is defined as maintaining a 2.0 GPA and completing at least 60% of the total units attempted.

Table 3B. Good Academic Standing (Fall 2014) by Target Population Group

Target Population(s)	the # of students enrolled in & were present in on census day in base year	The # of students on good academic standing	The % of students on good academic standing out of the students enrolled in & were present in on census day in base year	Total percent of students on good academic standing	Comparison to the all student percentage
Example Group	2567	1463	57%	71%	-14**
American Indian / Alaska Native	80	65	81%	86%	-5%
Asian	4,325	3,908	90%	86%	+4%
Black or African American	1,599	1,268	79%	86%	-7%
Hispanic or Latino	8,097	6,582	81%	86%	-5%
Native Hawaiian or other Pacific Islander	155	123	79%	86%	-7%
White	7,866	6,984	89%	86%	+3%
Some other race	707	652	92%	86%	+6%
More than one race	1,431	1,161	81%	86%	-5%
All Students	24,260	20,743	86%		
Males	11,685	9,809	84%	86%	-2%
Females	12,575	10,934	87%	86%	+1%
Unknown	0	0	--	86%	--
Current or former foster youth	475	400	84%	86%	-2%
Individuals with disabilities	972	824	85%	86%	-1%
Low-income students	N/A	N/A	N/A	86%	--
Veterans	2,228	1,929	87%	86%	+1%

Table 3C. Largest Equity Gaps in Good Academic Standing

		1	2		3	4
Equity Gap	Student Group	Gap in comparison to the Average, Expressed as Percentage	Percentage expressed as decimal 25% becomes .25	Multiply	the # of courses students enrolled in & were present in on census day in base year	= Number of Students "Lost"
---	Example Group	14%	<u>.14</u>	x	2567	= 359
Largest Gap	Black or African American	7%	<u>.07</u>	x	1,599	= 112
Largest Gap	Native Hawaiian or Pacific Islander	7%	<u>.07</u>	x	155	= 11
Second Largest	Hispanic or Latino	5%	<u>.05</u>	x	8,097	= 405
Second Largest	More than one race	5%	<u>.05</u>	x	1,431	= 72
Second Largest	American Indian or Alaskan Native	5%	<u>.05</u>	x	80	= 4

GOALS, ACTIVITIES, FUNDING AND EVALUATION: COURSE COMPLETION

GOAL B.

The goal is to improve course completion for the following target populations identified in the college research as experiencing a disproportionate impact:

Target Population(s)	Current gap, year	Goal*	Goal Year
Example Group	-14, 2014	Gap no > -6	2020
African American Students	-7%, Fall 2014	No gap	2017
Latino Students	-5%, Fall 2014	No gap	2017
Pacific Islander Students	-5%, Fall 2014	No gap	2017

*Expressed as either a percentage or number.

**Benchmark goals are to be decided by the institution.

ACTIVITIES: B. COURSE COMPLETION

B.1 CLASSROOM TUTORING

• Activity Type(s)

Outreach	Student Equity Coordination/Planning	X	Instructional Support Activities
Student Services or other Categorical Program	Curriculum/Course Development or Adaptation		Direct Student Support
Research and Evaluation	Professional Development		

• Target Student Group(s) & # of Each Affected*:

ID	Target Group(s)	# of Students Affected
B.1	African American Students	56 per semester
	Latino Students	231 per semester

* For example, Veterans – 250, Af. Americans – 8,889, Hispanics 10,000, etc.

- **Activity Implementation Plan**

Classroom Tutoring, which began in the fall 2015 semester at Mesa College, was developed based on the University of Missouri, Kansas City (UMKC) Supplemental Instruction (SI) model. SI has been shown to be a high-impact instructional support activity across a wide variety of disciplines. The Mesa College Classroom Tutoring program (CT) is overseen by two faculty members, one from the English department, and one from the Physical Sciences department. These faculty members developed the program plan, recruited, hired, and trained Classroom Tutors (synonymous with SI Leaders) to provide out-of-class learning support that is aligned with course curriculum and content. Classroom Tutoring sessions are attended by students on a voluntary basis. Classroom Tutors attend class sessions and provide learning support and resources to students who participate in CT sessions. CTs reflect and document their progress via an online reporting tool that shares the information with the two faculty CT coordinators and the classroom instructor/faculty members. Student Equity funds will be used to expand the program that is currently funded primarily by federal Title V grant funds.

ID	Planned Start and End Date(s)	Student Equity Funds	Other Funds**
B.I	August 2015 to June 2016	\$40,172	\$38,415 in Title V funding

** Indicate categorical program or other fund source and amount, for example: Basic Skills Initiative - \$10,000, EOPS - \$9,000, Financial Aid - \$13,000, General Fund - \$24,000, etc.

- **Link to Goal**

The CT program will provide students in high-risk courses (those with DWF rates greater than 33%) with additional learning support, resources, and peer learning activities to help them be successful in the target course and beyond. This intervention initially focuses on success at the course level, which makes it an appropriate activity for Successful Course Completion. In addition, the program is scheduled to expand to reach additional students, with a focus on African American and Latino students. Outreach to African American and Latino students will be initiated by the Tutorial Center Coordinator (noted below) on an ongoing basis through campus Outreach, Peer Navigator program and other support services programs. The CT program started with 9 courses in fall 2015 and is expected to expand to 20 courses in 2016. While courses at Mesa College vary, depending on class caps, curricular considerations and other factors, the average class size per section is around 25 to 27 students. The program is expected to reach roughly 540 students per semester.

- **Evaluation**

- Student attendance data is being collected for all CT sessions. This data will be shared with the Mesa College Research Office at the end of each semester, and data on student participation and attendance will be analyzed by race/ethnicity and other demographic factors to ensure that access to CTs are equitable and that the program is reaching and positively impacting African American and Latino students' Successful Course Completion. In addition, at the mid-year point and at the end of the year, course outcome data will be analyzed for

each CT course, and students who participated in CT sessions will be compared to those who did not participate. The data will be disaggregated by course, gender, and race/ethnicity to ensure the program is effective in supporting the success of the target populations (African American and Latino students). The campus researcher(s) will facilitate workshops with practitioners to disseminate and discuss results and plan for program improvement. In addition, qualitative data collection will be ongoing, as CTs report their session plans and reflections each week of the semester. We will also work with the Center for Urban Education to design an inquiry protocol for faculty and other campus practitioners to observe the CT sessions, and materials to determine how they can be improved to address the needs of African American and Latino students. In particular, they will review the protocols for preparing the tutors to ensure they are familiar with culturally appropriate pedagogy. This information will be used to provide additional training and support to CTs, participating faculty, and students participating in CT sessions.

B.2 LEARNING RESOURCE AND ACADEMIC SUPPORT

• Activity Type(s)

Outreach	Student Equity Coordination/Planning	X	Instructional Support Activities
Student Services or other Categorical Program	Curriculum/Course Development or Adaptation		Direct Student Support
Research and Evaluation	Professional Development		

• Target Student Group(s) & # of Each Affected*:

ID	Target Group(s)	# of Students Affected
B.2	African American Students	TBD
	Latino Students	TBD

* For example, Veterans – 250, Af. Americans – 8,889, Hispanics 10,000, etc.

• Activity Implementation Plan

The MCEP calls for a strategic alignment of all tutoring programs across the campus. The purpose of this alignment is to efficiently coordinate tutoring services and ensure that tutors are trained for equity minded practice. This activity calls for the hiring of various positions including:

Learning Services and Academic Support Coordinator

The Learning Services and Academic Support Coordinator will coordinate tutoring and academic support services and lead the development and implementation of goals, objectives, and priorities for assigned operations and activities in supporting student success for basic skills and

disproportionately impacted student populations. The position will coordinate the development of tutoring services and training of tutors for the Academic Skills Center, Writing Center, Math Center, Language Lab, DSPS, EOPS, Star, High-Tech Center, Classroom Tutors.

Instructional Assistant/Learning Resources

The Learning Services and Academic Support Coordinator will coordinate tutoring and academic support services and lead the development and implementation of goals, objectives, and priorities for assigned operations and activities in supporting student success for basic skills and disproportionately impacted student populations. The position will perform technical and clerical work in the Writing Center, Math Center, and/or Academic Skills Center to support tutoring services.

ID	Planned Start and End Date(s)	Student Equity Funds	Other Funds**
B.2	August 2015 to June 2016	\$212,020	\$38,415 in Title V funding

** Indicate categorical program or other fund source and amount, for example: Basic Skills Initiative - \$10,000, EOPS - \$9,000, Financial Aid - \$13,000, General Fund - \$24,000, etc.

• **Link to Goal**

The alignment of the tutoring efforts across the campus is intended to result in more positive outcomes for Mesa students, and particularly students of color. The central coordination of tutoring will include additional outreach to disproportionately impacted students and ongoing assessment and evaluation of tutoring efforts. By 2016/17, it is expected that an additional 50 African American students and an additional 100 Latino students will participate in tutoring (in comparison in the 2014/15 baseline) based on these efforts.

• **Evaluation**

The number of students participating in tutoring services across the campus will be analyzed for the 2014/15 baseline and for 2016/17. Specifically, changes in the number of African American and Latino students participating in tutoring on campus will be examined to see if the activity met its target for additional outreach. It is also expected that students who participate in tutoring will be more likely to succeed in their courses. This will also be assessed in 2015/16 and 2016/17.

B.3 PARTNERSHIP, MINORITY MALE COLLABORATIVE (M2C3)

• **Activity Type(s)**

Outreach	Student Equity Coordination/Planning	Instructional Support Activities
Student Services or other Categorical	Curriculum/Course Development or	Direct Student Support

Program		Adaptation	
Research and Evaluation	X	Professional Development	

• **Target Student Group(s) & # of Each Affected*:**

ID	Target Group	# of Students Affected
B.3	African American Students	140 per semester
	Latino Students	578 semester

* For example, Veterans – 250, Af. Americans – 8,889, Hispanics 10,000, etc.

• **Activity Implementation Plan**

In 2014-15, which Mesa College identified as the “Year of Inquiry,” Mesa College engaged in a variety of activities to gain a better understanding of the root causes of observed inequities. One portion of this work included tailored research and professional development activities led by Dr. Frank Harris III and Dr. J. Luke Wood of San Diego State University’s Minority Male Community College Collaborative (M2C3). While data collection (both qualitative in the form of focus groups and quantitative in the form of surveys) is ongoing, M2C3 has provided targeted professional development on best teaching and learning practices focused on men of color. Mesa College has identified a continued need for tailored, data-informed professional development, such as that provided by M2C3 and intends to extend this work to include additional instructional and student services faculty. The impact of this tailored professional development will be evaluated and documented (see Evaluation Plan). Additional professional development activities, including conferences and workshops focused on cultural competency in and out of the classroom and affective components of the student experience, are planned for 2015-16. Cultural competency and inclusive pedagogy will be the focus of these professional development efforts, and these activities will be woven into the larger campus employee development framework in order to integrate this work with other college efforts. The impact of culturally relevant curriculum and inclusive pedagogical approaches is well documented. This effort is expected to improve equity efforts at the practitioner level, with an emphasis on students’ success in their courses. Activities will take place throughout the 2015-16 academic year, beginning in August 2015 and continuing through June 2016 and beyond.

In addition, CUE will work with our faculty to review data on course completion and consider institutional barriers to student success. The faculty and practitioners involved will learn tools for using an equity minded lens to explore how Mesa College’s policies and practices may be inadvertently making course completion more difficult for African American and Latino students. In particular, they will support the Math Department with better understanding how they might improve course completion for the targeted groups.

ID	Timeline(s)	Student Equity Funds	Other Funds**
B.3	August 2015 to June 2016	\$20,000	\$0

** Indicate categorical program or other fund source and amount, for example: Basic Skills Initiative - \$10,000, EOPS – \$9,000, Financial Aid - \$13,000, General Fund - \$24,000, etc.

- **Link to Goal**

While professional development activities are likely to have a long-lasting impact as they represent the foundation of positive organizational and culture change, this year's activities target instructional faculty, along with other practitioners, and are expected to impact student success at the course level. The reach of these activities will depend largely on the number of faculty engaged with the professional development activities and the degree to which they integrate the strategies and approaches learned into their practice. That said, the College anticipates that ## instructional faculty will participate in these professional development activities and that %% of these faculty will implement at least one strategy or approach in their course(s). Given that the average class size at Mesa College is 25 to 27 students, it is expected that this intervention will reach at least 15 faculty instructors per semester and will positively impact the success of at least 65 course sections or approximately 1,750 students.

- **Evaluation**

In order to determine whether the professional development activities are effective in helping faculty and other practitioners develop more inclusive practices, surveys will be conducted to assess perceptions of training application to practice, openness to inclusive teaching and learning strategies, and actual change in behavior inside and outside of the classroom. This information will be collected via surveys conducted immediately following the professional development activity and in the semester and year following participation in the activity to assess long-term application and changes in practice. CUE will work with faculty to develop peer classroom observation protocols to help them identify and evaluate the practices of teachers applying effective strategies and to also provide a safe environment for instructors to give another feedback. In addition, professional development will be assessed indirectly via the Community College Survey of Men, which is an ongoing effort of Mesa College and M2C3 to assess student perceptions of Mesa College and sense of belonging and engagement on the campus. Practitioner survey data will be collected on an ongoing basis, and analysis and reporting back to the Campus Employee Development team and Student Success and Equity Committee will take place once per semester. The Community College Survey of Men reporting will take place once per year with reports prepared by M2C3. Information collected from these different sources will be used to improve professional development activities in the areas of equity, cultural competency, and inclusion.

B.4 PARTNERSHIP, CENTER FOR ORGANIZATIONAL ADVANCEMENT AND RESPONSIBILITY (CORA)• **Activity Type(s)**

	Outreach		Student Equity Coordination/Planning		Instructional Support Activities
	Student Services or other Categorical Program		Curriculum/Course Development or Adaptation		Direct Student Support
	Research and Evaluation	X	Professional Development		

• **Target Student Group(s) & # of Each Affected*:**

ID	Target Group	# of Students Affected
B.4	African American Students	140 per semester
	Latino Students	578 semester
	Pacific Islander	50

* For example, Veterans – 250, Af. Americans – 8,889, Hispanics 10,000, etc.

• **Activity Implementation Plan**

In Fall 2015, in support of our ongoing institutional equity planning efforts, San Diego Mesa College partnered with the Center for Organizational Responsibility and Advancement (CORA) and made the Teaching Men of Color Certificate Program available, free of charge to all Mesa College Faculty, Staff and students in leadership positions (in particular tutors, student leaders, ambassadors, peer navigators etc.) through October 2016. The program includes five-modules (one module, each day). On Days 1, 2, 3, and 4, learners view module presentations, engage in readings, and virtual discussions on teaching and learning strategies. Learners will be provided with a copy of the accompanying book Teaching Men of Color in the Community College: A Guide Book. On Days 3 and 5, learners participate in a real-time video conference with Drs. Luke Wood and Frank Harris III to further explore **how** to connect course content with daily practice. Course topics include: **Factors necessitating enhanced teaching and learning strategies for men of color**; Theoretical and epistemological foundations for teaching men of color, Building relationships with college men of color - Teaching and learning strategies for instructional faculty - Virtual discussion. Trainings are offered twice a month through October 2016. Along with leadership from our Black Studies and Chicano Studies programs, Mesa leadership will host additional opportunities for CORA program graduates to dialogue and get feedback on improving their instruction of men of color through bi-annual roundtables, and voluntary peer classroom observation.

ID	Timeline(s)	Student Equity Funds	Other Funds**
B.4	October 2015 - October 2016	\$15,000	\$0

** Indicate categorical program or other fund source and amount, for example: Basic Skills Initiative - \$10,000, EOPS – \$9,000, Financial Aid - \$13,000, General Fund - \$24,000, etc.

- ***Link to Goal***

The CORA program is a vital opportunity for faculty to improve their practice at the course level. The reach of this activity will depend largely on the number of faculty engaged with the professional development activities and the degree to which they integrate the strategies and approaches learned into their practice. That said, the College anticipates that 30 instructional faculty will participate in these professional development activities. Given that the average class size at Mesa College is 25 to 27 students, it is expected that this intervention will reach at least 15 faculty per semester and will positively impact the success of at least 65 course sections or approximately 1,750 students.

- ***Evaluation***

In order to determine whether the professional development activities are effective in helping faculty and other practitioners develop more inclusive practices, surveys will be conducted to assess perceptions of training application to practice, openness to inclusive teaching and learning strategies, and actual change in behavior inside and outside of the classroom. This information will be collected via surveys conducted immediately following the professional development activity and in the semester and year following participation in the activity to assess long-term application and changes in practice. In addition, this activity will be assessed through CORA pre and post assessments.

Success Indicator: ESL and Basic Skills Completion

CAMPUS-BASED RESEARCH: ESL AND BASIC SKILLS COMPLETION

- C. ESL AND BASIC SKILLS COMPLETION.** The ratio of the number of students by population group who complete a degree-applicable course after having completed the final ESL or basic skills course compared to the number of those students who complete such a final ESL or basic skills course.

ESL Progress and Completion

To assess disproportionate impact in ESL completion, the College reviewed Student Success Scorecard data for ESL completion, which is defined as the percentage of students who successfully complete a transfer-level English or ESL class (numerator) divided by the number of students who attempt an ESL course any level below transfer during the cohort academic year (denominator). As Table 3B reveals, notable equity gaps were observed for African American students (-6%), Latino students (-4%), and students of other or unknown ethnicities (-15%). While the numbers are very small, the one American Indian / Alaska Native student and the one Native Hawaiian or other Pacific Islander student had significant equity gaps. Therefore we will keep these student groups in mind when carrying out ESL activities designed to reduce inequities.

For the ESL Completion rate indicator, the College's equity workgroup reviewed the ESL completion data and used proportionality indices to identify disproportionately impacted groups and prioritize activities related to ESL Completion. The group set measurable equity goals in relation to actual numbers of students impacted, in relation to its IEPI Student Achievement goals. Also taken into account in setting goals were the ongoing and proposed activities intended to reduce equity gaps in the ESL pathway, among African American and Latino students.

Table 4A. Operational Definition of ESL Completion

Rate	Denominator	Numerator
Rate of ESL and Basic Skills Completion	The # of students who attempt any level ESL in the base year	The # of students out of ← (the denominator) that complete a transfer-level English course with an A, B, C, or credit within 6 years

Table 4B. ESL Completion Disaggregated by Target Population Group

Target Population(s)	The # of students who attempt an ESL course any levels below transfer	The number of students out of ← (the denominator) that complete a degree applicable course with an A, B, C, or credit	The rate of progress from ESL to degree-applicable course completion	Total (all student average) ESL completion rate*	Comparison to the all student average (Percentage point difference with +/- added)*
Example Group	1457	247	17%	24%	-7**
American Indian / Alaska Native	1	0	0%	27%	-27
Asian	96	31	32%	27%	+5
Black or African American	14	3	21%	27%	-6
Hispanic or Latino	47	11	23%	27%	-4
Native Hawaiian or other Pacific Islander	1	0	0%	27%	-27
White	25	7	28%	27%	+1
Filipino	2	0	0%	27%	-27
Some other race	0	0	-	27%	-
More than one race	N/A	N/A	N/A	27%	N/A
Unknown	17	2	12%	27%	-15
All Students	203	54	27%*		
Males	86	22	26%	27%	-1
Females	117	32	27%	27%	0
Unknown	0	0	N/A	27%	N/A
Current or former foster youth	N/A	N/A	N/A	27%	N/A
Individuals with disabilities	10	4	40%	27%	+13
Low-income students	133	37	28%	27%	+1
Veterans	2	1	50%	27%	+23

Source: California Community Colleges Chancellor's Office Data on Demand/Student Success Scorecard and SDCCD Information System

Note: Data on students of more than once race were not available for the 2008-09 student cohort

*The all student average is proposed as the comparison point for all groups. Therefore, this rate would be written in all of the orange boxes and used to calculate the equity gap for each group (the last column on the right).

**Calculated by subtracting the average (all student) rate from the student group's rate of progress through ESL and Basic Skills – paying close attention to the +/- designation. Note: Because it would be confusing for positive values to represent a gap and negative values to represent equal or higher success, the worksheet switches the order of the operation. Where a student group's success rate is lower than the average group's rate, a negative value will result.

***-7' is calculated by subtracting 24 (the average student success rate) from 17 (the success rate of the example group). The '-' is added to signify that the example group's success rate is lower than the all student average. A '+' would indicate that a given group has greater success.

Table 4C. Largest Equity Gaps in ESL Completion

		1	2		3	4
Equity Gap	Student Group	Gap in comparison to the Average, Expressed as Percentage	Percentage expressed as decimal 25% becomes .25	Multiply	the # of courses students enrolled in & were present in on census day in base year	Number of Students "Lost"
---	Example Group	14%	<u>.14</u>	x	2567	= 359
Largest Gap	Some other race/Unknown	15%	<u>.15</u>	x	17	= 3
Second Largest	African American	6%	<u>.06</u>	x	14	= 1
Third Largest	Hispanic or Latino	4%	<u>.04</u>	x	47	= 2

Note: American Indian and Pacific Islander student groups were excluded from the above table due to small cell size.

For the Basic Skills English Completion Rate indicator, Mesa College examined Student Success Scorecard data for remedial English progress, which is defined as the number of students who complete a transfer-level English course within 6 years (numerator) divided by the number of students who attempt an English course any levels below transfer in the cohort year (denominator).

As shown in Table 4B, significant equity gaps were observed among African American students (-7%), Pacific Islander students (-13%), Filipino students (-7%), students of more than one race/ethnicity (-7%), and students with disabilities (-7%). The College's equity work group reviewed the basic skills English completion equity data and used proportionality indices to identify disproportionate impact and prioritized for activities intended to mitigate disproportionate impact. The College set measureable basic skills English completion goals in relation to actual numbers of students impacted, in relation to its IEPI Student Achievement goals, and in light of the ongoing and proposed activities intended to reduce equity gaps in the basic skills English pathway.

Table 5A. Operational Definition of Basic Skills English Completion

Rate	Denominator	Numerator
Rate of ESL and Basic Skills Completion	The # of students who attempt an English course below transfer level in the base year	The # of students out of ← (the denominator) that complete a transfer-level English course with an A, B, C, or credit within 6 years

Basic Skills English Progress and Completion

Table 5B. Basic Skills English Completion Disaggregated by Target Population Group

Target Population(s)	the # of courses students enrolled in & were present in on census day in base year	The # of courses in which students earned an A, B, C, or credit out of ←	The % of courses passed (earned A, B, C, or credit) out of the courses students enrolled in & were present in on census day in base year	Total (all student average) basic skills English completion rate*	Comparison to the all student average (Percentage point difference with +/- added)*
Example Group	2567	1463	57%	71%	-14**
American Indian / Alaska Native	17	10	59%	50%	+9
Asian	176	108	61%	50%	+11
Black or African American	126	54	43%	50%	-7
Hispanic or Latino	381	185	49%	50%	-1
Native Hawaiian or other Pacific Islander	27	10	37%	50%	-13
White	453	219	48%	50%	-2
Filipino	51	22	43%	50%	-7
Some other race	0	0	-	50%	-
More than one race	N/A	N/A	N/A	50%	N/A
Unknown	108	58	54%	50%	+4
All Students	1,339	666	50%*		
Males	683	346	51%	50%	+1
Females	656	320	49%	50%	-1
Unknown	0	0	N/A	50%	N/A
Current or former foster youth	N/A	N/A	N/A	50%	N/A
Individuals with disabilities	92	40	43%	50%	-7
Low-income students	802	397	50%	50%	0
Veterans	57	29	51%	50%	+1

Source: California Community Colleges Chancellor's Office Data on Demand/Student Success Scorecard and SDCCD Information System

Note: Data on students of more than one race were not available for the 2008-09 student cohort

*The all student average is proposed as the comparison point for all groups. Therefore, this rate would be written in all of the orange boxes and used to calculate the equity gap for each group (the last column on the right).

**Calculated by subtracting the average (all student) rate from the student group's rate of progress through ESL and Basic Skills – paying close attention to the +/- designation. Note: Because it would be confusing for positive values to represent a gap and negative values to represent equal or higher success, the worksheet switches the order of the operation. Where a student group's success rate is lower than the average group's rate, a negative value will result.

***-7' is calculated by subtracting 24 (the average student success rate) from 17 (the success rate of the example group). The '-' is added to signify that the example group's success rate is lower than the all student average. A '+' would indicate that a given group has greater success.

Table 5C. Largest Equity Gaps in Basic Skills English Completion

		1	2		3	4
Equity Gap	Student Group	Gap in comparison to the Average, Expressed as Percentage	Percentage expressed as decimal 25% becomes .25	Multiply	The # of students who complete a transfer English course with an A, B, C or credit	Number of Students "Lost"
---	Example Group	14%	<u>.14</u>	x	2567	= 359
Largest Gap	Native Hawaiian or other Pacific Islander	13%	<u>.13</u>	x	27	= 4
Second Largest	Black or African American	7%	<u>.07</u>	x	126	= 9
Second Largest	Individuals with disabilities	7%	<u>.07</u>	x	92	= 6

For the Basic Skills Math Completion rate indicator, Mesa College examined Student Success Scorecard data for basic skills math progress, which is defined as the students who attempted a math course at any level below college-level who then completed a college- or transfer-level math course within 6 years (numerator) divided by the number of students who attempted a math course at any levels below college-level in the cohort year (denominator).

As Table 5B illustrates, notable equity gaps were observed among African American students (-10%) and male students (-4%). Smaller equity gaps were observed among Latino students (-2%), Pacific Islander students (-2%), and American Indian students (-1%). The College's equity work group utilized proportionality indices to identify areas of disproportionate impact and set priorities for activities related to basic skills math progress.

For the Basic Skills Math Completion rate indicator, Mesa College's equity workgroup set measureable goals in relation to actual numbers of students impacted, in relation to its IEPI Student Achievement goals, and in light of the ongoing and proposed activities intended to reduce equity gaps in the Basic Skills math pathway.

Table 6A. Operational Definition of Basic Skills Math Completion

Rate	Denominator	Numerator
Rate of ESL and Basic Skills Completion	The # of students who attempt math course below college level in the base year	The # of students out of \leftarrow (the denominator) that complete a college- or transfer-level math course with an A, B, C, or credit within 6 years

Table 6B. Basic Skills Math Completion Disaggregated by Target Population Group

Target Population(s)	The # of students who attempt a basic skills math course any level below transfer	The number of students out of \leftarrow (the denominator) that complete a degree applicable course with an A, B, C, or credit	The rate of progress from Basic Skills math to degree-applicable course completion	Total (all student average) basic skills math completion rate*	Comparison to the all student average (Percentage point difference with +/- added)*
Example Group	1457	247	17%	24%	-7**
American Indian / Alaska Native	13	4	31%	32%	-1
Asian	65	27	42%	32%	+10
Black or African American	98	22	22%	32%	-10
Hispanic or Latino	248	74	30%	32%	-2
Native Hawaiian or other Pacific Islander	20	6	30%	32%	-2
White	332	110	33%	32%	+1
Filipino	31	14	45%	32%	+13
Some other race	0	0	-	32%	-
More than one race	N/A	N/A	N/A	32%	N/A
Unknown	90	32	36%	32%	+4
All Students	897	289	32%*		
Males	398	113	28%	32%	-4
Females	498	176	35%	32%	+3
Unknown	1	0	0%	32%	-32
Current or former foster youth	N/A	N/A	N/A	32%	N/A
Individuals with disabilities	70	26	37%	32%	+5
Low-income students	557	184	33%	32%	+1
Veterans	50	20	40%	32%	+8

Source: California Community Colleges Chancellor's Office Data on Demand/Student Success Scorecard and SDCCD Information System

Note: Data on students of more than one race were not available for the 2008-09 student cohort

*The all student average is proposed as the comparison point for all groups. Therefore, this rate would be written in all of the orange boxes and used to calculate the equity gap for each group (the last column on the right).

**Calculated by subtracting the average (all student) rate from the student group's rate of progress through ESL and Basic Skills – paying close attention to the +/- designation. Note: Because it would be confusing for positive values to represent a gap and negative values to represent equal or higher success, the worksheet switches the order of the operation. Where a student group's success rate is lower than the average group's rate, a negative value will result.

**-7' is calculated by subtracting 24 (the average student success rate) from 17 (the success rate of the example group). The '-' is added to signify that the example group's success rate is lower than the all student average. A '+' would indicate that a given group has greater success.

Table 6C. Largest Equity Gaps in Basic Skills Math Completion

		1	2	3	4
Equity Gap	Student Group	Gap in comparison to the Average, Expressed as Percentage	Percentage expressed as decimal 25% becomes .25	Multiply	the # of courses students enrolled in & were present in on census day in base year = Number of Students "Lost"
---	Example Group	14%	<u>.14</u>	x	2567 = 359
Largest Gap	Black or African American	10%	<u>.10</u>	x	98 = 10
Second Largest	Males	4%	<u>.04</u>	x	398 = 16
Third Largest	Hispanic or Latino	2%	<u>.02</u>	x	248 = 5
Third Largest	Native Hawaiian or Other Pacific Islander	2%	<u>.02</u>	x	20 = <1

Note: The unknown gender student group was excluded from the above table due to small cell size.

ACTIVITIES: C. ESL AND BASIC SKILLS COURSE COMPLETION

C.1 CURRICULUM/COURSE REDESIGN• **Activity Type(s)**

Outreach		Student Equity Coordination/Planning		Instructional Support Activities
Student Services or other Categorical Program	X	Curriculum/Course Development or Adaptation		Direct Student Support
Research and Evaluation	X	Professional Development		

• **Target Student Group(s) & # of Each Affected*:**

ID	Target Group(s)	# of Students Affected
C.1	Hispanic/Latino/a	TBD
	African America	TBD

* For example, Veterans – 250, Af. Americans – 8,889, Hispanics 10,000, etc.

• **Activity Implementation Plan**

- In 2014-2015 Mesa College began curriculum/course redesign efforts in basic skills English and Math courses. Resources are focused on these efforts based on the despairing low retention, completion and persistence rates. Considering that of all incoming students, 45% placed below college level in reading, 73% in writing, and 63% math Mesa has a large percentage of students in basic skills English and Math. Further, the number of basic skills students who persist and complete a college-level course is 45% for English and just over 33% for Math (Basic Skills Report 2007-2013). The placement rates are significantly higher for students of color and their persistence to success is consistently lower. A key to the curriculum redesign is course acceleration. “To address high rates of attrition, many community colleges have begun experimenting with an “accelerated” model of developmental education, which is designed to help students complete remediation within a shorter timeframe so they can enroll more quickly in college-level math and English” (Columbia College, Community College Research Center, 2014). Based on the high-impact practice of acceleration and co-requisite models, and in conjunction with the Mesa College Hispanic Serving Institutions’ Title V Grant, Mesa has embarked on redesigning English and math basic skills curriculum to improve outcomes for our Hispanic/Latino/a and African American students. Additionally this is joined with redesigning our personal growth curriculum to provide more culturally inclusive curriculum. A lead faculty member is coordinating the curriculum redesign processes along with three other faculty members in English, math and personal growth. The curriculum process in the District has multiple levels which takes a year to establish the curriculum and then another year to pilot and assess the outcomes.

ID	Planned Start and End Date(s)	Student Equity Funds	Other Funds**
C.1	July 2015 – June 2016	\$54,157	\$37,000 – Title V/HIS Grant

** Indicate categorical program or other fund source and amount, for example: Basic Skills Initiative – \$10,000, EOPS – \$9,000, Financial Aid – \$13,000, General Fund – \$24,000, etc.

• **Link to Goal**

- The redesigned curriculum will allow basic skills students the opportunity to reach and complete degree/transfer level English and Math within a shortened amount of time and provide necessary curricular content for academic success. Two recent studies cited the improved outcomes: “Among colleges offering co-requisite modes, completion of college English was 1.6 to 2.3 times higher than in traditional remediation, an increase in success from 35-50% to 62-78%. Equity gaps for Black and Hispanic students narrowed or disappeared completely.” (D. Coleman, 2015). “Students’ odds of completing transferable math was 4.5 times higher in accelerated statistic pathways, and all students benefited from this remediation, including all ethnic groups...” (C. Hayward & T. Willett, 2014). The college carried out a study in 2014-15 of its English assessment and course placement process in partnership with the Center for Urban Education. That study demonstrated that the existing policies were disproportionately impacting African American and Latino students based on their over-representation in basic skills courses. As a result we launched a pilot Transfer level co-requisite course for 150 students who had placed in English writing one level below transfer.

• **Evaluation**

- Student completion, retention, and persistence data from the redesigned courses will be collected and compared against current benchmarked outcomes in our conventional basic skills courses at the end of each semester. In addition, at the end of six years, success data will be analyzed to better understand the relationship between acceleration and Degree/Certificate Completion and Transfer at Mesa College. Data will be disaggregated by course, gender, and race/ethnicity to ensure the program is effective in supporting the success of the target populations (Native Hawaiian or other Pacific Islander, African American and Latino students). The math and English faculty will be invited to conduct action research into their practices, and examine their own course data for insights into the ways in which course design impacts students – particularly students experiencing disproportionate impact. Faculty will also assess and analyze the impact of the shift in pedagogical practices and engagement with student learning. The campus researcher(s) will facilitate workshops with practitioners to disseminate and discuss results and plan for curriculum improvement.

Success Indicator: Degree and Certificate Completion

CAMPUS-BASED RESEARCH: DEGREE AND CERTIFICATE COMPLETION

D. DEGREE AND CERTIFICATE COMPLETION. The ratio of the number of students by population group who receive a degree or certificate to the number of students in that group with the same informed matriculation goal as documented in the student educational plan developed with a counselor/advisor. Calculate degree and certificate completion rates by dividing:

For the Degree/Certificate Completion rate indicator, Mesa College examined Student Success Scorecard data for student completion and defined the completion rate as the number of students who complete an associate degree or Chancellor's Office-approved certificate within 6 years (numerator) divided by the number of students who showed behavioral intent to complete by attempting any level math or English course and completing 6 or more units in their first three years (denominator).

As Table 6B illustrates, notable equity gaps were observed among African American students (-6%), Pacific Islander students (-5%), and veterans (-4%). Smaller equity gaps were observed among American Indian students (-2%) and students of unknown or other ethnicities (-2%). The College's equity work group utilized proportionality indices to identify areas of disproportionate impact and set priorities for activities related to degree and certificate completion.

For the Degree/Certificate Completion rate indicator, Mesa College's equity workgroup set measureable goals in relation to actual numbers of students impacted, in relation to its IEPI Student Achievement goals, and in light of the ongoing and proposed activities intended to reduce equity gaps in the pathway to degree/certificate completion.

Table 7A. Operational Definition for Degree/Certificate Completion

Rate	Denominator	Numerator
Degree and Certificate Completion	The # of first-time students who enrolled in the base year and named certificates and degrees as their matriculation goal in their student educational plan or by taking degree or certificate applicable course(s) using the definitions outlined in the Scorecard.	The number of students out of ← (the denominator) that earned a degree or certificate within one or more years, as decided by the college.

Table 7B. Degree/Certificate Completion Disaggregated by Target Population Group

Target Population(s)	The # of students who complete a minimum of 6 units and have attempted any level course in math or English in their first 3 years	The number of students out of ← (the denominator) who earned a degree or certificate within 6 years.	The rate of degree and certificate completion	Total (all student average) degree/certificate completion rate*	Comparison to the all student average (Percentage point difference with +/- added)*
Example Group	1947	568	29%	33%	-4**
American Indian / Alaska Native	17	2	12%	14%	-2
Asian	458	69	15%	14%	+1
Black or African American	171	14	8%	14%	-6
Hispanic or Latino	532	75	14%	14%	0
Native Hawaiian or other Pacific Islander	32	3	9%	14%	-5
White	903	138	15%	14%	+1
Filipino	121	17	14%	14%	0
Some other race	0	0	-	14%	-
More than one race	N/A	N/A	N/A	14%	N/A
Unknown	226	27	12%	14%	-2
All Students	2,460	345	14%*		
Males	1,224	166	14%	14%	0
Females	1,235	179	15%	14%	+1
Unknown	1	0	0%	14%	-14
Current or former foster youth	N/A	N/A	N/A	14%	N/A
Individuals with disabilities	109	19	17%	14%	+3
Low-income students	1,450	240	17%	14%	+3
Veterans	89	9	10%	14%	-4

Source: California Community Colleges Chancellor's Office Data on Demand/Student Success Scorecard and SDCCD Information System

Note: Data on students of more than one race were not available for the 2008-09 student cohort

*The all student average is proposed as the comparison point for all groups. Therefore, this rate would be written in all of the orange boxes and used to calculate the equity gap for each group (the last column on the right).

**Calculated by subtracting the average (all student) rate from the student group's rate of degree or certificate completion—paying close attention to the +/- designation. Note: Because it would be confusing for positive values to represent a gap and negative values to represent equal or higher success, the worksheet switches the order of the operation. Where a student group's success rate is lower than the average group's rate, a negative value will result.

***-4' is calculated by subtracting 29 (the all student average success rate) from 33 (the success rate of the example group). The '-' is added to signify that the example group's success rate is lower than the all student average. A '+' would indicate that a given group has greater success.

Table 7C. Largest Equity Gaps in Degree/Certificate Completion

		1	2	3	4
Equity Gap	Student Group	Gap in comparison to the Average, Expressed as Percentage	Percentage expressed as decimal 25% becomes .25	Multiply	The # of first-time students who enrolled in 2011 and named certificates and degrees as their matriculation goal = Number of Students "Lost"
---	Example Group	7%	<u>.04</u>	x	1947 = 77
Largest Gap	Black or African American	6%	<u>.06</u>	x	171 = 10
Second Largest	Native Hawaiian or Other Pacific Islander	5%	<u>.05</u>	x	32 = 2
Third Largest	Veterans	4%	<u>.04</u>	x	89 = 4

GOALS, ACTIVITIES, FUNDING AND EVALUATION: DEGREE AND CERTIFICATE COMPLETION

GOAL D.

The goal is to improve degree and certificate completion for the following target populations identified in the college research as experiencing a disproportionate impact:

Target Population(s)	Current gap, year	Goal*	Goal Year
Example Group	-4, 2014	No gap	2020
African American students	-6%, 2008/09 Scorecard Cohort	No gap	2015/16 Scorecard Cohort
Pacific Islander students	-5%, 2008/09 Scorecard Cohort	No gap	2015/16 Scorecard Cohort
Veterans	-4%, 2008/09 Scorecard Cohort	No gap	2015/16 Scorecard Cohort

*Expressed as either a percentage or number

**Benchmark goals are to be decided by the institution.

ACTIVITIES: D. DEGREE AND CERTIFICATE COMPLETION

D.1 SUMMER CRUISE

• Activity Type(s)

X	Outreach		Student Equity Coordination/Planning		Instructional Support Activities
	Student Services or other Categorical Program		Curriculum/Course Development or Adaptation	X	Direct Student Support
	Research and Evaluation		Professional Development		

• Target Student Group(s) & # of Each Affected*:

ID	Target Group(s)	# of Students Affected
D.1	Hispanic/Latino/a	80
	African American	19
	Low Income	20
	Student with Disabilities	5

* For example, Veterans – 250, Af. Americans – 8,889, Hispanics 10,000, etc.

an equity summary highlighting the disproportionately impacted groups in order to make sure they are clear about the goal and direct their recruitment accordingly.

• **Evaluation**

Summer CRUISE students were given pre and post assessments to measure the short term outcomes of the program. These assessments results will measure students' perceptions of their engagement with the college in terms of services, faculty and the campus as a whole. We will also keep records of the attendance of students throughout the program to monitor the demographics of students who begin and those who complete to better understand if students leave the program – are there any patterns of their departure by race and ethnicity. Long-term assessment will monitor and measure Summer CRUISE students' retention and persistence measured against non-participating students. The results will be disaggregated by gender and race/ethnicity to ensure that the program is effective in supporting the success of the target populations (African American, Native Hawaiian or Other Pacific Islander and Veterans). We will also monitor the impact of the program on low-income students, Latino/a students and students with disabilities because while they are not experiencing equity gaps in completion, they are groups that we are interested in ensuring the success of. The effect on faculty as a result of their involvement in the Summer CRUISE will also be assessed for not only impact on their connection and perception of students, but also as a method of building a larger faculty community that engages with students of color and other targeted populations outside the classroom. The campus researcher(s) will facilitate workshops with practitioners to disseminate and discuss results and plan for program improvement.

D.2 PEER NAVIGATORS

• **Activity Type(s)**

X	Outreach	X	Student Equity Coordination/Planning		Instructional Support Activities
X	Student Services or other Categorical Program		Curriculum/Course Development or Adaptation	X	Direct Student Support
	Research and Evaluation		Professional Development		

• **Target Student Group(s) & # of Each Affected*:**

ID	Target Group	# of Students Affected
D.2	Hispanic/Latino/a	80

* For example, Veterans – 250, Af. Americans – 8,889, Hispanics 10,000, etc.

	African American	19
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• **Activity Implementation Plan**

- Similar to the Summer CRUISE program, Mesa College is interested in ensuring student year to year persistence. The Peer Navigator program launched in the summer of 2015 was designed to also improve persistence in enrollment. This peer-to-peer mentoring program was designed to help first-generation students in particular, who tend to be African American and Latino/a, navigate the bewildering world of higher education. Peer mentoring engenders a sense of belonging right from the onset (Andrews & Clark, 2011) and cites that one of the most valuable roles for a mentor is helping a fellow student “learn how to learn” at a higher level and navigate the campus systems and procedures. Peer Navigators first are paired with a group of students during the Summer CRUISE program and then continue to mentor these students throughout the academic year by provided one-to-one assistance and group workshops as well as engaging with the students at on campus events. While student involvement in voluntary, there is a pro-active approach to continually reach out to students, through phone calls, emails, text and social media to assist students in their college journey. The hiring and training of Peer Navigators and program management was overseen by a faculty member from the Communication Studies department. This faculty member developed and implemented the program plan. A full-time Student Success Officer will be hired to continue and expand the program. Student Equity funds will be used to expand the program that is currently funded primarily by federal Title V grant funds.

ID	Timeline(s)	Student Equity Funds	Other Funds**
D.2	July 2015 to June 2016	\$18,092	\$24,331

** Indicate categorical program or other fund source and amount, for example: Basic Skills Initiative - \$10,000, EOPS – \$9,000, Financial Aid - \$13,000, General Fund - \$24,000, etc.

• **Link to Goal**

The Peer Navigator program will provide students with support and resources to help them to continually engage in the campus community succeed in and complete their classes and persist to the following semester. Our expectation is that mentoring will reduce anxiety, increase use of student services, and amplify involvement in college activities. This engagement is intended to ultimately result in student persistence and eventual degree/certificate completion and transfer. The Peer Navigator program started with 8 navigators and 160 students in Summer 2015 and is expected to expand over the next four academic years to encompass 50 Peer Navigators and 2,000 students.

• **Evaluation**

Quantitative and qualitative data is being collected on both the mentors and mentees. The Peer Navigator program is tracking the demographics of the mentors and mentees along with collecting student contact and participation frequencies and regular survey feedback. In

the coming year this data will be shared with the Mesa College Research Office at the end of each semester, and additional data on retention and persistence analyzed by race/ethnicity and other demographic factors to ensure that the mentoring is positively impacting the persistence and course completion rates of specific populations targeted in the goals for Successful Course Completion and Degree and Certificate Completion. Those who participate will be compared to those in the same demographic group who do not participate. In addition, at the end of six years, success data will be analyzed for long-term measurement on, Degree/Certificate Completion and Transfer of the students who did and did not participate in the program. The data will be disaggregated by full-time, part-time, gender, and race/ethnicity to ensure the program is effective in supporting the success of the target populations. The campus researcher(s) will facilitate workshops with practitioners to disseminate and discuss results and plan for program improvement.

Transfer

CAMPUS-BASED RESEARCH: TRANSFER

- E. TRANSFER.** The ratio of the number of students by population group who complete a minimum of 12 units and have attempted a transfer level course in mathematics or English, to the number of students in that group who actually transfer after one or more (up to six) years. Calculate transfer rates by dividing:

For the Transfer rate indicator, Mesa College examined Student Success Scorecard data for student completion and defined the transfer rate as the number of students who transferred to a four-year institution within 6 years (numerator) divided by the number of students who showed behavioral intent to complete or transfer by attempting any level math or English course and completing 6 or more units in their first three years (denominator).

As Table 7B illustrates, notable equity gaps were observed among Latino students (-10%), African American students (-9%), Pacific Islander students (-4%), and low-income or economically disadvantaged students (-8%). Smaller equity gaps were observed among students of unknown or other ethnicities (-3%), Filipino students (-2%), veterans (-2%), and males (-1%). The College's equity work group utilized proportionality indices to identify areas of disproportionate impact and set priorities for activities related to transfer.

For the Transfer rate indicator, Mesa College's equity workgroup set measureable goals in relation to actual numbers of students impacted, in relation to its IEPI Student Achievement goals, and in light of the ongoing and proposed activities intended to reduce equity gaps in the pathway to transfer.

Table 8A. Operational Definition of Transfer

Rate	Denominator	Numerator
Transfer	The # of first-time students who enrolled in the base year and displayed behavioral intent to complete by attempting any level math or English course and completing 6 or more units in their first three years (per cohort definitions outlined in the Scorecard).	The number of students out of ← (the denominator) who actually transfer within 6 years.

Table 8B. Transfer Disaggregated by Target Population Group

Target Population(s)	The # of students who complete a minimum of 6 units and have attempted any level course in math or English in their first 3 years	The number of students out of ← (the denominator) who actually transfer within 6 years.	The transfer rate	Total (all student average) transfer rate*	Comparison to the all student average (Percentage point difference with +/- added)*
Example Group	1947	568	29%	33%	-4**
American Indian / Alaska Native	17	10	59%	48%	+11
Asian	458	301	66%	48%	+18
Black or African American	171	67	39%	48%	-9
Hispanic or Latino	532	202	38%	48%	-10
Native Hawaiian or other Pacific Islander	32	14	44%	48%	-4
White	903	433	48%	48%	0
Filipino	121	54	45%	48%	-3
Some other race	0	0	-	48%	-
More than one race	N/A	N/A	N/A	48%	N/A
Unknown	226	101	45%	48%	-3
All Students	2460	1182	48%*		
Males	1224	571	47%	48%	-1
Females	1235	611	49%	48%	+1
Unknown	1	0	0%	48%	-48
Current or former foster youth	N/A	N/A	N/A	48%	N/A
Individuals with disabilities	109	40	37%	48%	-11
Low-income students	1450	582	40%	48%	-8
Veterans	89	41	46%	48%	-2

Source: California Community Colleges Chancellor's Office Data on Demand/Student Success Scorecard and SDCCD Information System

Note: Data on students of more than one race were not available for the 2008-09 student cohort

*The all student average is proposed as the comparison point for all groups. Therefore, this rate would be written in all of the orange boxes and used to calculate the equity gap for each group (the last column on the right).

**Calculated by subtracting the average (all student) rate from the student group's rate of transfer— paying close attention to the +/- designation. Note: Because it would be confusing for positive values to represent a gap and negative values to represent equal or higher success, the worksheet switches the order of the operation. Where a student group's success rate is lower than the average group's rate, a negative value will result.

***-4' is calculated by subtracting 29 (the all student average success rate) from 33 (the success rate of the example group). The '-' is added to signify that the example group's success rate is lower than the all student average. A '+' would indicate that a given group has greater success.

Table 8C. Largest Equity Gaps in Transfer

		1	2		3		4
Equity Gap	Student Group	Gap in comparison to the Average, Expressed as Percentage	Percentage expressed as decimal 25% becomes .25	Multiply	the # of courses students enrolled in & were present in on census day in base year	=	Number of Students "Lost"
---	Example Group	14%	<u>.14</u>	x	2567	=	359
Largest Gap	Individuals with disabilities	11%	<u>.11</u>	x	109	=	12
Second Largest	Hispanic or Latino	10%	<u>.10</u>	x	532	=	53
Third Largest	African American	9%	<u>.09</u>	x	171	=	15

GOALS, ACTIVITIES, FUNDING AND EVALUATION: TRANSFER

GOAL E.

The goal is to improve transfer for the following target populations identified in the college research as experiencing a disproportionate impact:

Target Population(s)	Current gap, year	Goal*	Goal Year
Example Group	-4, 2014	No gap	2020
African American students	-9%, 2008/09 Scorecard Cohort	No gap	2015/16 Scorecard Cohort
Latino students	-10%, , 2008/09 Scorecard Cohort	No gap	2015/16 Scorecard Cohort
DSPS students	-12%, 2008/09 Scorecard Cohort	No gap	2015/16 Scorecard Cohort
Low-income students	-8%, 2008/09 Scorecard Cohort	No gap	2015/16 Scorecard Cohort

*Expressed as either a percentage or number

**Benchmark goals are to be decided by the institution.

ACTIVITIES: E. TRANSFER

E.1 STAR TRIO

• Activity Type(s)

	Outreach		Student Equity Coordination/Planning		Instructional Support Activities
X	Student Services or other Categorical Program		Curriculum/Course Development or Adaptation	X	Direct Student Support
	Research and Evaluation		Professional Development		

• Target Student Group(s) & # of Each Affected*:

ID	Target Group(s)	# of Students Affected
E.1	Low Income	225

* For example, Veterans – 250, Af. Americans – 8,889, Hispanics 10,000, etc.

• **Activity Implementation Plan**

The STAR TRiO program will identify, select, and assist 225 low-income, first-generation, and students with disabilities from the more than 15,000 eligible Mesa students who qualify for services. At least 2/3rds of participants served will be individuals with disabilities and/or low-income individuals who are also first-generation college students; and that at least 1/3rd of the student participants who are individuals with disabilities also will be low-income. Any remaining students participating in the project will be either low-income individuals, first-generation college students, or individuals with disabilities.

ID	Planned Start and End Date(s)	Student Equity Funds	Other Funds**
E.1	June 2015 – July 2016	\$40,000	\$284,754

** Indicate categorical program or other fund source and amount, for example: Basic Skills Initiative - \$10,000, EOPS – \$9,000, Financial Aid - \$13,000, General Fund - \$24,000, etc.

• **Link to Goal**

The STAR TRiO program targets low income, first generation and disabled students. A primary goal for the program is “Helping students to feel that they belong or are valued in school.” This is accomplished by providing a physical space where students can access tutoring, computers, study space all while surrounded by other students, faculty and staff. The program provides students with access to additional counseling support with a focus on graduation and/or transfer to four year institutions. The fiscal support from Equity will permit STAR to fund continued and expanded activities to promote transfer to four-year institutions.

• **Evaluation**

STAR TRiO, as part of the grant process, prepares an Annual Progress Report (APR) to submit to the federal Department of Education noting retention, transfer and graduation of both current and previous students. STAR TRiO is a successful program on campus with outcomes of persistence, course completion, academic scores and transfer/degree obtainment that are consistently higher than the general campus population.

GOALS, ACTIVITIES, FUNDING AND EVALUATION: AFFECTING SEVERAL INDICATORS

ACTIVITIES: F. ACTIVITIES AFFECTING SEVERAL GOALS

F.1 DEPARTMENT OF STUDENT SUCCESS AND EQUITY

- Indicators/Goals to be affected by the activity**

X	Access	X	Degrees and Certificate Completion
X	Course Completion	X	Transfer
X	ESL and Basic Skills Course Completion		

- Activity Type(s)**

	Outreach	X	Student Equity Coordination/Planning	Instructional Support Activities
X	Student Services or other Categorical Program		Curriculum/Course Development or Adaptation	Direct Student Support
X	Research and Evaluation		Professional Development	

- Target Student Group(s) & # of Each Affected*:**

ID	Target Group	# of Students Affected
F.1	All Targeted Groups	TBD

* For example, Veterans – 250, Af. Americans – 8,889, Hispanics 10,000, etc.

- Activity Implementation Plan**

To foundationally support Mesa's commitment to becoming the "leading college of equity and excellence" and to support the implementation of activities that will lead to that designation, we developed the Office of Student Success and Equity. The mission of this office is to strategically align equity efforts with the mission and goals of the college, serve the college's goal of institutionalizing equity approaches and standards in everything that we do, to lead the college in the development and

implementation of practices to address disproportionate impact and to ensure the employment of equity funding across a varied spectrum throughout the institution.

ID	Planned Start and End Date(s)	Student Equity Funds	Other Funds**
F.1	June 2015	\$517,518	\$60,000 in SSSP

- **Link to Goal**

The department of Student Success and Equity will maintain oversight over all equity related initiatives and activities. The department will support all related activities in addition to serving as the compliance office ensuring program/activity accountability.

- **Evaluation**

The Student Success and Equity department will ensure that all equity funded activities at San Diego Mesa, meet with the standards of compliance issued by California Community Colleges Chancellor's Office.

F.2 INCREASE CAMPUS EQUITY CAPACITY FOR RESEARCH AND INQUIRY

- **Indicators/Goals to be affected by the activity**

X	Access	X	Degrees and Certificate Completion
X	Course Completion	X	Transfer
X	ESL and Basic Skills Course Completion		

- **Activity Type(s)**

	Outreach		Student Equity Coordination/Planning		Instructional Support Activities
	Student Services or other Categorical Program		Curriculum/Course Development or Adaptation		Direct Student Support
X	Research and Evaluation		Professional Development		

• **Target Student Group(s) & # of Each Affected*:**

ID	Target Group	# of Students Affected
F.2	African American students	TBD
	Latino/a students	TBD
	Pacific Islander students	TBD
	DSPS students	TBD
	Male students	TBD
	Veterans	TBD
	Low-income students	TBD

* For example, Veterans – 250, Af. Americans – 8,889, Hispanics 10,000, etc.

Note that this activity is expected to have an indirect impact on students, so the actual number of students in group that will be impacted remains to be seen; that said, an evaluation of the effectiveness of this activity will be conducted and impact will be measured.

• **Activity Implementation Plan**

The overarching goal is to expand the college's research and information capacity to better support equity research and inquiry. The college currently employs a Campus-Based Researcher, who coordinates the college-wide research function and one Research Associate, who primarily works on and assists with research projects related to student services and Student Success and Support Program (SSSP) activities. In order to provide the infrastructure and support for a culture of inquiry and evidence related to student equity, the college will recruit, hire, and train a new Research Associate to assist the Campus-Based Researcher with equity research and inquiry. The Research Associate will conduct surveys, assist in the facilitation of focus groups and analysis of qualitative data, retrieve data from the SDCCD information system pertaining to equity goals and equity-focused activities, and assist in the evaluation of equity-funded efforts across the college.

ID	Timeline(s)	Student Equity Funds	Other Funds**
F.2	Beginning in October 2015 and continuing as funding is available	\$110,484	\$0

• **Link to Goal**

The new Research Associate will work with the Campus-Based Researcher to provide evidence for each of the college's equity goals and will work on the evaluation of each of the aforementioned equity activities, as well as the annual equity data analysis conducted to examine progress toward equity goals.

- **Evaluation**

In order to determine if the addition of an equity-focused Research Associate is effectively expanding the college's research capacity, specifically related to equity, surveys will be conducted to assess campus needs for data, information, and research and inquiry support. In addition, in summer 2016, the number and type (topic, e.g., student equity) of projects completed by the Research Office will be analyzed and compared for 2015/16 and the previous academic year.

F.3 EQUITY MINDED PRACTITIONER INQUIRY TO CONTINUOUSLY ASSESS AND IMPROVE STRUCTURES, POLICIES AND PRACTICE

- **Indicators/Goals to be affected by the activity**

	Access	X	Degrees and Certificate Completion
X	Course Completion	X	Transfer
X	ESL and Basic Skills Course Completion		

- **Activity Type(s)**

	Outreach	X	Student Equity Coordination/Planning		Instructional Support Activities
	Student Services or other Categorical Program		Curriculum/Course Development or Adaptation		Direct Student Support
X	Research and Evaluation	X	Professional Development		

- **Target Student Group(s) & # of Each Affected*:**

ID	Target Group	# of Students Affected
F.3	All Groups	TBD

* For example, Veterans – 250, Af. Americans – 8,889, Hispanics 10,000, etc.

- **Activity Implementation Plan**

The USC Center for Urban Education (CUE) worked with Mesa in 2014-15 to examine how the campus' policies and practices impact equity for students of color. The focus during the year of inquiry was to better understand how basic skills assessment processes in particular might be disproportionately impacting African American and Hispanic students. A group of "change agents" assembled by President Luster using various tools provided by CUE learned to analyze data as a means of asking "what works" and "for whom does it work?" Additionally, using qualitative protocols (observation guide, interview guide,

document analysis guide, and short self-assessment surveys) the change agent team learned how to experience institutional spaces (e.g., tutoring lab, website, assessment center) from the perspective of first-generation students of color.

This structured and in depth inquiry into the practices that have the greatest impact on student equity Mesa accomplished the following: 1) initiated changes to remediate practices within the assessment center; 2) developed a pilot project – placing 150 students who would have otherwise been in basic skills English courses, into college level English with supplemental support. Mesa also expanded its accelerated English 47A course. During the 2015-16 year, Mesa plans to continue to work with CUE to expand the team of change agents who will serve as researchers into how to improve course completion by better understanding which courses are contributing most to the disproportionate impact on students of color. CUE's focus on course completion has the potential to impact all of the other indicators – by improving completion of basic skills courses, and courses that lead to completion and transfer. We will explore with the math department in particular how the CUE tools might be helpful to them.

CUE will also lead quarterly leadership institutes, providing two day intensive “change labs” to address institutional and practitioner capacity to engage in equity-minded practices. The participants in the change labs will be department chairs, lead faculty, counselors, and other student services staff, in order to give them the tools to lead data examinations, and conduct inquiry trainings for their peers in how they can improve their practices to close equity gaps.

ID	Timeline(s)	Student Equity Funds	Other Funds**
F.3	5 months – course completion research with change agents 3 months – implications for ESL& basic skills, degree & certificate completion and transfer with faculty and staff 2 months – dissemination to campus community Along with 4 quarterly equity leadership institutes	\$200,000	\$0

** Indicate categorical program or other fund source and amount, for example: Basic Skills Initiative - \$10,000, EOPS – \$9,000, Financial Aid – \$13,000, General Fund – \$24,000, etc.

• Link to Goal

- CUE's change model is based on the following principles: in order to assist practitioners to understand the formation of inequities from the perspective of their own practices (beliefs and assumptions as well) practitioners need to engage in participatory action research activities that enable them to see "what they do/don't do" and "how what they do/don't do" impacts the success of first-generation students of color (and others as well). CUE uses the methods of participatory action research because they have been found to be the most effective approach to practitioner self-change. CUE's project is linked to the goal of closing equity gaps across all indicators because, as outside consultants, they help to create a structure for Mesa's research into and evaluation of equity gaps. Their hands-on approach, pulls the campus' attention towards the details of changing policies and practices in order to ensure that Mesa is not contributing to detrimental conditions for populations experiencing disproportionate impact.

• Evaluation

- CUE will conduct surveys pre and post the quarterly change labs to measure their impact on the participants' learning of equity, how to use data to measure and monitor equity gaps, willingness to change practices, and how to take on a student lens to better understand Mesa's campus culture and practices.

Mesa will monitor, through periodic focus groups, how the participants in the CUE's various action research projects and change labs are using the tools to change the way they carry out their responsibilities. Mesa will also keep track of the changes in course completion and degree and certificate completion to assess the impact the research and professional development is having.

As is appropriate, CUE and Mesa faculty will collaborate to observe courses to determine how their work is influencing instruction.

- 1) Quarterly pre and post-tests of the institutes
- 2) Annual focus groups for participants to discuss the impact of the professional development
- 3) Annual course observations

F.4 PROFESSIONAL DEVELOPMENT (LOFT/CED)• **Activity Type(s)**

	Outreach	X	Student Equity Coordination/Planning		Instructional Support Activities
	Student Services or other Categorical Program	X	Curriculum/Course Development or Adaptation		Direct Student Support
	Research and Evaluation	X	Professional Development		

• **Target Student Group(s) & # of Each Affected*:**

ID	Target Group	# of Students Affected
F.4	Hispanic/Latino/a	TBD
	African American	TBD

* For example, Veterans – 250, Af. Americans – 8,889, Hispanics 10,000, etc.

• **Activity Implementation Plan**

- Improving cultural sensitivity, effective pedagogy and engaging teaching styles will lead to improved course success and improved campus climate. To support effective professional development Mesa is developing innovative learning spaces, with improved access, technological tools for faculty, staff, and administrators – through a new Teaching and Learning Center. The creation of a coordinated professional development plan that focuses on equity supports Mesa College's goal of becoming a campus of equitable outcomes for all students. Further, students were quoted desiring a more culturally-sensitive approach to instruction and student services. Some students indicated they had difficulty conveying their academic or support needs to faculty and student services personnel (Mesa College EMP 2014). The coordination of professional development to meet these identified needs is pivotal in transforming practices that improve student outcomes. In conjunction with the Mesa College Hispanic Serving Institutions' Title V Grant, a faculty member is leading the development of a campus-wide professional development strategic plan and guiding the design of a teaching and learning center. Among the tools provided to faculty will be equity mindedness, data literacy and inquiry tools to better understand the underlying culture of the campus that may be contributing to the conditions the students identified. Completing the planning and campus integration will take approximately one year while simultaneously providing relevant professional development activities throughout the year.

ID	Timeline(s)	Student Equity Funds	Other Funds**
F.4	July 2015 – June 2016	\$194,140	\$190,000 – Title V/HIS Grant

** Indicate categorical program or other fund source and amount, for example: Basic Skills Initiative - \$10,000, EOPS – \$9,000, Financial Aid - \$13,000, General Fund - \$24,000, etc.

• **Link to Goal**

- The professional development program and teaching and learning center will impact practices not only at the course/classroom level, but at the service level as well. Utilizing an equity lens, the professional development program will address cultural competency within the curriculum and services and advance teaching practices such as active learning. Given that professional development is open to all campus constituents, outcomes from the programming have far reaching potential and can sustain institutional change. Based on preliminary activities, it is projected that in 2015-2016 at least 100 faculty, staff and administrators will participate in an organized professional development and that at least 200 constituents would use the teaching and learning center. We will be conducting needs assessments to determine specific culturally responsive pedagogy and other related topics that faculty/staff are most interested in and will triangulate the data we have on course completion, ESL and basic skills completion with other sources (student surveys, etc.) to determine what professional development should be offered. The priority will be to offer faculty tools to better understand their own practice and how it impacts the groups that are being disproportionately impacted. We will also ensure that faculty and staff employing best practices have an opportunity to share their practices with their peers, including adjunct faculty members – who teach a majority of the basic skills courses.

• **Evaluation**

- We will set up workshop evaluations to assess participant perceptions of the training and ask them to monitor their implementation of the tools they learn. We will also develop a cohort of instructors who participate in the professional development activities and monitor changes in their success with the disproportionately impacted groups compared with their success prior to engaging in the professional development. Larger campus surveys will be used to measure impact/change in faculty and student perceptions of equity, social justice, cultural competency, climate, etc.

F.5 GENERAL SUPPORT TO DSPS

• **Indicators/Goals to be affected by the activity**

X	Access	X	Degrees and Certificate Completion
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X	Course Completion	X	Transfer
X	ESL and Basic Skills Course Completion		

• **Activity Type(s)**

X	Outreach	X	Student Equity Coordination/Planning	X	Instructional Support Activities
X	Student Services or other Categorical Program	X	Curriculum/Course Development or Adaptation	X	Direct Student Support
	Research and Evaluation	X	Professional Development		

• **Target Student Group(s) & # of Each Affected*:**

ID	Target Group	# of Students Affected
	DSPS Students	1300

• **Activity Implementation Plan**

The Disability Support Program and Services (DSPS) is a core support program for institutionalizing equity here at Mesa and support the Colleges' goal in being the "leading college of equity and excellence". The DSPS office provides academic accommodations for approximately 1300 students on campus. Academic accommodations provide access, support in course completion, and increase persistence and retention. In addition to accommodations support, the MCEP will support DSPS students by providing specialized tutoring for students within the high-tech center on campus.

ID	Timeline(s)	Student Equity Funds	Other Funds**
F.5	July 2015 – June 2016	\$40,000	\$1,327,918 in DSPS

** Indicate categorical program or other fund source and amount, for example: Basic Skills Initiative - \$10,000, EOPS – \$9,000, Financial Aid - \$13,000, General Fund - \$24,000, etc.

• **Link to Goal**

As noted in our Equity Dashboard, DSPS students fall behind in transfer. The MCEP provides direct support to DSPS Students that will alleviate the barriers they are confronted with. This activity will provide supports that will help DSPS students to persist.

- **Evaluation**

DSPS tracks students served and services provided through MIS data.

F.6 GENERAL SUPPORT TO EOPS/CARE

- **Indicators/Goals to be affected by the activity**

X	Access	X	Degrees and Certificate Completion
X	Course Completion	X	Transfer
X	ESL and Basic Skills Course Completion		

- **Activity Type(s)**

X	Outreach	X	Student Equity Coordination/Planning	X	Instructional Support Activities
X	Student Services or other Categorical Program	X	Curriculum/Course Development or Adaptation	X	Direct Student Support
	Research and Evaluation	X	Professional Development		

- **Target Student Group(s) & # of Each Affected*:**

ID	Target Group	# of Students Affected
	Foster Youth	60
	Economically Disadvantaged Students	800
	AB 540	100

- **Activity Implementation Plan**

EOPS/CARE is a state funded program that provides counseling, retention and support services to students who may not have previously thought college a viable option. Students enrolled in EOPS are typically low-income and enrolled in developmental or remedial courses. A significant number of students are either foster youth who have aged out of the system or AB 540 students who typically do not qualify for financial assistance. Additional support from Student Equity funds to EOPS helps provide for

additional student supplies and materials, transportation support, and emergency food and book vouchers. The additional money received from equity will permit the program to serve an increased number of students.

ID	Timeline(s)	Student Equity Funds	Other Funds**
F.6	July 2015 – June 2016	\$21,000	\$854,472 in EOPS

** Indicate categorical program or other fund source and amount, for example: Basic Skills Initiative - \$10,000, EOPS – \$9,000, Financial Aid - \$13,000, General Fund - \$24,000, etc.

• **Link to Goal**

EOPS is a core support program for institutionalizing equity here at Mesa and supporting the Colleges' goal in being the "leading college of equity and excellence". Providing these items will help alleviate the barriers that many students are confronted with, when they are hungry, have no other means of getting to school or do not have access to funds enabling them to purchase required school supplies. This funding will help them stay focused in school and achieve their academic goals.

• **Evaluation**

EOPS tracks information through MIS in terms.

EOPS tracks the comprehensive services rendered by department including itemized budget.

F.7 STRATIGIC EQUITY MINI GRANTS

• **Indicators/Goals to be affected by the activity**

X	Access	X	Degrees and Certificate Completion
X	Course Completion	X	Transfer
X	ESL and Basic Skills Course Completion		

• **Activity Type(s)**

X	Outreach	X	Student Equity Coordination/Planning	X	Instructional Support Activities
X	Student Services or other Categorical Program	X	Curriculum/Course Development or Adaptation	X	Direct Student Support

	Research and Evaluation	X	Professional Development		
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• **Target Student Group(s) & # of Each Affected*:**

ID	Target Group	# of Students Affected
F.7	All Groups	TBD

* For example, Veterans – 250, Af. Americans – 8,889, Hispanics 10,000, etc.

• **Activity Implementation Plan**

- The MCEP calls for the opportunity for faculty, staff and students to develop strategic and innovative activities to support disproportionately impacted student groups. The strategic mini grant program is designed to support collaborative efforts and encourages a campus climate that supports equity minded thinking and practice.
 - See application in attachments (A.1)

ID	Timeline(s)	Student Equity Funds	Other Funds**
F.7	January 2016 – December 2016	\$115,113	\$0

** Indicate categorical program or other fund source and amount, for example: Basic Skills Initiative – \$10,000, EOPS – \$9,000, Financial Aid – \$13,000, General Fund – \$24,000, etc.

• **Link to Goal**

Grants must meet the following standards:

- Must meet the funding criteria established by the chancellor's office.
- Must specifically address a disproportionately impacted group that has been identified and targeted by the college.
- Must seek to address and establish a rationale for how it addresses an equity goal that has been established by the college.
- Must be able to measure its impact on the equity gap identified and commit to carry out an evaluation within 1 year of the grant.

**Priority will be given to proposals that arise through program review.*

• **Evaluation**

The department of Student Success and Equity will ensure compliance with standards noted above and will have the authority to withdraw funding from approved activities that do not maintain strict compliance with equity standards.

2015-16 Student Equity Plan Summary Bu
San Diego CCD
San Diego Mesa College

Part II: Planned Student Equity (SE) Expenditures

Student Equity Plan 2015-16 Budget Part II: Planned SE Expenditures Other Instructions

A complete list of eligible and ineligible uses of student equity funds is available on the CCCCO website at <http://extranet.cccco.edu/Divisions/StudentServices/StudentEquity.aspx>. Funding listed for specific activities in the plan narrative, must also be entered into the Summary Budget spreadsheet. Equity funds are intended to augment programs or services for students. Districts and colleges cannot use equity funds to supplant funding for programs, positions or services funded from another source, prior to the availability of equity funds in the 2014-15 FY. Multi-college districts who choose to conduct and fund student equity related activities at the district level must incorporate a description of those activities in one or several of their college's plans, and also include related expenditures in the Summary Budget spreadsheet for that college or colleges. The spreadsheet has a separate signature page from the narrative that requires the signature of the district chief business officer and the district chancellor or chief executive officer, since districts are the legal fiscal agent for student equity funds.

Eligible expenditures:

1. Targeted outreach to potential student groups and communities identified in the Student Equity Plan as being from disproportionately impacted groups, including targeted publications and outreach materials.
2. Student services and student services categorical programs that directly support improved outcomes on success indicators for target populations prioritized in the Student Equity Plan.
3. Research and evaluation related to improving student equity.
4. Hiring a student equity program coordinator and staff directly supporting and implementing student equity activities.
5. Support for student equity planning processes.
6. Food and beverages for equity-related planning meetings, professional development or student gatherings.
7. Professional development, including funding of consultants to educate faculty and staff on the effects of inequities and strategies to reduce them; methods for detecting and researching inequities and their effects on college programs and local communities; improving the use of data, and effective practices and methods for addressing and improving outcomes for under-served students.
8. Developing or adapting academic or career-related programs, curriculum and courses to improve student equity outcomes.
9. Providing embedded tutoring, counseling support for learning communities, and other instructional support services that do not generate FTES.
10. In-State travel in support of student equity. Out-of-state travel for college employees or students will be considered on a case-by-case basis, with prior approval from the Chancellor's Office.
11. Computers and related peripherals to be used primarily by students, excluding large scale technology projects.
12. Other Direct Student Support including books, miscellaneous supplies and materials for students, student transportation, and child care.

Ineligible Expenditures:

1. Construction, maintenance or purchase of buildings – Student Equity funds may not be used for the construction, remodeling, renovation, maintenance or purchase of buildings.
2. Gifts -- Public funds, including Student Equity funds, may not be used for gifts or monetary awards of any kind.
3. Stipends for Students – Student Equity funds cannot be used to pay stipends to students for participation in student equity activities.
4. Computers and related technology to be used primarily by faculty and staff, office supplies and furniture – Student Equity funds cannot be used for purchasing computers for use by employees, office supplies or furniture (desks, chairs, bookcases, etc.)
5. Other Administrative, Faculty or Staff Salaries and Benefits – Student Equity funds cannot be used to pay for any staff or administrative overhead costs that do not directly support Student Equity described in the college's approved plan, such as budget office staff, business office staff, etc.
6. Political or Professional Dues, Memberships, or Contributions – Student Equity funds cannot be used for these fees or expenses.
7. Rental of Off-Campus Space – Student Equity funds may not be to pay for off-campus space.
8. Legal and Audit Expenses – Student Equity funds may not be used to pay for legal or audit expenses.
9. Indirect Costs – Student Equity funds may not be used to pay for indirect costs, such as heat, electricity, or janitorial services.
10. Unrelated Travel Costs – Student Equity funds may not be used for the cost of travel not directly related to Student Equity activities or functions
11. Vehicles – Student Equity funds may not be used to purchase or lease vehicles.
12. Clothing – Student Equity funds may not be used to purchase clothing such as jackets, sweatshirts, tee shirts, or graduation regalia (with the exception of required work uniforms for students).
13. Courses – Student Equity funds may not be used to pay for the delivery of courses, including tutoring and supplemental instruction that generate FTES.
14. Unrelated Research – Student Equity funds may not be used for institutional research that is not directly related to evaluating or improving Student Equity outcomes.
15. Supplanting – Student Equity funds may not be used to supplant general or state categorical (restricted) district funds expended on Student Equity activities prior to the availability of Student Equity funding beginning in FY 2014-15. Any direct student support provided should supplement, not supplant any services provided to students currently participating in college categorical programs and any other federal, state, and county programs.

Part II: Planned Student Equity (SE) Expenditures

6000	Capital Outlay	Activity ID	Outreach	Student Services & Categoricals	Research and Evaluation	SE Coordination & Planning	Curriculum/Course Dev. & Adaptation	Professional Development	Instructional Support	Direct Student Support	Total
			\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	-
			\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	-
			\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	-
			\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	-
			\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	-
			\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	-
			\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	-
			\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	-
		Subtotal	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
7000	Other Outgo	Activity ID	Outreach	Other Student Services	Research and Evaluation	SE Coordination & Planning	Curriculum/Course Dev. & Adaptation	Professional Development	Instructional Support	Direct Student Support	Total
			\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	-
			\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	-
			\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	-
		Subtotal	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Grand Total			\$ 64,162	\$ 157,280	\$ 192,648	\$ 289,059	\$ 65,692	\$ 546,691	\$ 280,492	\$ 102,412	\$ 1,698,436

2015-16 Student Equity Plan Summary Budget
San Diego CCD
San Diego Mesa College

Part II: Planned Student Equity (SE) Expenditures

	Subtotal	\$ 5,000	\$ -	\$ -	\$ -	\$ -	\$ 269,000	\$ -	\$ 45,000	\$ 319,000
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Part II: Planned Student Equity (SE) Expenditures

**Student Equity Plan Summary Budget
(8/18/15)**

2015-16 Student Equity Plan Summary Bu
San Diego CCD
San Diego Mesa College

Part II: Planned Student Equity (SE) Expenditures

Institutional Researcher	1.00	F2	\$ -	\$ -	\$ 71,988	\$ -	\$ -	\$ -	\$ -	\$ -	71,988
Senior Clerical Ass (Research)	1.00	F2	\$ -	\$ -	\$ 38,496	\$ -	\$ -	\$ -	\$ -	\$ -	38,496
Student Support Services Off	0.50		\$ -	\$ -	\$ -	\$ 33,790	\$ -	\$ -	\$ -	\$ -	33,790
Tutors		B2	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 50,000	\$ -	50,000
Subtotal			\$ 16,842	\$ 40,000	\$ 110,484	\$ 94,733	\$ -	\$ 91,893	\$ 133,238	\$ -	\$ 487,190

2015-16 Student Equity Plan Summary Budget
San Diego CCD
San Diego Mesa College

Part II: Planned Student Equity (SE) Expenditures

Report planned expenditures of the college Student Equity allocation by object code as defined by the California Community Colleges Budget and Accounting Manual (BAM). Although they appear in the CCC BAM, not all expenditures categories are eligible Student Equity expenditures. Eligible and ineligible expenditures for Student Equity funds are listed below. The Activity ID and the \$ amounts to be reported under the categories: Outreach, Student Services & Categoricals, Research and Evaluation, SE Coordination & Planning, etc. must match the Activity ID and amount(s) reported for that activity in the Student Equity Plan narrative for each success indicator (Access, Course Completion, etc.).

BAM can be found at: <http://extranet.cccco.edu/Divisions/FinanceFacilities/FiscalStandards/BudgetandAccountingManual.aspx>

BAM Codes	Classification	# of Hours	Activity ID	Outreach	Student Services & Categoricals	Research and Evaluation	SE Coordination & Planning	Curriculum/ Course Dev. & Adaptation	Professional Development	Instructional Support	Direct Student Support	Total
1000	Academic Salaries: Position Title(s)	# of Hours										
	Dean of Stud Succ and Equ	0.70	F1	\$ -	\$ -	\$ -	\$ 114,625	\$ -	\$ -	\$ -	\$ -	114,625
	Learning Serv and Acad Supp Coord	1.00	B2	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 84,816	\$ -	84,816
	Prof Dev Coord (Loft)	1.00	F4	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 73,269	\$ -	\$ -	73,269
	Curriculum Coord	0.40	C1	\$ -	\$ -	\$ -	\$ -	\$ 34,527	\$ -	\$ -	\$ -	34,527
	Math Course Redesigner	0.20	C1	\$ -	\$ -	\$ -	\$ -	\$ 4,346	\$ -	\$ -	\$ -	4,346
	English Course Redesigner	0.20	C1	\$ -	\$ -	\$ -	\$ -	\$ 6,826	\$ -	\$ -	\$ -	6,826
	Personal Growth Course Red	0.20	C1	\$ -	\$ -	\$ -	\$ -	\$ 8,458	\$ -	\$ -	\$ -	8,458
	Classroom Tutor Coord (1)	0.20	B1	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 4,278	\$ -	4,278
	Classroom Tutor Coord (2)	0.20	B1	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 3,120	\$ -	3,120
	Prof Dev Specialist	0.20	F4	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 11,455	\$ -	\$ -	11,455
	Tutoring Co-Dir (Math)	0.40	B2	\$ -						\$ 8,080		8,080
	Tutoring Co-Dir (Engl)	0.40	B2							\$ 8,080		8,080
	Tutoring Co-Dir (Science)	0.40	B2							\$ 8,080		8,080
	Special Populations Couns	0.40	A2	\$ -	\$ 40,740	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	40,740
	Subtotal			\$ -	\$ 40,740	\$ -	\$ 114,625	\$ 54,157	\$ 84,724	\$ 116,454	\$ -	\$ 410,700
2000	Classified and Other Nonacademic Salaries: Position Title(s)	# of Hours	Activity ID	Outreach	Student Services & Categoricals	Research and Evaluation	SE Coordination & Planning	Curriculum/Cours e Dev. & Adptation	Professional Development	Instructional Support	Direct Student Support	Total
				\$ -	\$ -	\$ -		\$ -	\$ -	\$ -	\$ -	-
	Senior Secretary	1.00	F1	\$ -	\$ -	\$ -	\$ 57,420	\$ -	\$ -	\$ -	\$ -	57,420
	DSPS Tutors		F5	\$ -	\$ 40,000	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	40,000
	Senior Clerical Assistant (HSI)	0.20	F4	\$ -	\$ -	\$ -	\$ 3,523	\$ -	\$ -	\$ -	\$ -	3,523
	Senior Clerical Assistant (Loft)	1.00	F4	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 38,496	\$ -	\$ -	38,496
	Learning Tech Spec (Loft)	1.00	F4	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 53,397	\$ -	\$ -	53,397
	Classroom Tutors		B1	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 30,274	\$ -	30,274
	Instructional Assistant	1.00	B2	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 52,964	\$ -	52,964
	Peer Navigators		D2	\$ 16,842	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	16,842

2015-16 Student Equity Plan Summary Budget
San Diego CCD
San Diego Mesa College

Part I: Student Equity Funding

Enter whole numbers only

Total 2015-16 College Student Equity Allocation \$ 1,698,436

If applicable, for Multi-College Districts, Total 2015-16 Student Equity Allocation Reserved at the District Level

Part II: 2015-16 Planned Student Equity Expenditures \$ 1,698,436

Balance 2015-16 College Student Equity Allocation \$ -

2014-15 Student Equity Plan Summary Budget.

Part I: Funding

Specific Entry Instructions

This completed budget worksheet is an attachment to and part of the college Student Equity Plan narrative.

cell:

- F9 Enter your college's 2015-16 Student Equity Allocation. Due to legislative requirements, the CCCCCO only calculates allocations by district. The district determines the amount allocated to each college. Colleges in multi-college districts will need to obtain their college allocation from the district office.
- F12 Multi-college districts who choose to conduct and fund student equity related activities at the district level must incorporate a description of those activities in at least one of their colleges' plans, and also include related expenditures in the Summary Budget spreadsheet. If your college is 1) part of a multi-college district, and 2) the district has chosen to conduct and fund equity related activities at the district level, and 3) the district has decided to report those activities and expenditures as part of your college plan, enter the amount of the Student Equity allocation reserved at the District level to be used for those activities. Colleges will need to obtain this information from their district office.
- F14 This cell will populate once the Part II Planned SE Expenditures section has been completed.
- F17 This cell is the sum of: Total 2015-16 Student Equity Allocation plus Allocation Reserved at the District Level minus Part II: Planned SE Expenditures.
- 0 If all of the college 2015-16 Student Equity funds have been accounted for on this plan, then the balance should be zero.
 - + If the balance is positive, then the planned expenditures do not fully expend the allocation. The college needs to review the planned expenditures and make necessary adjustments. If balance remains positive, then the funds must be returned to the Chancellor's Office.
 - If the balance is negative, then then planned expenditures exceed the allocation available and the college needs to review the planned expenditures and make necessary adjustments. **The Summary Budget cannot be submitted if balance is negative.**

Summary Budget

Summary Evaluation

Each spring, the college engages in a reflective process to assess progress toward college-wide strategic goals. The college will continue this process with its IEPI goals and Institution-Set Standards. The evaluation of the college's progress toward meeting its equity goals will be integrated into this process. Each summer, a work group from the Student Success and Equity Committee will work with the Campus-Based Researcher and equity-funded Research Associate to access and analyze Scorecard data and internal data on student access and success. The Mesa College Research Office will prepare an equity dashboard illustrating progress toward overarching equity goals, and the summer work group will reflect on the current data and progress and will make recommendations to the Student Success and Equity Committee.

The Student Success and Equity Committee will review the recommendations from the summer work group and provide input for the annual equity report. At the start of the fall semester each year, the Mesa College Research Office and members of the Student Success and Equity Committee will present the equity dashboard and discuss the year's findings with various participatory governance groups, such as the Planning and Institutional Effectiveness Committee, Academic Senate, Classified Senate, Dean's Council, and President's Cabinet. The results of this broad dialog and analysis of student equity goals and progress will inform college priorities for the subsequent year.

Based on the progress made toward each equity goal, the Dean of Student Success and Equity, in partnership with the Mesa College Research Office, will provide recommendations to the Student Success and Equity Committee on current activities. In addition, the Mesa College Research Office will work on a continuous basis with equity project leads on the formative evaluation of each equity activity. The equity project leads will use the formative evaluation results to improve the content and delivery of service, implementation of project activities, structures, and processes related to the activity. The results of the activity-based, formative evaluation will be shared with the Student Success and Equity Committee at least once per year.

END SUMMARY EVALUATION SCHEDULE AND PROCESS

Attachments

Attachment: A.1

Student Success and Equity Strategic Grant Opportunity Application 2015 - 2016

Completed forms should be submitted to the Office of the Dean of Student Success and Equity: 14-401
Or e-mailed to Imaxey@sdccd.edu

Name of Program or Department, if Applicable:	
Name of Project:	
Submission Date:	
Expected Project Completion Date:	
Primary Contact: (Name, e-mail and phone #)	
Funding Amount Requested	\$ _____
Are you already receiving funding for this project?	Yes No
If so, from what sources and what portion of the request has been funded by another source?	Other sources & what portion: _____ _____
Equity Initiative Funding Category: Circle one of the categories <ol style="list-style-type: none"> 1. Outreach 2. Student Services or other Categorical Program 3. Research and Evaluation 4. Student Equity Coordination/Planning 5. Curriculum/Course Development or Adaptation 6. Professional Development 7. Instructional Support Activities 8. Direct Student Support 	Mesa College Prioritized Themes: Circle one of the categories <ol style="list-style-type: none"> 1. Curriculum Redesign 2. Foster Inclusive Pedagogy/Andragogy 3. Create Clear Pathways to Completion 4. Engagement/Connection 5. Create Inclusive Learning Spaces 6. Other _____ <p><u>For Specific "Mesa College Equity goals and targeted groups, visit the equity dashboard located here:</u> http://sdmesa.edu/about-mesa/governance/committees/student-success-and-equity-committee/purposemembershipgoals/</p>
<u>Equity Expenditure Guidelines can be found here:</u> http://extranet.cccco.edu/Portals/1/SSSP/StudentEq	

[uity/Student%20Equity%20Expenditure%20Guidelines%202014-15.pdf](#)

Activity Implementation Plan

Briefly describe the project/or activity you want funded. Include purpose, objectives or learning outcomes:

Collaboration:

What departments, programs, offices and/or organizations does the project/activity involve? (Who do you intend to partner with on campus and in what ways?)

Link to Goal

Provide a brief explanation of how this activity will help achieve the goal(s) described above:

Evaluation

What data that will be collected – both quantitative and/or qualitative – to measure impact of activity on the goal:

Provide a timeline of/frequency of data collection and review:

How will you determine success (assessment strategy):

Target Group(s): _____

Number of Students Impacted: _____

**Example: Veterans – 250, African Americans – 500, Hispanics 2,000, etc.*