



**STUDENT EQUITY AND
ACHIEVEMENT PROGRAM:
2022-25 STUDENT EQUITY PLAN**
Planning Resources & Development Template

Deadline to Submit in NOVA: November 30, 2022
Questions? Please contact seaprograminfo@cccoco.edu

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PRELUDE

One in every five community college students in the nation attends a California Community College (CCC), and nearly 70% of those students are students of color. Five years ago, the Vision for Success catalyzed a paradigm shift in higher education statewide, challenging us to acknowledge that while well-intentioned, our institutions have historically failed to adequately address and dismantle systemic barriers that produce inequitable outcomes, particularly for students of color. The 2022-25 Student Equity Plan paves the way for colleges across the system to commit to sharpening our focus on dismantling these institutional barriers while intensifying our resolve to achieve racial equity in outcomes for our students of color.

In 2020, the convergence of a global pandemic and a reckoning with racial injustice prompted Chancellor Oakley to make a "Call to Action" to mobilize the system to use our collective positions of privilege, influence, and power, to recenter racial equity. As you prepare to develop your Student Equity Plan, we encourage you to consider your response to the Call to Action. Below are a few resources and background information to provide context and a foundation for your current and future equity efforts. We recommend you review these resources before you get started.

- [State of California Education Code Section 78220](#)
- [Student Equity & Achievement \(SEA\) Program Expenditure Guidelines](#)
- [CCCCO Vision for Success](#)
- [California Community College Student Equity Plan Review: A Focus on Racial Equity](#), Center for Urban Education, Rossier School of Education, University of Southern California (Chase, Felix, & Bensimon, 2020)
- [Using Disproportionate Impact Methods to Identify Equity Gaps](#), The RP Group (Sosa, 2018)
- [Forming a Planning Team Team: Guide for Selecting Equity-Oriented Members](#), Community College HigherEd Access Leadership Equity Scholarship (CCHALES), November 2021
- [Structured Reflections: Documenting the Progress of Student Equity and the Need to Align with Guided Pathways Efforts](#), Community College HigherEd Access Leadership Equity Scholarship (CCHALES), November 2021

In addition to these prelude materials, you will find in this document an editable plan template, as well as resource materials in an addendum for your review and dissemination, as needed. If you have questions about the Student Equity Plan, please contact seaprograminfo@cccco.edu.

In solidarity,

The 2022-25 Student Equity Plan Task Force

CCCCO	CCC Practitioners
<ul style="list-style-type: none"> • Michael Quiaoit, Dean of Student Services & Special Programs • Michael Tran, Program Analyst • Anthony Amboy, Program Assistant • Gina Browne, Dean of Educational Services & Support • Mia Keeley, Dean of Student Services 	<ul style="list-style-type: none"> • Jay Singh, Hartnell College • LaTonya Parker, Riverside City College, ASCCC • Raymond Ramirez, Fresno City College • Sabrina Sencil, Consumnes River College, The RP Group • Sandra Hamilton Slane, Shasta College
Foundation for CCCs	CCC Partners
<ul style="list-style-type: none"> • Lesley Bonds, Guided Pathways • Leslie Valmonte, Guided Pathways • Priscilla Pereschica, Policy Specialist 	<ul style="list-style-type: none"> • Eric Felix, San Diego State University

2022-25 STUDENT EQUITY PLAN TEMPLATE

Landing Page/Details

Guidance: With the 2022-25 Student Equity Plan, please focus on future efforts in sections involving student populations experiencing disproportionate impact. For this student equity planning cycle, we ask that colleges make an active effort to target inequitable outcomes more aggressively for students of color and set actionable goals for these efforts. Before you move on to writing your 2022-25 student equity plan, it is important to reflect on the 2019-22 plan and consider:

- What did we set out to accomplish and what did we achieve?
- Is there anything that worked well that we should continue?
- What do we want to do differently in the 2022-25 plan?
- How do we better partner with existing guided pathways efforts?
- What data are available for this retrospective analysis as well as our inquiry into current gaps and future goal setting?

This SEP REFLECTION section serves as a reflection opportunity and crosswalk to examine your existing equity efforts, the progress made, and how they can overlap with guided pathways initiatives on your campus. The responses to these questions should help you craft your response in the SEP REFLECTION section below.

ASSURANCES:

Help Text: Please attest to the following assurances:

- I have read the legislation [Education Code 78220](#) and am familiar with the goals, terms, and conditions of the Student Equity Plan, as well as the requirements of Student Equity & Achievement Legislation.
- I read and have given special consideration to Education Code 78220 section (b) and have considered the input of groups on campus including, but not limited to, the academic senate, academic faculty and staff, student services, and students, and have considered additional involvement of appropriate people from the community.

Race Consciousness in Equity Plan Development (2,500 character max)

Help Text: Considering the research and documentation provided to your college about race consciousness (CUE Report, local data, etc.), please describe how your college plans to be more race conscious in completing this Student Equity Plan.

SEAP (Assembly Bill 943) - Coordinate equity-minded programs across the college, and specific action plans to address disparities that are revealed in data.

The 2019 plan deviated from the intentional focus on race due to lack of intent within 2019 template.

As the Leading College of Equity and Excellence, we are excited to return to a race based focus.

At San Diego Mesa College, we will:

- Be student-centered
- Foster culture of success for historically marginalized

- Be Data-informed
- Work within integrated and equity-minded systems

The 2022 Student Equity Plan will map to our Roadmap to Mesa2030 (5-year Strategic Plan). The vision of the college is to be the leading college of equity and excellence, educating students to shape the future.

Activities are funded by combinations of the general fund, funds from the Student Equity and Achievement Program and other categorical programs, and grant funds.

Our Commitment:

- We view students from an asset-based perspective
- We view our work through an equity lens
- We are committed to addressing and eliminating systemic barriers

Contacts

Guidance: The new addition of a Guided Pathways Lead is intended to create more cross-functional teams to build the equity plan. Only Project Leads can submit your college's Student Equity Plan.

DISTRICT CONTACT INFORMATION FORM

Required Contacts (at least one contact is required for each of the following roles):

- Project Lead (Larry Maxey)
- Alternate Project Lead (Ailene Crakes)
- Approver: Chancellor/President
- Approver: Chief Business Officer
- Approver: Chief Instructional Officer
- Approver: Chief Student Services Officer
- Approver: Academic Senate President
- Approver: Guided Pathways Coordinator/Lead

Equity Plan Reflection

Guidance: Considering your previous Equity Plan and efforts for the 2019-22 cycle, please answer this reflective section to the best of your college's knowledge.

2019-22 ACTIVITIES SUMMARY

- Outreach to DI Groups
- Retention
- Increase Transfer
- Implementation of AB705
- Career Preparedness & Academic Support

KEY INITIATIVES/PROJECTS/ACTIVITIES

Help Text: Summarize the key initiatives/projects/activities that supported student equity at your institution-across all areas of the college in 2019-22. (2,500 character max)

Mesa College initiated various programs/activities efforts designed to support student equity.
Campus-wide initiatives:

Basic Needs:

The Stand Resource Center - Provides intrusive, holistic basic needs support. The center helps to build resiliency to break through barriers that stand in the way of completion.

Professional Learning:

The Learning Opportunities for Transformation (LOFT) - Center for equity-minded professional learning for all. The LOFT inspires change within instruction, and student services in how we serve marginalized students.

Building Community (Sense of Belonging):

Programs designed to support belonging:

- Peer Navigator Program
- CRUISE Programs

- The AVANZA Engagement Center (AEC)
- The Fostering Academic Success & Transitions Center (FAST Center)

Instructional Support:

Mesa Tutoring and Computing Centers (MT2C) - A centralized tutoring program, offers:

- Face-to-face (on the floor) tutoring
- Hot Spots tutoring across the campus
- Embedded tutoring within the classroom
- Online tutoring

Institutional Research

- Development of equity data dashboards

EVIDENCE OF DECREASED DISPROPORTIONATE IMPACT

Help Text: How do you know these initiatives/projects/activities decreased disproportionate impact? (2,500 character max)

Peer Navigator and CRUISE Programs:

Emphasis on serving Hispanic/Latinx students -

- 2018/2019 (pre pandemic), CRUISE served more than 2,000 new students, 55% Latinx; Course Success rate of 70%, 9 percentage points higher than non-CRUISE.

Mesa Tutoring:

MT2C served racially disproportionately impacted student groups at higher rate than representation.

- Latinx: enrollment 38%; tutored 39%
- African American enrollment 6%; tutored 9%

DI groups who were served by MT2C had significantly higher success rates than those who did not receive tutoring:

- Latinx success rates for non-tutored was 66%, tutored students had a success rate of 79%. Amongst
- African American Students the non-tutored rate was 61%, tutored students rate of success jumped to 74%.

2022-25 PLANNING EFFORTS

Help Text: Briefly summarize how the 2019-22 student equity plan cycle informed your planning efforts for 2022-25? (2,500 character max)

The 2019 – 2022 planning cycle has greatly informed our planning efforts for 2022 – 2025. While the 2019 plan did include input and feedback from all constituencies, we recognize that the efforts were too narrowly focused on activities and lacked the more broad institutional focus.

The 2019 plan focused on where equity funds were spent, this micro approach lacked the broad-based institutional approach necessary to create sustain institutional changes.

The 2022 plan will have a much more intentional focus informed by campus-wide efforts,

including:

- Guided Pathways
- Mesa College Roadmap to Mesa 2030 (2021-2026)
- Mesa 2030 Strategic Plan
- San Diego Mesa College's Enrollment Management Task Force (2022-2023)
- Basic Needs Initiatives

The 2019 plan moved us further away from our direct, intentional focus on race. "The equity agenda is imperative to establish equality in student outcomes across racial/ethnic groups, and eliminate the inequitable distribution of education results and benefits." (Mesa 2030 Master Plan)

PANDEMIC ACKNOWLEDGEMENT

Help Text: Using the checkboxes provided, please describe the ways in which the Pandemic affected your 2019-22 equity efforts. You have the space to provide an explanation in narrative form for any of the options you selected above. (2,500 character max)

- Interrupted Work Fully
- Catalyzed Work
- Delayed Work

The COVID pandemic delayed our work however as an institution it also provided the opportunity for us to demonstrate our commitment to being the "Leading College of Equity and Excellence" and thus catalyzed our efforts as well.

The Pandemic resulted in higher unemployment rates among students who do not possess college degrees and enormously impacted community college students. Many students faced the economic impact of the Pandemic, making it necessary to put their educational aspirations aside to support their families. These resulted in enrollment declines at Mesa College. Community college students come to Mesa with many challenges, to begin with, and the Pandemic presented new challenges for students as they faced the digital divide (lack of or need for reliable internet access and laptops).

In the face of these challenges the college mobilized all instruction and supportive services to an online/remote environment. That transition included the implementation of various strategies to support, Black, LatinX and other marginalized students. It was amazing to see how quickly we were able to pull together in order to support our students.

Although the Pandemic led to campus closures, which impacted our capacity to make sizeable progress towards achieving equity efforts. These disruptions allowed the campus to develop creative ways to reach students, making basic needs support more challenging. Before the Pandemic, students could stop by the Stand to access the food pantry and professional clothing closet and other resources. The closure made it necessary for us to develop creative strategies including:

- Mobile food distribution

- Emergency relief
- Technology
- Emotional support line for those impacted by isolation
- Supportive community workshops via zoom

Our ability to mobilize taught us a great deal about our community, many of the things that we learned have been implemented into our ongoing efforts.

Link to Executive Summary

Help Text: Please share the hyperlink to your college's Executive Summary. Per Ed Code 78220, this Executive Summary must include, at a minimum:

- The initiatives that the community college or district will undertake to achieve these goals
- The resources that have been budgeted for that purpose
- The community college district official to contact for further information
- A detailed accounting of intended funding
- Assessment of the progress made in achieving identified goals

file:///C:/Users/lmaxey/Desktop/Equity%20Folder/2022%20Equity%20Plan/2022-2025%20Equity%20Plan%20Executive%20Summary%20Final.pdf

Student Populations Experiencing Disproportionate Impact

Guidance: Please review your provided data, local data, and consider your local context and priorities to select the student population experiencing the *most* disproportionate impact for each of the five metrics. You are only required to address one population per metric but may choose to address more than one population if you wish. If you select more than one population for a metric, you will be required to complete the full workflow for each population separately. As a result, the information you include in your planning section should be specifically targeted to address the needs of the population you select (i.e. avoid referencing "all students" and instead use population- and identity-specific language).

Note you may also use the "other" field in order to address a population not listed in the drop-down menu (i.e. adult learners or noncredit students, for example).

STUDENT POPULATIONS EXPERIENCING DISPROPORTIONATE IMPACT & METRICS

Help Text: Select the main student population identified as experiencing disproportionate impact and which metrics you will report on (minimum of 1, maximum of 5). You may add additional populations after completing the metric fields for your most impacted student population. You must address at least one student population per metric in order to submit your plan in NOVA.

Metrics					
Student Population* for Metric Workflow	Enrollment	Completed Transfer-Level Math & English	Retention: First Primary Term to Secondary Term	Completion	Transfer
Current or former foster youth	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Students with disabilities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Low-income students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Veterans	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
American Indian or Alaska Native	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Asian	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Black or African American	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Hispanic or Latino/a/x	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Native Hawaiian or other Pacific Islander	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
White	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Some other race	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
More than one race	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Homeless students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
LGBTQ+	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other (Add population)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Metric: Successful Enrollment

Guidance: Please approach this section with consideration of your current and future efforts, planning, budgeting, and collaborations regarding the identified student population experiencing disproportionate impact. Note, the population you selected in the previous section will auto-populate in the field below within NOVA

Population Experiencing the Most Significant Disproportionate Impact:

Black or African-American, Hispanic or Latino/a/x , Asian, Native Hawaiian or other Pacific Islander

TARGET OUTCOMES FOR 2022-25

Target Outcomes

Help Text: What outcomes will your college target for this metric and population for 2022-25? Enter your one-, two-, or three-year outcomes. Note you may add as many (or as few) outcomes as you'd like, and you may self-define these outcomes. Outcomes may be quantitative (i.e., *increase Black student enrollment by 5%*) or qualitative (i.e., *increase Latina/o/x student sense of belonging and measure using survey data*). This section is for your own planning and improvement purposes, so you should establish your targets accordingly. Add as many rows as you need.

Timeframe	Measurement Output
<i>Year 1 (2022-23)</i>	Increase Black or African-American, Hispanic or Latino/a/x , Asian, Native Hawaiian or other Pacific Islander sense of belonging; measure using survey data
<i>Year 2 (2023-24)</i>	Increase Black or African-American, Hispanic or Latino/a/x , Asian, Native Hawaiian or other Pacific Islander sense of belonging; measure using survey data
<i>Year 3 (2024-25)</i>	Increase Black or Africa- American, Hispanic or Latino/a/x , Asian, Native Hawaiian or other Pacific Islander enrollment by 5%

STRUCTURAL EVALUATION

STRUCTURE EVALUATION: Current Structure

Help Text: The California Community College Vision for Success explicitly names Guided Pathways as the organizing framework for all efforts designed to improve equitable student outcomes. The framework calls for comprehensive, transformative changes across an entire college, braided into a coherent plan for improvement. To accomplish the Vision, the Guided Pathways framework calls practitioners to analyze existing college structures, identify changes necessary to reform those structures, and implement those changes to achieve equitable outcomes for our students and communities. As such, this section of the student equity plan is designed to prompt a structural analysis of the myriad aspects of an institution (policies, processes, practices, and culture) that impede equitable student outcomes across instruction, student affairs, business services, or other divisions. With this in mind, please select the current structure focus, reflecting on institutional policies, processes, practices, and culture that have produced inequitable outcomes for the student population defined for this metric. *(Select all that apply)*

- Instruction
- Student Services
- Business Services

Other

What is the college's current process/policy/practice/culture that impedes equitable outcomes for this population? (2,500 character max)

- COVID - Covid exacerbated racial inequities that impeded equitable outcomes for marginalized students. The pandemic placed additional stresses and pressures on students, putting many of them at risk. Suspending in-person operations and abruptly shifting to remote and online modalities resulted in virtual learning methods. Students were distanced from the campus, impacting their ability to participate in student organizations, intercollegiate athletics, co-curricular activities, and, most importantly, the ability to access critical student support services. Many students experienced greater racial, social, and health inequities due to the pandemic.
- Lack of Focus on Race - Race-neutral approaches impeded Mesa College's efforts to improve minoritized students' outcomes. The lack of focus on race made it difficult to work towards reducing racialized equity gaps. Mesa will continue to work closely with the office of institutional effectiveness and take a closer look at the equity gaps of the Black or African American, Hispanic or Latino/a, Asian, Native Hawaiian, or Pacific Islanders
- Institutional Scope - Mesa College will continue to work towards increasing the institutional scope of addressing racial inequities. The campus has begun efforts to work towards promoting Black, Latino/a, and APIA student success. By creating opportunities and increasing access to minoritized groups (as opposed to all students), we hope to specifically point to the student groups that face larger disparities, including racially minoritized and low-income students.

STRUCTURE EVALUATION: Ideal Structure

Help Text: Based on your analysis of the current process, policy, practice, and/or culture that impedes equitable outcomes for the student population selected for this metric, please use this opportunity to envision and detail a more ideal structure. What structural changes would be necessary to make to transform this process, policy, practice, or culture toward a more equity-minded one? *(Select all that apply)*

- Instruction
- Student Services
- Business Services

Other

What equity-minded process/policy/practice/culture would facilitate a shift to equitable outcomes for this population? (2,500 character max)

PLANNING & ACTION

Intended Audience/Recipient:

Help Text: Select the intended audience/recipient of the process/policy/practice/culture change. Which constituent group(s) will be the beneficiary of these structural changes?

- | | |
|--|---|
| <input checked="" type="checkbox"/> Administrator | <input type="checkbox"/> Partner (K12, Transfer, other) |
| <input checked="" type="checkbox"/> Faculty | <input checked="" type="checkbox"/> Students |
| <input checked="" type="checkbox"/> Classified Staff | |

Action Steps:

Help Text: How to you plan to move from the current practice to a more ideal practice to achieve your stated goal? Use this space to begin developing your action plan to move from the current to the ideal. (2,500 character max)

- The campus continues to transition back from the pandemic and determining ways to better serve our students. Our intentional, effective use of supplemental resources such as HEERF (Higher Education Emergency Relief Funds) and other federal funds to create intentional spaces for our Black and Latino/a/x student populations.
- An intentional focused on race and integrated our planning with initiatives across the campus that are designed to improve outcomes for our marginalized students. Integrations with Mesa Pathways, Mesa 2030, Enrollment Management, and Strong Workforce.
- Work towards increasing the institutional scope of addressing racial inequities. The campus has begun efforts to work towards promoting Black, Latino/a, and APIA student success. By creating opportunities and increasing access to minoritized groups (as opposed to all students), we hope to specifically point to the student groups that face larger disparities, including racially minoritized and low-income students.
- No longer focused on the sources of the funds, but the activities and intentional practices that support racially minoritized and low-income students.

SUPPORT NEEDED

Support Needed

Help Text: The Chancellor's Office and its partners are committed to providing programs and support to help colleges identify friction points in student journeys and fundamentally redesign them with the student in mind. Which supports among the options listed can the Chancellor's Office provide to assist in reaching your ideal structure for this population and metric?

- Field Guidance & Implementation
- Technical Assistance/Professional Development
- Data & Research
- Policy & Regulatory Actions
- Technology Investments & Tools
- Pilots & Building Communities of Practice

Description of Support Needed

Help Text: You may use the space below to explain your selections. (2,500 character max)

A continued and intentional focus on race, and stability of funding.

Metric: Completed Transfer-Level Math & English

Guidance: Please approach this section with consideration of your current and future efforts, planning, budgeting, and collaborations regarding the identified student population experiencing disproportionate impact. Note, the population you selected in the previous section will auto-populate in the field below within NOVA.

Population Experiencing the Most Significant Disproportionate Impact:

Black or African-American, Hispanic or Latino/a/x , Asian, Native Hawaiian or other Pacific Islander

TARGET OUTCOMES FOR 2022-25

Target Outcomes

Help Text: What outcomes will your college target for this metric and population for 2022-25? Enter your one-, two-, or three-year outcomes. Note you may add as many (or as few) outcomes as you'd like, and you may self-define these outcomes. Outcomes may be quantitative (i.e., *increase Black student enrollment by 5%*) or qualitative (i.e., *increase Latinx student sense of belonging and measure using survey data*). This section is for your own planning and improvement purposes, so you should establish your targets accordingly. Add as many rows as you need.

Timeframe	Measurement Output
Year 1 (2022-23)	Increase Black or African-American, Hispanic or Latino/a/x , Asian, Native Hawaiian or other Pacific Islander measured by survey
Year 2 (2023-24)	Increase Black or African-American, Hispanic or Latino/a/x , Asian, Native Hawaiian or other Pacific Islander measured by survey
Year 3 (2024-25)	Increase Black or African-American, Hispanic or Latino/a/x , Asian, Native Hawaiian or other Pacific Islander by 5%

STRUCTURAL EVALUATION

STRUCTURE EVALUATION: Current Structure

Help Text: The California Community College Vision for Success explicitly names Guided Pathways as the organizing framework for all efforts designed to improve equitable student outcomes. The framework calls for comprehensive, transformative changes across an entire college, braided into a coherent plan for improvement. To accomplish the Vision, the Guided Pathways framework calls practitioners to analyze existing college structures, identify changes necessary to reform those structures, and implement those changes to achieve equitable outcomes for our students and communities. As such, this section of the student equity plan is designed to prompt a structural analysis of the myriad aspects of an institution (policies, processes, practices, and culture) that impede equitable student outcomes across instruction, student affairs, business services, or other divisions. With this in mind, please select the current structure focus, reflecting on institutional policies, processes, practices, and culture that have produced inequitable outcomes for the student population defined for this metric. *(Select all that apply)*

- | | |
|--|---|
| <input checked="" type="checkbox"/> Instruction | <input checked="" type="checkbox"/> Business Services |
| <input checked="" type="checkbox"/> Student Services | <input checked="" type="checkbox"/> Other |

What is the college's current process/policy/practice/culture that impedes equitable outcomes for this population? (2,500 character max)

- COVID - Covid exacerbated racial inequities that impeded equitable outcomes for marginalized students. The pandemic placed additional stresses and pressures on students, putting many of them at risk. Suspending in-person operations and abruptly shifting to remote and online modalities resulted in virtual learning methods. Students were distanced from the campus, impacting their ability to participate in student organizations, intercollegiate athletics, co-curricular activities, and, most importantly, the ability to access critical student support services. Many students experienced greater racial, social, and health inequities due to the pandemic.
- Lack of Focus on Race - Race-neutral approaches impeded Mesa College's efforts to improve minoritized students' outcomes. The lack of focus on race made it difficult to work towards reducing racialized equity gaps. Mesa will continue to work closely with the office of institutional effectiveness and take a closer look at the equity gaps of the Black/African American, Latino/a, Asian, Native Hawaiian, or Pacific Islanders
- Institutional Scope - Mesa College will continue to work towards increasing the institutional scope of addressing racial inequities. The campus has begun efforts to work towards promoting Black, Latino/a, and APIA student success. By creating opportunities and increasing access to minoritized groups (as opposed to all students), we hope to specifically point to the student groups that face larger disparities, including racially minoritized and low-income students.

STRUCTURE EVALUATION: Ideal Structure

Help Text: Based on your analysis of the current process, policy, practice, and/or culture that impedes equitable outcomes for the student population selected for this metric, please use this opportunity to envision and detail a more ideal structure. What structural changes would be necessary to make to transform this process, policy, practice, or culture toward a more equity-minded one? *(Select all that apply)*

- Instruction
 Other
 Student Services
 Business Services

What equity-minded process/policy/practice/culture would facilitate a shift to equitable outcomes for this population? (2,500 character max)

- The campus continues to transition back from the pandemic and determining ways to better serve our students. Our intentional, effective use of supplemental resources such as HEERF (Higher Education Emergency Relief Funds) and other federal funds to create intentional spaces for our Black and Latino/a/x student populations.
- An intentional focused on race and integrated our planning with initiatives across the campus that are designed to improve outcomes for our marginalized students. Integrations with Mesa Pathways, Mesa 2030, Enrollment Management, and Strong Workforce.

- Work towards increasing the institutional scope of addressing racial inequities. The campus has begun efforts to work towards promoting Black, Latino/a, and APIA student success. By creating opportunities and increasing access to minoritized groups (as opposed to all students), we hope to specifically point to the student groups that face larger disparities, including racially minoritized and low-income students.
- No longer focused on the sources of the funds, but the activities and intentional practices that support racially minoritized and low-income students.

PLANNING & ACTION

Intended Audience/Recipient:

Help Text: Select the intended audience/recipient of the process/policy/practice/culture change. Which constituent group(s) will be the beneficiary of these structural changes?

- | | |
|--|---|
| <input checked="" type="checkbox"/> Administrator | <input type="checkbox"/> Partner (K12, Transfer, other) |
| <input checked="" type="checkbox"/> Faculty | <input checked="" type="checkbox"/> Students |
| <input checked="" type="checkbox"/> Classified Staff | |

Action Steps:

Help Text: How do you plan to move from the current practice to a more ideal practice to achieve your stated goal? Use this space to begin developing your action plan to move from the current to the ideal. (2,500 character max)

1. Creating Inclusive Spaces for Marginalized Student Groups – Foster a campus environment to raise awareness and develop a sense of community for marginalized groups. Mesa will prioritize addressing racial inequities over discomfort through these inclusive spaces.
 - Black or African American
 - Hispanic or Latino/a
 - Asian, Native Hawaiian, or Pacific Islanders – Offer learning community courses taught from an APIA perspective, foster a sense of community through events and spaces, amplify the voices and stories of Asian American students and leaders, create AAPI gathering spaces
2. Student Success Teams, Equity, and Data Coaching – Implementation of student success teams to include a Career Peer Ambassador, Faculty Mentor, Career/Transfer Coach, Work-Based Learning Faculty, Career/Transfer Center Supervisor, and Early Alert Technology. Collaborate to plan and implement data-informed, equity-infused practice to support students’ education goal completion.
3. Professional Learning/Development Opportunities – Mesa College will continue to provide professional learning/development opportunities that are aimed at addressing the following:
 - Continue to provide professional learning through the LOFT – Learning Opportunities for Transformation and share resources from the CCC Vision

Resource Center, @ONE, Teaching Tree to foster peer-to-peer equity-minded teaching practices at Mesa, Mesa's Online Success Team (MOST), Leaders Engaging in Equity Practice (LEEP) and Faculty Inquiry Groups (FIG) related to equity infused course redesign.

- Call attention to patterns of inequity in student outcomes
- Assess outcomes for marginalized groups in terms of retention, persistence, success, and completion rates
- Provide opportunities for curricular transformation and inclusive pedagogy

4. Basic Needs – Meeting students’ basic needs is critical in supporting students holistically. Students’ unmet basic needs can impede academic achievement. Mesa College is focusing its efforts on addressing the challenges students face by addressing financial barriers, food insecurities, housing insecurities, and safety, all while providing culturally relevant systems and programs

SUPPORT NEEDED

Support Needed

Help Text: The Chancellor's Office and its partners are committed to providing programs and support to help colleges identify friction points in student journeys and fundamentally redesign them with the student in mind. Which supports among the options listed can the Chancellor's Office provide to assist in reaching your ideal structure for this population and metric?

- Field Guidance & Implementation
- Technical Assistance/Professional Development
- Data & Research
- Policy & Regulatory Actions
- Technology Investments & Tools
- Pilots & Building Communities of Practice

Description of Support Needed

Help Text: You may use the space below to explain your selections. (2,500 character max)

A continued and intentional focus on race, and stability of funding.

Metric: Retention from Primary Term to Secondary Term

Guidance: Please approach this section with consideration of your current and future efforts, planning, budgeting, and collaborations regarding the identified student population experiencing disproportionate impact. Note, the population you selected in the previous section will auto-populate in the field below within NOVA.

Population Experiencing the Most Significant Disproportionate Impact:

Hispanic or Latino/a/x, Black or African American

TARGET OUTCOMES FOR 2022-25

Target Outcomes

Help Text: What outcomes will your college target for this metric and population for 2022-25? Enter your one-, two-, or three-year outcomes. Note you may add as many (or as few) outcomes as you'd like, and you may self-define these outcomes. Outcomes may be quantitative (i.e., *increase Black student enrollment by 5%*) or qualitative (i.e., *increase Latinx student sense of belonging and measure using survey data*). This section is for your own planning and improvement purposes, so you should establish your targets accordingly. Add as many rows as you need.

Timeframe	Measurement Output
Year 1 (2022-23)	Hispanic or Latino/a/x, Black or African American measured by survey
Year 2 (2023-24)	Hispanic or Latino/a/x, Black or African American measured by survey
Year 3 (2024-25)	Hispanic or Latino/a/x, Black or African American retention from primary term to secondary term by 5%

STRUCTURAL EVALUATION

STRUCTURE EVALUATION: Current Structure

Help Text: The California Community College Vision for Success explicitly names Guided Pathways as the organizing framework for all efforts designed to improve equitable student outcomes. The framework calls for comprehensive, transformative changes across an entire college, braided into a coherent plan for improvement. To accomplish the Vision, the Guided Pathways framework calls practitioners to analyze existing college structures, identify changes necessary to reform those structures, and implement those changes to achieve equitable outcomes for our students and communities. As such, this section of the student equity plan is designed to prompt a structural analysis of the myriad aspects of an institution (policies, processes, practices, and culture) that impede equitable student outcomes across instruction, student affairs, business services, or other divisions. With this in mind, please select the current structure focus, reflecting on institutional policies, processes, practices, and culture that have produced inequitable outcomes for the student population defined for this metric. *(Select all that apply)*

- | | |
|--|---|
| <input checked="" type="checkbox"/> Instruction | <input checked="" type="checkbox"/> Business Services |
| <input checked="" type="checkbox"/> Student Services | <input type="checkbox"/> Other |

What is the college's current process/policy/practice/culture that impedes equitable outcomes for this population? (2,500 character max)

- COVID - Covid exacerbated racial inequities that impeded equitable outcomes for marginalized students. The pandemic placed additional stresses and pressures on students, putting many of them at risk. Suspending in-person operations and abruptly shifting to remote and online modalities resulted in virtual learning methods. Students were distanced from the campus, impacting their ability to participate in student organizations, intercollegiate athletics, co-curricular activities, and, most importantly, the ability to access critical student support services. Many students experienced greater racial, social, and health inequities due to the pandemic.
- Lack of Focus on Race - Race-neutral approaches impeded Mesa College's efforts to improve minoritized students' outcomes. The lack of focus on race made it difficult to work towards reducing racialized equity gaps. Mesa will continue to work closely with

the office of institutional effectiveness and take a closer look at the equity gaps of the Black/African American, Latino/a, Asian, Native Hawaiian, or Pacific Islanders

- Institutional Scope - Mesa College will continue to work towards increasing the institutional scope of addressing racial inequities. The campus has begun efforts to work towards promoting Black, Latino/a, and APIA student success. By creating opportunities and increasing access to minoritized groups (as opposed to all students), we hope to specifically point to the student groups that face larger disparities, including racially minoritized and low-income students.
- Basic Needs – Meeting students’ basic needs is critical in supporting students holistically. Students’ unmet basic needs can impede academic achievement. Mesa College is focusing its efforts on addressing the challenges students face by addressing financial barriers, food insecurities, housing insecurities, and safety, all while providing culturally relevant systems and programs

STRUCTURE EVALUATION: Ideal Structure

Help Text: Based on your analysis of the current process, policy, practice, and/or culture that impedes equitable outcomes for the student population selected for this metric, please use this opportunity to envision and detail a more ideal structure. What structural changes would be necessary to make to transform this process, policy, practice, or culture toward a more equity-minded one? *(Select all that apply)*

- Instruction
- Student Services
- Business Services
- Other

What equity-minded process/policy/practice/culture would facilitate a shift to equitable outcomes for this population? (2,500 character max)

- The campus continues to transition back from the pandemic and determining ways to better serve our students. Our intentional, effective use of supplemental resources such as HEERF (Higher Education Emergency Relief Funds) and other federal funds to create intentional spaces for our Black and Latino/a/x student populations.
- An intentional focused on race and integrated our planning with initiatives across the campus that are designed to improve outcomes for our marginalized students. Integrations with Mesa Pathways, Mesa 2030, Enrollment Management, and Strong Workforce.
- Work towards increasing the institutional scope of addressing racial inequities. The campus has begun efforts to work towards promoting Black, Latino/a, and APIA student success. By creating opportunities and increasing access to minoritized groups (as opposed to all students), we hope to specifically point to the student groups that face larger disparities, including racially minoritized and low-income students.
- No longer focused on the sources of the funds, but the activities and intentional practices that support racially minoritized and low-income students.

PLANNING & ACTION

Intended Audience/Recipient:

Help Text: Select the intended audience/recipient of the process/policy/practice/culture change. Which constituent group(s) will be the beneficiary of these structural changes?

- | | |
|--|---|
| <input checked="" type="checkbox"/> Administrator | <input type="checkbox"/> Partner (K12, Transfer, other) |
| <input checked="" type="checkbox"/> Faculty | <input checked="" type="checkbox"/> Students |
| <input checked="" type="checkbox"/> Classified Staff | |

Action Steps:

Help Text: How do you plan to move from the current practice to a more ideal practice to achieve your stated goal? Use this space to begin developing your action plan to move from the current to the ideal. (2,500 character max)

1. Creating Inclusive Spaces for Marginalized Student Groups – Foster a campus environment to raise awareness and develop a sense of community for marginalized groups. Mesa will prioritize addressing racial inequities over discomfort through these inclusive spaces.
 - a. Black or African American
 - b. Hispanic or Latino/a
 - c. Asian, Native Hawaiian, or Pacific Islanders – Offer learning community courses taught from an APIA perspective, foster a sense of community through events and spaces, amplify the voices and stories of Asian American students and leaders, create AAPI gathering spaces
2. Student Success Teams, Equity, and Data Coaching – Implementation of student success teams to include a Career Peer Ambassador, Faculty Mentor, Career/Transfer Coach, Work-Based Learning Faculty, Career/Transfer Center Supervisor, and Early Alert Technology
3. Professional Learning/Development Opportunities – Mesa College will continue to provide professional learning/development opportunities that are aimed at addressing the following:
 - a. Continue to provide professional learning through the LOFT – Learning Opportunities for Transformation and share resources from the CCC Vision Resource Center, @ONE, Teaching Tree to foster peer-to-peer equity-minded teaching practices at Mesa, Mesa's Online Success Team (MOST), Leaders Engaging in Equity Practice (LEEP) and Faculty Inquiry Groups (FIG) related to equity infused course redesign.
 - b. Call attention to patterns of inequity in student outcomes
 - c. Assess outcomes for marginalized groups in terms of retention, persistence, success, and completion rates
 - d. Provide opportunities for curricular transformation and inclusive pedagogy
4. Basic Needs – Meeting students' basic needs is critical in supporting students holistically. Students' unmet basic needs can impede academic achievement. Mesa College is focusing its efforts on addressing the challenges students face by addressing financial barriers, food insecurities, housing insecurities, and safety, all while providing

culturally relevant systems and programs.

SUPPORT NEEDED

Support Needed

Help Text: The Chancellor's Office and its partners are committed to providing programs and support to help colleges identify friction points in student journeys and fundamentally redesign them with the student in mind. Which supports among the options listed can the Chancellor's Office provide to assist in reaching your ideal structure for this population and metric?

- Field Guidance & Implementation
- Technical Assistance/Professional Development
- Data & Research
- Policy & Regulatory Actions
- Technology Investments & Tools
- Pilots & Building Communities of Practice

Description of Support Needed

Help Text: You may use the space below to explain your selections. (2,500 character max)

A continued and intentional focus on race, and stability of funding.

Metric: Completion

Guidance: Please approach this section with consideration of your current and future efforts, planning, budgeting, and collaborations regarding the identified student population experiencing disproportionate impact. Note, the population you selected in the previous section will auto-populate in the field below within NOVA.

Population Experiencing the Most Significant Disproportionate Impact:

Hispanic or Latino/a/x, Black or African American

Areas of Completion

Help Text: Please select which areas of completion your college will be addressing for this population experiencing disproportionate impact.

- Adult Ed/Noncredit Completion
- Certificate Completion
- Degree Completion

TARGET OUTCOMES FOR 2022-25

Target Outcomes

Help Text: What outcomes will your college target for this metric and population for 2022-25? Enter your one-, two-, or three-year outcomes. Note you may add as many (or as few) outcomes as you'd like, and you may self-define these outcomes. Outcomes may be quantitative (i.e., *increase Black student enrollment by 5%*) or qualitative (i.e., *increase Latinx student sense of belonging and measure using survey data*). This section is for your own planning and improvement purposes, so you should establish your targets accordingly. Add as many rows as you need.

Timeframe	Measurement Output
Year 1 (2022-23)	Hispanic or Latino/a/x, Black or African American measured by survey

Year 2 (2023-24)	Hispanic or Latino/a/x, Black or African American measured by survey
Year 3 (2024-25)	Hispanic or Latino/a/x, Black or African American completion by 5%

STRUCTURAL EVALUATION

STRUCTURE EVALUATION: Current Structure

Help Text: The California Community College Vision for Success explicitly names Guided Pathways as the organizing framework for all efforts designed to improve equitable student outcomes. The framework calls for comprehensive, transformative changes across an entire college, braided into a coherent plan for improvement. To accomplish the Vision, the Guided Pathways framework calls practitioners to analyze existing college structures, identify changes necessary to reform those structures, and implement those changes to achieve equitable outcomes for our students and communities. As such, this section of the student equity plan is designed to prompt a structural analysis of the myriad aspects of an institution (policies, processes, practices, and culture) that impede equitable student outcomes across instruction, student affairs, business services, or other divisions. With this in mind, please select the current structure focus, reflecting on institutional policies, processes, practices, and culture that have produced inequitable outcomes for the student population defined for this metric. *(Select all that apply)*

- Instruction
 Other
 Student Services
 Business Services

What is the college's current process/policy/practice/culture that impedes equitable outcomes for this population? (2,500 character max)

- COVID - Covid exacerbated racial inequities that impeded equitable outcomes for marginalized students. The pandemic placed additional stresses and pressures on students, putting many of them at risk. Suspending in-person operations and abruptly shifting to remote and online modalities resulted in virtual learning methods. Students were distanced from the campus, impacting their ability to participate in student organizations, intercollegiate athletics, co-curricular activities, and, most importantly, the ability to access critical student support services. Many students experienced greater racial, social, and health inequities due to the pandemic.
- Lack of Focus on Race - Race-neutral approaches impeded Mesa College's efforts to improve minoritized students' outcomes. The lack of focus on race made it difficult to work towards reducing racialized equity gaps. Mesa will continue to work closely with the office of institutional effectiveness and take a closer look at the equity gaps of the Black/African American, Latino/a, Asian, Native Hawaiian, or Pacific Islanders
- Institutional Scope - Mesa College will continue to work towards increasing the institutional scope of addressing racial inequities. The campus has begun efforts to work towards promoting Black, Latino/a, and APIA student success. By creating opportunities and increasing access to minoritized groups (as opposed to all students), we hope to specifically point to the student groups that face larger disparities, including racially minoritized and low-income students.

STRUCTURE EVALUATION: Ideal Structure

Help Text: Based on your analysis of the current process, policy, practice, and/or culture that impedes equitable outcomes for the student population selected for this metric, please use this opportunity to envision and detail a more ideal structure. What structural changes would be necessary to make to transform this process, policy, practice, or culture toward a more equity-minded one? *(Select all that apply)*

- Instruction Other
- Student Services
- Business Services

What equity-minded process/policy/practice/culture would facilitate a shift to equitable outcomes for this population? *(2,500 character max)*

- The campus continues to transition back from the pandemic and determining ways to better serve our students. Our intentional, effective use of supplemental resources such as HEERF (Higher Education Emergency Relief Funds) and other federal funds to create intentional spaces for our Black and Latino/a/x student populations.
- An intentional focused on race and integrated our planning with initiatives across the campus that are designed to improve outcomes for our marginalized students. Integrations with Mesa Pathways, Mesa 2030, Enrollment Management, and Strong Workforce.
- Work towards increasing the institutional scope of addressing racial inequities. The campus has begun efforts to work towards promoting Black, Latino/a, and APIA student success. By creating opportunities and increasing access to minoritized groups (as opposed to all students), we hope to specifically point to the student groups that face larger disparities, including racially minoritized and low-income students.
- No longer focused on the sources of the funds, but the activities and intentional practices that support racially minoritized and low-income students.

PLANNING & ACTION

Intended Audience/Recipient:

Help Text: Select the intended audience/recipient of the process/policy/practice/culture change. Which constituent group(s) will be the beneficiary of these structural changes?

- Administrator Partner (K12, Transfer, other)
- Faculty Students
- Classified Staff

Action Steps:

Help Text: How to you plan to move from the current practice to a more ideal practice to achieve your stated goal? Use this space to begin developing your action plan to move from the current to the ideal. *(2,500 character max)*

1. Creating Inclusive Spaces for Marginalized Student Groups – Foster a campus environment to raise awareness and develop a sense of community for marginalized groups. Mesa will prioritize addressing racial inequities over discomfort through these inclusive spaces.
 - a. Black or African American
 - b. Hispanic or Latino/a

- c. Asian, Native Hawaiian, or Pacific Islanders – Offer learning community courses taught from an APIA perspective, foster a sense of community through events and spaces, amplify the voices and stories of Asian American students and leaders, create AAPI gathering spaces
2. Student Success Teams, Equity, and Data Coaching – Implementation of student success teams to include a Career Peer Ambassador, Faculty Mentor, Career/Transfer Coach, Work-Based Learning Faculty, Career/Transfer Center Supervisor, and Early Alert Technology. Collaborate to plan and implement data-informed, equity-infused practice to support students’ education goal completion.
3. Professional Learning/Development Opportunities – Mesa College will continue to provide professional learning/development opportunities that are aimed at addressing the following:
 - a. Continue to provide professional learning through the LOFT – Learning Opportunities for Transformation and share resources from the CCC Vision Resource Center, @ONE, Teaching Tree to foster peer-to-peer equity-minded teaching practices at Mesa, Mesa's Online Success Team (MOST), Leaders Engaging in Equity Practice (LEEP) and Faculty Inquiry Groups (FIG) related to equity infused course redesign.
 - b. Call attention to patterns of inequity in student outcomes
 - c. Assess outcomes for marginalized groups in terms of retention, persistence, success, and completion rates
 - d. Provide opportunities for curricular transformation and inclusive pedagogy
4. Basic Needs – Meeting students’ basic needs is critical in supporting students holistically. Students’ unmet basic needs can impede academic achievement. Mesa College is focusing its efforts on addressing the challenges students face by addressing financial barriers, food insecurities, housing insecurities, and safety, all while providing culturally relevant systems and programs.

SUPPORT NEEDED

Support Needed

Help Text: The Chancellor's Office and its partners are committed to providing programs and support to help colleges identify friction points in student journeys and fundamentally redesign them with the student in mind. Which supports among the options listed can the Chancellor's Office provide to assist in reaching your ideal structure for this population and metric?

- Field Guidance & Implementation
- Technical Assistance/Professional Development
- Data & Research
- Policy & Regulatory Actions
- Technology Investments & Tools
- Pilots & Building Communities of Practice

Description of Support Needed

Help Text: You may use the space below to explain your selections. (2,500 character max)

A continued and intentional focus on race, and stability of funding.

Metric: Transfer

Guidance: Please approach this section with consideration of your current and future efforts, planning, budgeting, and collaborations regarding the identified student population experiencing disproportionate impact. Note, the population you selected in the previous section will auto-populate in the field below within NOVA.

Population Experiencing the Most Significant Disproportionate Impact:

Black or African American Male, Hispanic, Pacific Islander or Hawaiian Native Female

TARGET OUTCOMES FOR 2022-25

Target Outcomes

Help Text: What outcomes will your college target for this metric and population for 2022-25? Enter your one-, two-, or three-year outcomes. Note you may add as many (or as few) outcomes as you'd like, and you may self-define these outcomes. Outcomes may be quantitative (i.e., *increase Black student enrollment by 5%*) or qualitative (i.e., *increase Latinx student sense of belonging and measure using survey data*). This section is for your own planning and improvement purposes, so you should establish your targets accordingly. Add as many rows as you need.

Timeframe	Measurement Output
Year 1 (2022-23)	Increase Black or African American, Hispanic, Pacific Islander or Hawaiian Native measured by survey
Year 2 (2023-24)	Increase Black or African American, Hispanic, Pacific Islander or Hawaiian Native measured by survey
Year 3 (2024-25)	Increase Black or African American, Hispanic, Pacific Islander or Hawaiian Native transfer by 5%

STRUCTURAL EVALUATION

STRUCTURE EVALUATION: Current Structure

Help Text: The California Community College Vision for Success explicitly names Guided Pathways as the organizing framework for all efforts designed to improve equitable student outcomes. The framework calls for comprehensive, transformative changes across an entire college, braided into a coherent plan for improvement. To accomplish the Vision, the Guided Pathways framework calls practitioners to analyze existing college structures, identify changes necessary to reform those structures, and implement those changes to achieve equitable outcomes for our students and communities. As such, this section of the student equity plan is designed to prompt a structural analysis of the myriad aspects of an institution (policies, processes, practices, and culture) that impede equitable student outcomes across instruction, student affairs, business services, or other divisions. With this in mind, please select the current structure focus, reflecting on institutional policies, processes, practices, and culture that have produced inequitable outcomes for the student population defined for this metric. *(Select all that apply)*

- Instruction
- Student Services
- Business Services
- Other

What is the college's current process/policy/practice/culture that impedes equitable outcomes for this population? (2,500 character max)

- COVID - Covid exacerbated racial inequities that impeded equitable outcomes for marginalized students. The pandemic placed additional stresses and pressures on students, putting many of them at risk. Suspending in-person operations and abruptly shifting to remote and online modalities resulted in virtual learning methods. Students were distanced from the campus, impacting their ability to participate in student organizations, intercollegiate athletics, co-curricular activities, and, most importantly, the ability to access critical student support services. Many students experienced greater racial, social, and health inequities due to the pandemic.
- Lack of Focus on Race - Race-neutral approaches impeded Mesa College's efforts to improve minoritized students' outcomes. The lack of focus on race made it difficult to work towards reducing racialized equity gaps. Mesa will continue to work closely with the office of institutional effectiveness and take a closer look at the equity gaps of the Black/African American, Latino/a, Asian, Native Hawaiian, or Pacific Islanders
- Institutional Scope - Mesa College will continue to work towards increasing the institutional scope of addressing racial inequities. The campus has begun efforts to work towards promoting Black, Latino/a, and APIA student success. By creating opportunities and increasing access to minoritized groups (as opposed to all students), we hope to specifically point to the student groups that face larger disparities, including racially minoritized and low-income students.

STRUCTURE EVALUATION: Ideal Structure

Help Text: Based on your analysis of the current process, policy, practice, and/or culture that impedes equitable outcomes for the student population selected for this metric, please use this opportunity to envision and detail a more ideal structure. What structural changes would be necessary to make to transform this process, policy, practice, or culture toward a more equity-minded one? *(Select all that apply)*

- Instruction Other
- Student Services
- Business Services

What equity-minded process/policy/practice/culture would facilitate a shift to equitable outcomes for this population? (2,500 character max)

- The campus continues to transition back from the pandemic and determining ways to better serve our students. Our intentional, effective use of supplemental resources such as HEERF (Higher Education Emergency Relief Funds) and other federal funds to create intentional spaces for our Black and Latino/a/x student populations.
- An intentional focused on race and integrated our planning with initiatives across the campus that are designed to improve outcomes for our marginalized students. Integrations with Mesa Pathways, Mesa 2030, Enrollment Management, and Strong

Workforce.

- Work towards increasing the institutional scope of addressing racial inequities. The campus has begun efforts to work towards promoting Black, Latino/a, and APIA student success. By creating opportunities and increasing access to minoritized groups (as opposed to all students), we hope to specifically point to the student groups that face larger disparities, including racially minoritized and low-income students.
- No longer focused on the sources of the funds, but the activities and intentional practices that support racially minoritized and low-income students.

PLANNING & ACTION

Intended Audience/Recipient:

Help Text: Select the intended audience/recipient of the process/policy/practice/culture change. Which constituent group(s) will be the beneficiary of these structural changes?

- | | |
|--|---|
| <input checked="" type="checkbox"/> Administrator | <input type="checkbox"/> Partner (K12, Transfer, other) |
| <input checked="" type="checkbox"/> Faculty | <input type="checkbox"/> Students |
| <input checked="" type="checkbox"/> Classified Staff | |

Action Steps:

Help Text: How do you plan to move from the current practice to a more ideal practice to achieve your stated goal? Use this space to begin developing your action plan to move from the current to the ideal. (2,500 character max)

1. Creating Inclusive Spaces for Marginalized Student Groups – Foster a campus environment to raise awareness and develop a sense of community for marginalized groups. Mesa will prioritize addressing racial inequities over discomfort through these inclusive spaces.
 - a. Black or African American
 - b. Hispanic or Latino/a
 - c. Asian, Native Hawaiian, or Pacific Islanders – Offer learning community courses taught from an APIA perspective, foster a sense of community through events and spaces, amplify the voices and stories of Asian American students and leaders, create AAPI gathering spaces
2. Student Success Teams, Equity, and Data Coaching – Implementation of student success teams to include a Career Peer Ambassador, Faculty Mentor, Career/Transfer Coach, Work-Based Learning Faculty, Career/Transfer Center Supervisor, and Early Alert Technology. Collaborate to plan and implement data-informed, equity-infused practice to support students' education goal completion.
3. Professional Learning/Development Opportunities – Mesa College will continue to provide professional learning/development opportunities that are aimed at addressing the following:
 - a. Continue to provide professional learning through the LOFT – Learning

Opportunities for Transformation and share resources from the CCC Vision Resource Center, @ONE, Teaching Tree to foster peer-to-peer equity-minded teaching practices at Mesa, Mesa's Online Success Team (MOST), Leaders Engaging in Equity Practice (LEEP) and Faculty Inquiry Groups (FIG) related to equity infused course redesign.

- b. Call attention to patterns of inequity in student outcomes
 - c. Assess outcomes for marginalized groups in terms of retention, persistence, success, and completion rates
 - d. Provide opportunities for curricular transformation and inclusive pedagogy
4. Basic Needs – Meeting students’ basic needs is critical in supporting students holistically. Students’ unmet basic needs can impede academic achievement. Mesa College is focusing its efforts on addressing the challenges students face by addressing financial barriers, food insecurities, housing insecurities, and safety, all while providing culturally relevant systems and programs.

SUPPORT NEEDED

Support Needed

Help Text: The Chancellor's Office and its partners are committed to providing programs and support to help colleges identify friction points in student journeys and fundamentally redesign them with the student in mind. Which supports among the options listed can the Chancellor's Office provide to assist in reaching your ideal structure for this population and metric?

- Field Guidance & Implementation
- Technical Assistance/Professional Development
- Data & Research
- Policy & Regulatory Actions
- Technology Investments & Tools
- Pilots & Building Communities of Practice

Description of Support Needed

Help Text: You may use the space below to explain your selections. (2,500 character max)

A continued and intentional focus on race, and stability of funding.

STUDENT SUPPORT INTEGRATION SURVEY (Optional)

Guidance: This section is optional; you may choose to respond to as many of the prompts below as you'd like. We recommend you use this space as an opportunity to share successes, note areas for improvement, and detail any college-specific plans to address the topics below. You may come back and add more details as your college designs and implements content discussed in this survey.

GUIDED PATHWAYS

Alignment

Help Text: By transforming institutional structures and processes, aligning efforts across a college, and redesigning holistic support for students who need it most, the Guided Pathways framework centers the student experience in decision making and helps us meet the goals of the Vision for Success and Call to Action. Each college in the system has submitted an annual Scale of Adoption Assessment detailing progress and goals to improve the student experience. Please provide a summary of how your college's equity efforts align with achieving your institution's guided pathways goals. (2,500 character max)

Mesa 2030 Roadmap Objective – Completion; Pathways and Partnerships; Scholarship

- Develop pathways that provide students with clarity about degree, certificate, and transfer requirements.
- Develop cross-functional teams that support student success and include integrated career and transfer counseling.
- Develop and implement frameworks to create communities that can provide more targeted delivery of educational resources and support services.
- Expand intersegmental pathways to create a seamless transition between Mesa and k-12, non-credit, Universities, and careers.

FINANCIAL AID

FAFSA Participation

Help Text: Share up to three strategies your college plans to implement to increase FAFSA participation and completion on your campus. (2,500 character max)

Mesa 2030 Roadmap Objective – Community

- Motamatic – online commercial ads promoting FAFSA
- Partnership between Financial Aid and the San Diego Promise Program to assist with incoming and returning students on completing the FAFSA. We are providing individualized workshops to address the "how to steps" in completing the FAFSA. Questions and support is provided during these workshops.
- Partnership with EOPS on providing support with completing the Dreamers Application for 22-23 and 23-24. We are collaborating on workshops and presentations providing students the "how to steps" on how to complete the FAFSA. Questions are addressed and on the spot support is provided.
- Currently, Financial Aid is working on creating zoom/online workshops on how to complete the FAFSA Form. This will be introduced in the upcoming year.

PELL Grant Participation

Help Text: Share up to three strategies your college plans to implement to increase Pell Grant recipient participation and completion on your campus. (2,500 character max)

- Financial Aid is creating a system that reviews all mismatched reports that shows FAFSA for Mesa, but the Campus of Record is one of our sister colleges. This will expedite the processing of FAFSA and as a result increase the number of Pell Grant and other aid recipients
- Mesa College hosts SAP Appeals workshops to assist students with the completion of the appeals application. Because of the workshops, students may qualify for Pell Grant.
- Partnership between Financial Aid and the San Diego Promise Program to assist with incoming and returning students on completing the FAFSA. We are providing individualized workshops to address "how to steps" in completing the FAFSA. Questions and support is provided during these workshops
- Partnership with EOPS on providing support with completing the Dreamers Application for 22-23 and 23-24. We are collaborating on workshops and presentations providing students the steps on how to complete the FAFSA. Questions are addressed and on the spot support is provided.

Additional Aid for Students

Help Text: The 2021-22 Budget Act included a total of \$250 million one-time in federal ARP funds to provide emergency financial assistance to low-income California community college students. Will your college provide additional aid other than Federal Financial Aid and Pell Grant? If yes, please describe.

- Yes
 No

Description of Additional Aid (2,500 character max)

Financial Aid is currently distributing additional funds to assist students with their educational expenses. In an effort to impact as many students that have qualify for CCPG, we have allocated funds in the following manner:

- F/T 14 units above = \$ 1,200.00
- F/T 12-13.9 units = \$ 1,000.00
- 3/4 9-11.9 units = \$ 750.00
- H/T 6-8.9 units = \$ 500.00

This amount is allocated per semester and will be disbursed until funds are depleted.

BASIC NEEDS

Help Text: The 2021-22 Budget Act included ongoing funding of \$30 million to support basic needs centers and coordinators, and an additional \$100 million one-time for colleges to support basic needs. The trailer bill requires colleges to establish a Basic Needs Center, designate a Basic Needs Coordinator, and improve access to and utilization of basic needs support.

Basic Needs Center

Help Text: Has your college established a Basic Needs Center and designated a staff person as a coordinator?

- Yes
- No

Services

Help Text: What services are you providing or do you plan to provide in your college's Basic Needs Center? (2,500 character max)

Mesa 2030 Roadmap Objective – Community; Pathways and Partnerships

- Emergency Food Pantry; Students have 100 points to use each semester towards emergency food items
- FREE Professional Clothing Closet; Students have 8 points per a semester to obtain professional clothing.
- Direct Student Support; case management style program to provide students with textbooks, school supplies, food, transportation, or other resources.
- Emergency Aid; ECOMC Project success Emergency aid and SD Mesa Resiliency fund
- Workshops; Create community and inform students on a variety of campus and community events and resources.
- Large scale food distributions; Partnerships with Feeding San Diego and The San Diego Food Bank allow us to have to large scale free produce events
- Campus and Community Referral
- CalFresh Peer Ambassadors; In partnership with the CCC Foundation we have 6 student ambassadors providing outreach to the student body about CalFresh.

Participation

Help Text: How do you plan on increasing participation in your college's Basic Needs Center? (2,500 character max)

Developing unique and intentional ways to increase our outreach efforts through emails, social media, attending campus wide events, classroom presentations, onboarding workshops, event presentations, partnerships with various campus departments and with our Basic Needs Ambassadors and Work Study Students. In the plans are targeted outreach to PELL recipients particularly for CalFresh information, increasing partnerships with more programs on campus, attending campus meet and greet events.

We will leverage the inclusion of all of Mesa Career Education programs recent approval as exempt programs for Calfresh which will allow students to be exempt from the SNAP work requirement if they are enrolled and taking courses in our CTE programs.

Food Pantry

Help Text: The 2020-21 California state budget enacted through Senate Bill (SB) 74 and Assembly Bill (AB) 94 added a requirement that districts must support or establish on-campus food pantries or regular food distribution programs to receive SEA program funds. Please describe your Food Pantry efforts. If you do not have one, please describe your plans to establish a program. (2,500 character max)

San Diego Mesa has dedicated over 1500sq feet to house the Food Pantry and Professional Clothing Closet. The space includes a freezer, refrigeration, microwaves, and a water dispenser for food. The Pantry is located in the heart of campus, is open 45 hours a week, and is easily accessible to all students. San Diego Mesa has a Basic Needs Coordinator, a full time support staff member, adjunct counselor, counseling interns, and hourly and work study students ensuring students have access to the pantry and are informed of various campus events with free food opportunities. In addition The Stand supports 2 large-scale food distributions each month to ensure access to fresh produce and other perishable food items.

ZERO-TEXTBOOK COST

Zero-Textbook Cost Program

Help Text: The 2021-22 Budget Act provided \$115 million one-time for grants to community college districts for developing zero-textbook-cost degrees and certificates that can be earned entirely by completing courses that eliminate textbook costs by using alternative instructional materials. Please discuss your plans, if any, for integrating a Zero-Textbook Cost Program on your campus. (2,500 character max)

We are leveraging the following initiatives:

Open Educational Resources (OER)

- Teaching, learning and educational resources that reside in the public domain or have been released under an intellectual property license that permits their free use and re-purposing by others

Zero Textbook Cost (ZTC)

- Courses with \$0 student cost for all course textbooks and content

Low Course Cost (LCC)

- Courses with \$40 or less student cost for all course textbooks, content and Materials

At Mesa:

- We have invested in OER librarian
- Updated Bookstore announcements to be more concise and clear
- Will continue to Increase faculty awareness
- Developing tracking methods

LGBTQ+

LGBTQ+ Support

Help Text: In 2011, [Assembly Bill 620](#) amended California's Education Code and requests "governing board[s] of each community college district to designate an employee at each of their respective campuses as a point of contact to address the needs of lesbian, gay, bisexual, and transgender faculty, staff, and students." The law, [California Education Code Section 66271.2](#) also states that, "at a minimum, the name and contact information of that designated employee shall be published on the Internet Web site for the respective campus and shall be included in any printed and Internet-based campus directories." Additionally, the 2021-22 Budget Act appropriated \$10

million in one-time funding to support LGBTQ+ students. Please discuss your plans or current efforts to support the LGBTQ+ population on your campus. (2,500 character max)

Mesa 2030 Roadmap Objective – Community

As the leading college of equity and excellence, San Diego Mesa College is committed to identifying and offering resources and services that can assist the educational journey of LGBTQIA+ students and the campus climate through an increase of awareness of the LGBTQIA+ community.

Through evidence based data from LGBTQIA+ student focus groups, collaboration with Research Analyst from Mesa College, and research pertaining the LGBTQIA+ experience in community colleges, the LGBTQIA+ population will be supported through equity-based services, mainly through the operations of the new Pride Center—a welcoming space that centralizes the experiences and support to LGBTQIA+ students, faculty and staff.

The Pride Center is committed to learning, evaluating, and offering anti-oppressive and Queer affirming services our LGBTQIA+ student population might need to succeed at San Diego Mesa College. These services look like and are not limited to:

- Trauma-informed and Gender affirming Academic, Career, and Personal Counseling Services
- Year-round expressive and affirming workshops, events, and activities related to academic success, and personal and community care.
- Equity minded presenters to enhance the learning of the LGBTQIA+ community to the San Diego Mesa College campus.
- Free school supplies, printing, computer access, and safe study space.
- Free LGBTQIA+ Library that centralizes LGBTQIA+ authors and topics.
- Free personal hygiene and self-care supplies.
- Enhancement of student voices and visibility through leadership opportunities such as volunteering, participating in events, and collaborating with the Pride Center.
- Emergency direct aid that aims to assist students with food and housing insecurities.
- LGBTQIA+ Celebrations such as LGBTQIA+ History Month, Coming Out Day, Pride Month, etc. to build community at Mesa College.
- Yearly Lavender Graduation celebration to honor and recognize the academic accomplishments of LGBTQIA+ students, staff, and faculty.
- Case management services that guide students to on and off campus resources to help them with their academic and personal goals.
- LGBTQIA+ Scholarships.
- Mental health services through collaboration with Student Health Services.
- Collaboration with the Gender Sexuality Alliance (GSA) student club.
- Year round Safe Zone Training available to students, faculty, staff, and administrators to learn about allyship and ways to support the LGBTQIA+ community at San Diego Mesa College.

LGBTQIA+ retention efforts will be evaluated and practiced to enhance student success through community building. Following evidence based cohort programs such as Puente and Umoja, the works to create an LGBTQIA+ learning community will be initiated. The learning community will assist guiding LGBTQIA+ students to learn about the academic journey to accomplish their academic goals: obtaining a certificate, associates degree, and/or transfer to universities.

MENTAL HEALTH

Mental Health-Related Programs

Help Text: The 2021-22 Budget Act included ongoing funding of \$30 million to provide student mental health resources. Please discuss your plans or current efforts to create mental health-related programs to serve hard to reach, underserved populations. (2,500 character max)

Mesa 2030 Roadmap Objective - Community

Student Health Services will work to attract Black Indigenous People Of Color (BIPOC) students to our services and provide services to BOPOC students with respect to Mental Health.

Student Health Services covers the cost for students to obtain counseling through the Urban Restoration Counseling Center (URCC). The URCC is a Black owned company with BIPOC Counselors. This is off campus and confidential. We provid URCC Counselors to Mesa Athletes with three, one hour speaker presentations on improving sports performance with an emphasis concentrating on underlying concerns such as anxiety and depression. The URCC has presented to Latin X groups with open conversations about anxieties/worries and how to manage anxiety.

In addition, Student Health Services has a memorandum of agreement with the County of San Diego Behavioral Health Services to provide support services along with the non-profits that contract with the County. We conduct presentations on sexual safety and sexually transmitted illnesses to classrooms.

We host a weekly BLACK FORUM online where students can drop in with a Mental Health Clinician and discuss issues specific to Black students.

Our Mental Health Clinicians provide presentations to groups on campus with high BIPOC numbers on suicide prevention (QPR question/persuade/refer). These groups are in contact with hundreds of other students as they serve as tutors and peer navigators.

We send special invitations to student classrooms that have a high number of BIPOC students to engage in presenting their projects publicly. One such event occurs every semester when a Communications class presents their posters on mental health issues in the lobby of their building. We pay for the posters and all the supplies for the event including printing, advertisement and marketing.

We recruit BIPOC professionals and paraprofessionals through their organizations (I.E. Black Nurses Association, Black Psychologists Association, and Hispanic Nurses Association). We have close ties with the Black Studies Department and Professors so we can collaborate on projects and provide funding. One such event is Black Man, Black Masterpiece. This is an uplifting event

for Black male students in collaboration with General Counseling and the Black Studies department.

We work with the American Native Professors to develop an event to connect students with pride to their heritage. We have an Indigenous student on our committee and are planning our event for November 2022.

We contract with a bilingual Mental Health Clinician to provide workshops to Undocumented and Latin X student groups on a variety of Mental Health topics.

GENERAL ACCESSIBILITY

Accessibility

Help Text: Summarize key initiatives/projects/activities your college plans to implement and/or are focused on improving to support accessibility of all curriculum and technology across the campus. (2,500 character max)

INSTITUTIONAL PLANNING

Ongoing Engagement

Help Text: Please describe any efforts you Board will take to ensure ongoing engagement in student equity planning efforts for the 2022-25 period. (2,500 character max)

The Governing Board has a long-standing deep commitment to student success and equity. This commitment is reflected in the District's mission statement, Board policies, and the Board's annual goals and ongoing practices. The Board carefully monitors key indicators of student success and remains informed about student learning on an ongoing basis. The Board receives regular reports at its public meetings on various student outcomes and achievements, including transfer outcomes, annual degrees and certificates awarded, enrollment trends, student demographic trends, basic skills outcomes, student success planning, student support services including outcomes indicators, diversity, assessment and placement data, the Student Success Scorecard, Honors Program outcomes, and the Student-Centered Funding Formula indicators. The Board also reviews the curriculum after review and approval by the faculty, including new and revised courses and academic programs.

The Board is fully engaged in discussions about student outcomes and institutional effectiveness. It is committed to student success and academic quality, as evident in its policies, practices, processes, and ongoing collaboration with the Board of its feeder high school District. The Board of Trustees establishes clear expectations for student success and equity. It regularly reviews key student learning and achievement indicators with a focus on continuous improvement of academic programs and services to ensure the District is accomplishing its goals for student success. The Board is informed of student outcomes through its Subcommittee on Student Success and Accreditation, created in 2009, and through regular reports on student outcomes at Board meetings and Board retreats.

The Board of Trustees exercises oversight of the academic quality and effectiveness of the student learning programs and services through several policies and actions. They receive regular reports at Board meetings on student outcomes and accountability measures. They review and approve Student Equity Plans, enrollment strategies, commitment to student and faculty diversity, and policy changes. BP 3050 *Student Success and Support Program; and Student Equity* articulates the Board's commitment to educational opportunity and academic success.

The Board of Trustees' annual goals also reflect an expectation for institutional effectiveness, student success, and equity.

Board Goals 2022-23

1. Support the District's efforts to promote social justice and racial equity and the success of students of color who have historically been disadvantaged through the support and refinement of existing programs and the creation of new programs by:

1.2 Monitoring on an annual basis the College Student Equity Plans as recommended in the Call to Action and support the Chancellor in the work to support and implement these plans.

2. Continue to monitor the impact of the coronavirus (COVID-19) pandemic on student success and equity by:

2.1 Receiving regular updates from the Chancellor on the District's response to the ongoing pandemic and changing public health guidelines in order to ensure the health and safety of students and staff.

2.2 Reviewing preparations for the expanded reopening of District campuses and facilities for the Spring 2022 semester.

2.3 As part of regular presentations on Student Success, receiving information on online vs. on-campus student success, including information on success in classes not traditionally offered online, remote vs. distance education success rate, and student retention. Disaggregate the data by TOP code, race/ethnicity, gender identity, economic status, and sexual orientation.

12. Provide leadership and support to ensure continuing progress in student success measures and equity in student outcomes by:

12.1 Receiving an annual report on student outcomes at each college and District progress toward meeting the State Vision for Success Goals with broad demographic data, including LGBTQ categories (with "gender identity" and "sexual orientation" as categories).

Integrated Budgeting

Help Text: Please describe any strategies you will deploy to leverage funding beyond the SEA program to advance your institutional equity goals. (2,500 character max)

We are mapping our efforts to the campus-wide institutional vision of being the leading college of equity and excellence. Thus we will work across the campus to accomplish that vision by strategically prioritizing our Mesa 2030 Roadmap, first 5 years of the Mesa2030 plan. Included are Strategic Objectives and College-wide Progress Measures organized around the 5 goals outlined in the Mesa2030 Comprehensive Master Plan. By engaging in the work across the

campus while working on the same priorities we will leverage the various sources of funding to accomplish our goals rather than relying on SEA funding as the sole source of intentional equity engagement. All programs and/or initiatives will be focusing on the same objectives.

Student Voice

Help Text: Please describe any strategies you will deploy to leverage student voice to advance your institutional equity goals. (2,500 character max)

Centering student voices is vital, we will continue to use focus groups and surveys in order to capture input from students. We also leverage the various student leadership programs to capture the input of students, these programs include but are not limited to:

- Associated Students
- Basic Needs Ambassadors
- Black Leadership Fellow
- Cal-Fresh Ambassadors
- MT2C Tutors
- Outreach Ambassadors
- Pathways Fellows
- Peer Navigators
- Student Veterans
- Cross collaboration among Kapwa, Puente, UMOJA
- EOPS, DSPS, STAR TRIO, CAL WORKS, Dreamers

ADDENDUM

The 2022-25 Student Equity Plan Task Force identified a few materials you may find useful to review as you develop your plans. These materials may provide helpful context, research, or resources you may wish to reference as you engage your local teams in the process. This is not intended to be a comprehensive list.

Planning Resources:

- [Diversity, Equity, Inclusion, and Accessibility \(DEIA\) Glossary of Terms](#), CCCC DEI Workgroup, November 2020
- [California Community College Student Equity Plan Review: A Focus on Racial Equity](#), Center for Urban Education, Rossier School of Education, University of Southern California (Chase, Felix, & Bensimon, 2020)
- [Joint Analysis of the Enacted 2021-22 Budget](#), CCCC, July 2021

Recommended Reading:

- [CCCCO June 2020 Call to Action](#)
- [CCCCO November 2020 Call to Action](#)
- [Improving Racial Equity in Community College: Developing a Plan, Implementing the Vision](#) (Felix, 2021)
- [Progress & Potential: Considering the Question of Racial Equity in CA AB705](#), USC Center for Race & Equity (Cooper, Kurlaender, & Bensimon, 2021)
- [Integrating Racial Equity into Guided Pathways](#), Student Success Center Network (Bragg, Wetzstein, & Bauman, 2019)
- [California Community College #RealCollege Survey](#), The Hope Center (Goldrick-Rab, Baker-Smith, Coca, & Looker, 2019)
- [The State of Higher Education for Latinx Californians](#), Campaign for College Opportunity (November 2021)
- [The State of Higher Education for Black Californians](#), Campaign for College Opportunity (February 2021)

Recommended Viewing:

- [Nurturing a Student-Centered Campus Climate: Enrollment, Persistence, and Lessons from 2020](#) (November 2021 CCC Board of Governors Meeting)
- [Designing for Student Success: Building a Student-Centered Financial Aid and Basic Needs Ecosystem](#) (October 2021 CCC Board of Governors Meeting)
- [CCCCO Call to Action Webinar](#) (June 3, 2020)