

## San Diego Mesa College

# Student Equity Plan Executive Summary

**2022-2025**

### Introduction

At San Diego Mesa College, equity is a student-centered approach to fostering a culture of success for historically marginalized students. In our roles as faculty members, student services practitioners, staff, and administrators, we pursue equity through principles of inquiry and data-informed decision making. We will achieve equity when we see parity in outcomes across racial/ethnic groups and all disproportionately impacted groups within higher education. We work within integrated and equity-minded systems to ensure that everyone has what they need to succeed during their time at Mesa College.

The 2022 Equity Plan maps directly to our Comprehensive Strategic Plan. The vision of the college is to be the leading college of equity and excellence, educating students to shape the future. The commitment to equity and excellence is demonstrated by an ongoing process of programmatic and pedagogical innovation, ongoing conversations that address metrics, culture, actions, and language, and streamlining structural processes.

Activities are funded by combinations of the general fund, funds from the Student Equity and Achievement Program and other categorical programs, and grant funds. Thus the work of eliminating equity gaps will be based on intentional institutional practices not limited to the sources of funding.

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

To accomplish this, we will meet educational needs and accommodate the learning styles of our students through early implementation of varied pedagogy generally regarded as promising practices, and regular and thorough assessments of both teaching methods and student learning outcomes.

### How We Define Equity

At San Diego Mesa College, equity is a fundamental value and goal. We will know we have achieved equity when we see parity in outcomes across racial/ethnic student groups and all student groups that have been historically marginalized within higher education. Our commitment to equity requires that minoritized students have access and support across all campus systems, from application to completion. We aim for equity in access and opportunities for all.

At Mesa, equity is student-centered. Our professional community respects students and their contributions, listens to students, and responds to students' different needs without stereotyping. We aim to provide opportunity to all students regardless of their educational goals. We are here to set students up for success and we acknowledge all the different facets of our students' identities.

We pursue equity through a culture of inquiry and data-informed decision making in the classroom and across campus areas. We are working to approach difficult conversations about systems of oppression with skill and humility. Mesa is committed to developing interventions based upon robust data collection and following through on our new ideas with inquiry into the success of their implementation. We aspire to work within integrated and equity-minded systems to ensure that everyone has what they need to succeed during their time at Mesa College.

### Target Groups

In our initial 2014-2015 Student Equity Plan, we identified groups that were disproportionately impacted according to five student success measures and then selected target groups for our equity initiatives. At that time we found African American students to be disproportionately impacted in all areas, while Latinx students and Pacific Islander students, presented as disproportionately impacted in multiple areas.

As we consider our DI data in 2022 relative to the Vision for Success metrics, we find that our target groups have not changed relative to race. We acknowledge and appreciate the intentionality of this iteration of the equity plan template with its' return to focus on race. While we have identified other disproportionately impacted groups and will continue to modify systems and develop strategies for supporting them, our primary focus for the 2022-2025 Equity Plan will be purposefully focused on race.

The table below shows all of the target student groups for each success measure.

<b>Success Measure</b>	<b>Target Student Group</b>
Enrollment	<ul style="list-style-type: none"> <li>• Black or African-American</li> <li>• Hispanic or Latino/a/x</li> <li>• Asian, Native Hawaiian or other Pacific Islander</li> </ul>
Transfer-Level Math & English	<ul style="list-style-type: none"> <li>• Black or African-American</li> <li>• Hispanic or Latino/a/x</li> <li>• Asian, Native Hawaiian or other Pacific Islander</li> </ul>
Retention	<ul style="list-style-type: none"> <li>• Hispanic or Latino/a/x</li> <li>• Black or African American</li> </ul>
Completion	<ul style="list-style-type: none"> <li>• Hispanic or Latino/a/x</li> <li>• Black or African American</li> </ul>
Transfer	<ul style="list-style-type: none"> <li>• Black or African American</li> <li>• Latino/a/x</li> <li>• Pacific Islander or Hawaiian Native Female</li> </ul>

### Goals

After confirming our target student groups we set consistent baseline goals for each group using both qualitative and quantitative output measures. We recognize the impact of the COVID Pandemic on our equity work.

The pandemic 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.

As a result we were determined to set goals over the first two years using qualitative measures with the intent on rebuilding community and sense of belonging. In the third year of our efforts we hope to see improvement by means of a 5% closing of all equity gaps for each given metric.

### Activities

Our primary focus will be on five key areas, each will map to our [Mesa 2030 Comprehensive Master Plan](#) and [Mesa College Strategic Plan, Roadmap to 2030](#):

- Creating Inclusive Spaces - *Mesa 2030 Roadmap Objective – Community*
- Guided Pathways - *Mesa 2030 Roadmap Objective: Completion; Pathways and Partnerships; Scholarship*
- Learning Opportunities for Transformation (LOFT) Professional Learning – *Mesa 2030 Roadmap Objective: Scholarship*
- The Stand Resource Center: Basic Needs - *Mesa 2030 Roadmap Objective – Community; Pathways and Partnerships*
- Leverage our HSI Title III STEM E3: Equity, Excellence, & Éxito is a five-year grant (2021 – 2026), the objectives target our Hispanic and low-income students. Additionally we will leverage our new Title III: Asian American Native American Pacific Islander (AANAPISI Grant) to institutionalize support for AAPI and low income students: - *Mesa 2030 Roadmap Objective – Community; Pathways and Partnerships: Scholarship*

**Creating Inclusive Spaces** – 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 the creation and support of inclusive spaces.

- Black or African American
  - Athletics Retention Technicians (ART's) supportive resources of student athletes who are overrepresented with DI groups
  - Black Counselor Collaborative
  - Black Leadership Fellows: create rich and rewarding opportunities of engagement for Black/African American students
  - Black Student Success Initiative: District lead initiative to support success of Black/African American students
  - Creating Rich Unique Intellectual Student Experiences (CRUISE) & Peer Navigator programs
  - Culturally Responsive Teaching Pipeline: partnership with SDSU & SDUSD to support cultivation of culturally responsive teachers

- Rite of Passage: Black excellence and achievement ceremony
- Umoja Program
- Hispanic or Latino/a
  - Athletics Retention Technicians (ART's) supportive resources of student athletes
  - Avanza Engagement Center
  - Borderless Scholars: supports undocumented, AB540, Dreamer, DACA, students from mixed-status families, faculty/staff, and allies as well as the community at large
  - Creating Rich Unique Intellectual Student Experiences (CRUISE) & Peer Navigator programs
  - HSI Title III STEM E3: Equity, Excellence, & Éxito is a five-year grant (2021 – 2026)
  - Latinx Alliance: resources, connect, network and partner with Latinx community and others to help close the Latinx educational achievement gap
  - Puente Program
  - Raza Grad: Celebrating Latinx Success and Completion
- Asian, Native Hawaiian, or Pacific Islanders
  - Amplify the voices and stories of Asian American students and leaders
  - Asian American Native American Pacific Islander (AANAPISI) Serving Institution Programs
  - Create AAPI gathering spaces
  - Creating Rich Unique Intellectual Student Experiences (CRUISE) & Peer Navigator programs
  - Foster a sense of community through events and spaces
  - KAPWA Learning Community taught through an Asian Pacific Islander lens
  - Offer learning community courses taught from an APIA perspective

*Equity Spotlight within Creating Inclusive Spaces:*

- Mesa Library Diversity Equity and Inclusion Plan includes incorporates an Equity Library Action Plan with and intentional focus:
  - Build campus connections and improve library promotion by collaborating with Affinity Groups (Latinx, Black Student Union, Asian Pacific Islander, Native American, LGBTQIA groups, and more) to promote student's success and achieve inclusive excellence on campus
  - Increase outreach efforts and presentations to DI students' groups: Umoja, Chicano Studies, Black Studies, Puente, EOP/NEXT UP, Promise, DSPS
  - Promote an inclusive culture that honors and advances the values of diversity, equity, inclusion, and connectedness through shared experiences and the promotion of Library resources
  - Invite students to participate in Library DEI programs and events and seek opportunities to collaborate with student organizations, such as Associated Students and Student Clubs
- Pride Center will use 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 supported through equity-based services, mainly through the operations of a welcoming space that centralizes the experiences and support to LGBTQIA+ students, faculty and staff.

*Data Spotlight: Peer Navigator and CRUISE Programs:*

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

**Guided Pathways** - 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.

- 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.

*Equity Spotlight within Guided Pathways:*

- The student success teams will include “Equity Coaches” who will be intentional in ensuring that specific supports for students who identify as Black/African American; Latinx; and Pacific Islander, are offered through the success teams' model. They will also ensure that equity data is regularly factored in when making decisions on activities to support student success.
- The Mesa Tutoring and Computing Centers (MT2C) has been a long standing campus-wide equity initiative. The professionalized training and intention to support marginalized students has proven effective, we will seek to expand the impact of MT2C on our Black/African American; Latinx; and Pacific Islander students.

*Data Spotlight: MT2C*

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

**LOFT (Professional Learning)** - Professional Learning/Development Opportunities – Mesa College will continue to provide professional learning/development opportunities that are aimed at addressing the following:

- 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

*Equity Spotlight within Professional Learning:*

- The Leaders Engaging in Equity Practice (LEEP) Series is designed to build and sustain a sense of community that extends across campus and constituencies, nurturing collaboration, learning, growth, and diversity. Through collective learning participants will actively engage as thought partners on equity and cultural wealth through reflection to engage in transformational work. The series will include a variety of readings, film screenings, facilitated discussions, interactive workshops, lectures, panels, and collaboration. Collectively, these experiences prepare participants for the responsibility of aiding in the professional learning of their colleagues. The Goal of the course is to engage in reflection and action through collaboration to transform the college experiences of students--inside or outside of the classroom--through an equity minded lens.
- The Curriculum Equity and Excellence Institute (CEER) is helps faculty to review instruction and curriculum through and equity lens, creating greater success for all students including those experiencing disproportionate impact.

**The Stand Resource Center, 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.

Services:

- 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.
- Emergency Aid; ECOM 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

*Equity Spotlight within Basic Needs:*

- Direct Student Support; case management style program to provide students with textbooks, school supplies, food, transportation, or other resources. This program will intentionally serve Black/African American; Latinx and Pacific Islander student groups through direct outreach. The equity data gathered through the program will help to inform services in the future.

**HSI Title III STEM E3: Equity, Excellence, & Éxito is a five-year grant (2021 – 2026), and Title III: Asian American Native American Pacific Islander (AANAPISI Grant) –** We will leverage these U.S. Department of Education grant opportunities to support the success of our Hispanic/Latinx students and our Pacific Islander students.

STEM E3, Equity, Excellence, & E'xito objectives:

- There will be a 10% increase in the number of Hispanic and low-income full-time STEM field degree-seeking undergraduate students enrolled at Mesa
- There will be a 13 percentage point increase in the success rate of Hispanic students in STEM gateway course completion
- There will be a 10 percentage point increase in the annual percentage of Hispanic students transferring successfully into a STEM field at a four-year institution
- There will be a 50% increase in the number of Hispanic and low-income students participating in peer mentoring
- There will be a 8% decrease in average number of units accumulated by Hispanic associate STEM degree earners
- There will be a 15% increase in the annual number of STEM AA graduates who are Hispanic
- The number of faculty and staff trained in equity-based teaching and learning, or academic, financial, and culturally inclusive approaches to student advisement will triple

Asian American Native American Pacific Islander (AANAPISI) objectives:

- Enrollment: There will be a 10% increase in the number of APIA and low-income full-time, degree-seeking undergraduate students annually enrolled at Mesa
- Persistence: The percentage of first-time, full-time degree-seeking APIA students who were in their first year of postsecondary enrollment in prior year and are enrolled in current year at Mesa will increase from 65% to 71.5%
- Graduation: The percentage of first-time, full-time degree-seeking undergraduate students enrolled at two-year ANNAPISs who graduate within three years of enrollment will increase 5%
- Student Support Utilization: The number of students who participate in grant-funded career preparation activities, including civic engagement projects, internships, etc., will increase from 40 to 400
- Student Support Utilization: The number of students targeted from APIA groups who participate in grant sponsored English and Personal Growth learning community will increase from zero annually to 125 students annually
- Professional Development: 80 faculty and staff will be trained in culturally inclusive approaches to inquiry, teaching and learning that address the needs of APIA, low-income, and disproportionately impacted students, over baseline of 0.

*Equity Spotlight within STEM E3:*

- In 21/22 the success rates of Latinx peer mentees in BIOL 210A was 6% points higher than the course's overall success rate
- In its first semester of implementation, CHEM 152 free online homework system has decreased textbook costs by \$65/student. There are 52 students affected by this system for a total savings of \$3,380. Students have rated this system a 4.6 out of 5

*Equity Spotlight within AANAPISI:*

- Developing college's inaugural AAPI Graduation Ceremony
- Expanding Mesa College's library collection in AAPI Studies

**Conclusion**

Student Equity and Achievement Program (Assembly Bill 943) requires colleges to collaborate and coordinate equity-minded programs across the college to develop and implement specific action plans to address disparities that are revealed when success data is disaggregated by student demographics.

The 2022 - 2025 Equity Plan re-centers our work around race specifically focusing on our three long standing disproportionately impacted groups, Black/African American; Latinx, and Pacific Islander. To complete this plan, the college has drawn from other institutional work including Guided Pathways, Basic Needs, Mesa 2030 Strategic Planning and Mesa 2030 Roadmap.