

EXECUTIVE SUMMARY

Introduction

San Diego Mesa College is the “Leading College of Equity and Excellence.” Since embarking on this aspirational vision, Mesa College has developed more than 60 programs and activities designed to eliminate disproportionate impact and promote student success.

In 2014-2015, the Student Success and Equity Committee was formed to support and lead innovative campus initiatives that strengthen student access, success, and equity. The academic year, 2014-15 also served as a year of reflection for Mesa College centered on equity -minded inquiry. Through partnerships with the Center for Urban Education (CUE) as well as the Minority Male Collaborative (M2C3 now CCEAL), the campus community was engaged in deep conversation around equity and equity minded thinking and practices. The foundation was laid. In 2015-16 the office of Office of Student Success and Equity was formed to take the lead in developing and supporting equity -related programs and activities working in concert with the student Success and Equity Committee.

2014-15 was our year of reflection; 2015-2016 was our year of program development and implementation. The Student Success and Equity Committee developed the following overarching themes that helped drive equity programs/activities:

- Mitigate and eventually eliminate disproportionate impact.
- Integrate student and instructional support services to foster the success.
- Create clear pathways for student completion.
- Increase student engagement (at all levels).
- Foster equity-mindedness through staff professional development.
- Strategically align the various student success and equity initiatives operating concurrently on campus.

In 2016-17 the college focused on program evaluation and integration. Under the leadership of the Student Success and Equity Committee (now called Success, Equity, and Transformation, or SET), equity resources, often integrated with Title V and/or SSP, BSI funding, were expended on activities with the intent of institutionalizing equity -minded practice as the core of what we do and how we do it. The goal for academic year 2016-17 was to leverage innovation resources to make our efforts more efficient and sustainable. Moving forward, the college will be focusing on the evaluation of efforts for program improvement always with the intentional goal of mitigating disproportionate impact.

Goals and Assessment of Progress

Integration represents a whole new way of looking at our work, and this includes data. As we continue to look at success rates, we will be looking at them through the lens of Key Performance Indicators, including Momentum Points and additional measures, such as completing transfer-level English and Math. Moreover, institutional improvements contribute to what and how we assess. For example, our “Placement Assistant,” uses state high school GPA rules to more accurately and equitably place students in transfer-level English and Math; as a result, many more students are deemed capable of passing transfer-level courses. Our new, more individualized English Language Acquisition program shortens time in the language pathway; and our co-requisite English course has dramatically raised throughput and narrowed equity gaps across all groups.

As a result of comprehensive data review, we have discovered that, though our initial success goals don’t always reveal progress, other indicators reveal that Mesa is a leader in reducing equity gaps.

Success Rate (African-Americans, Latinos, Pacific Islanders)

Goal: Improve the Success Rates for African American students by 7% short term and 11% by 2021; Latino and Pacific Islander by 5% in the short term and 9% in the long term.

Assessment of Progress:

Course Success Rates, Fall 2015 to Fall 2016

- Improved for African –American students from 61% to 63%.
- Stayed flat for Latino students at 66%.
- Improved for Asian/Pacific Islander students from 77% to 79%.

Basic Skills Progression (African American, Filipino, Pacific Islander, DSPS, Latino)

Goal: Improve Basic Skills English Progress Rates for African American, Filipino and DSPS by 12% in the short term and by 25% Long Term; Pacific Islander by 18% in the short term and 28% long term.

Assessment of Progress:

English 031 & English 101 Co-requisite, Fall 2016-Spring 2017

- The one-year transfer-level completion rate for all students jumped from 13% (for those placed two levels below) to 74% for those in the co-requisite course.
- For African-American students, the completion rate jumped from 20% to 85% for those in the co-requisite course.
- For Latino students, completion went from 12% to 60%

Goal: Improve Basic Skills Math Progress Rates for Male Students by 3% short term and 8% long term; African American by 3% short term, 8% long term.

Assessment of Progress:

Accelerated Math 92, Students who started Math in 2015-16

- African-American students, who take Math 92, instead of 46/96, succeeded at a rate of 2 percentage points higher (28.1 vs. 30.4).
- Interestingly, Latino students who took Math 92, instead of 46/96, succeeded at a rate of 19.3 percentage points higher (24.6 vs. 43.9). Math 46 vs. Math 92 outcomes:

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|---|---|
| Math 46 to Transfer level math for African Americans is 22.2% | Math 92 to Transfer level math for African Americans is 25.6% |
| Filipino is 22.7% | Filipino is 66.7% (very small sample) |
| Latino 21.5% | Latino 40.1% |

Goal: Improve Basic Skills ESL Progress Rates for African American by 5% short term, 9% long term; Latino Students by 5% short term, 7% long term.

Assessment of Progress:

ESOL Curriculum is being redesigned, Acceleration

Individualized acceleration program, students who may have taken up to two years of classes (those who started from beginning) will have the option to accelerate through the pipeline in one year.

- Data on the program outcomes is pending.

Completion Rate (African American, Latino, Pacific Islander, DSPS, Veterans)

Goal: Improve Overall Completion Rate for African American by 11% short term, 21% long term; Latino by 8% short term, 19% long term; Pacific Islander by 13% short term, 23% long term; DSPS and Veteran Students by 5% short term, 15% long term.

Assessment of Progress:

Completion Rate, 2015/16 to 2016/17

- Increase for African American students 37% to 40.4%.
- Increase for Hispanic/Latino 43.7% to 50.1%.
- Increase for Pacific Islander from 37.5% to 58.8%.
- Significant Increase for DSPS 15/16 from 38.1% to 49.5%.
- While we do not have cohort data for Veteran Students, we find that the over Success Rate for this group is at 79% for Fall 2016/17 as compared to 70% for the general population. Additionally, Veteran Students have a higher overall GPA, 2.78 while the general student population is at 2.71.

Degree Attainment (African American, Pacific Islander)

Goal: Improve Overall Completion Rate for African American by 11% short term, 21% long term; Latino by 8% short term, 19% long term; Pacific Islander by 13% short term, 23% long term; DSPS and Veteran Students by 5% short term, 15% long term.

Assessment of Progress:

Degree Attainment, 2015/16 to 2016/17

- Increase for African American students 8.3% to 13.6%.
- Decrease for Pacific Islander from 19.8% to 14.2%, however, there was more than a 21% increase in the overall success rate for Pacific Islander students over the same period of time which indicates a much higher degree of transfer.

Transfer Rate (African American, Latino, DSPS, Economically disadvantaged)

Goal: Improve Transfer Rate for African American by 6% short term, 18% long term; Latino by 3% short term, 19%, long term; DSPS by 8% short term, 21% long term; Economically Disadvantaged by 8% short term, 20% long term.

Assessment of Progress:

Transfer rates, 2015/16 to 2016/16

- Increase for African American Students 27.6% to 29.8%.
- Increase for Hispanic/Latino students 31.5% to 36.8%.
- Increase for economically disadvantaged, 18% to 22%.
- Increase for DSPS, 18.6% to 28.3%.

Conclusion: As a college we are committed to eliminating disproportionate impact. After 1 full year of implementation of our primary equity initiatives we are pleased with the progress that we are seeing. In all areas of indication progress is being made toward the accomplishment of our stated long term goals.

Summary of Activities and Resources Budgeted

| Indicator | Targeted Groups | Goal | Activities | 2014-2015 | 2015-2016 | 2016-2017 |
|--|---|--|---|-----------|-----------|-----------|
| Access | Former Foster Youth Hispanic/Latino | Although Mesa does not show disproportionate impact for Access. We have prioritized the goal of supporting former foster youth and AB540 Students. | <u>Fast Scholars</u> (Outreach, Student Services & Categorical) – Hired Special Populations Counselor. <u>Borderless Scholars</u> (Outreach, Student Services & Categorical) – Hired a Special Populations Counselor. | 0 | 40,000 | 40,000 |
| Course Completion | African Amer. Latino Pacific Islander | Improve the Success Rates for: African Americans by 7% short term (ST) and 11% by 2021 (Long Term, LT). Latino and Pacific Islander by 5% ST, 9% LT | <u>Peer Navigator Program</u> (Outreach) – Provides a peer to peer mentor for incoming freshmen students. <u>Direct Support Program</u> (Direct Support) – Provides direct support in the form of resources, including: Meal Cards, Bus Passes, Print Cards, Back packs and other schools supplies, Assessment and referral services. <u>Classroom Tutoring</u> (Instructional Support) – Classroom tutoring support, peer mentoring and instructional support. <u>The Stand</u> (Categorical) – Food and professional clothing pantry, combats food insecurity. <u>STEM Workshop Series</u> (Instructional Support) – Create new tools for advancing the success of underrepresented students in STEM. | 196,050 | 209,825 | 267,000 |
| ESL and Basic Skills Completion | African Amer. Filipino Hispanic Pacific Islander DSPS | <u>Improve BS English Progress Rate:</u> African American, Filipino and DSPS by 12% ST, 25% LT Pacific Islander by 18% ST, 28% LT <u>Improve BS Math Progress Rate:</u> Male Students by 3% ST, 8% LT, African American by 3% ST, 8% LT <u>Improve BS ESL Progress Rate:</u> | <u>Math Acceleration Project</u> (Instructional Support) – Basics skills acceleration, Math 92: Applied Beginning and Intermediate Algebra. <u>Multiple Measures Assessment Project (MMAP)</u> - (Coordination and Planning) Placement Assistant using multiple measures. | 0 | 48,000 | 48,000 |

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|--|---|--|---|---------|---------|---------|
| | | African American by 5% ST, 9% LT, Latino Students by 5% ST, 7% LT | | | | |
| Degree and Certificate Completion | African Amer. Latino Pacific Islander DSPS Veteran | Improve Overall Completion Rate: African American by 11% ST, 21% LT; Latino by 8% ST, 19% LT; Pacific Islander by 13% ST, 23% LT; DSPS and Veteran Students by 5% ST, 15% LT | <u>Summer Cruise (Outreach)</u> – Onboarding program for new students. <u>Learning Opportunities For Transformation (LOFT)</u> (Professional Development) – The Center for equity minded professional development. <u>Mesa Tutoring And Computing Centers (MT2C)</u> – (Instructional Support) Professionalization of tutoring services. | 132,532 | 260,401 | 270,401 |
| Transfer | African Amer. Latino Pacific Islander DSPS Economically Disadvantaged | Improve Transfer Rate: African American by 6% ST, 18% LT; Latino by 3% ST, 19%, LT; DSPS by 8% ST, 21% LT; Economically Disadvantaged by 8% ST, 20% LT | <u>Categorical program support</u> (Categorical) – Support to categorical programs, EOPS, DSPS, STAR TRIO | 28,000 | 44,315 | 65,000 |
| Multiple indicators | All Groups | These activities support the College’s overall effort to eliminate the indicator goals previously highlighted | <u>Office of Student Success & Equity</u> (Coordination and Planning) – This office takes the lead in planning, developing and supporting equity efforts across the campus. <u>Course Redesign Institute (CRI)</u> (Professional Development) – Intensive, one-week course redesign program. <u>Equity Research</u> (Research and Evaluation) – Supports the research of equity related programs across the campus. <u>Jumpstart Your Success Program</u> (Outreach) – Recruitment event designed to reach out to prospective students, build community. <u>Center for Urban Education</u> – (Professional Development) Provides academic framework for equity minded practice. | 217,128 | 794,062 | 706,202 |

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|--|--|--|---|---------|-----------|-----------|
| | | | <p><u>Community College Equity Assessment Lab (CCEAL)</u> – (Professional Development) Consultants, assists with teaching and assessment of equity practice.</p> <p><u>Teaching Men of Color in the Community College (CORA)</u> – (Professional Development) Course offered to faculty, staff and administration.</p> <p><u>Equity Mini Grants</u> – Supported faculty and staff development of equity related programs. (2015/16)</p> <p><u>Building Community</u> – Supported programs that are intentionally designed to build connection and community among our disproportionately impacted student groups.</p> <p>Financial Literacy Initiative – College initiative necessary for all students and particularly vital for traditionally marginalized students.</p> <p>Mathletics – Supports Hispanic and low-income students who receive a “C” in Math 46 or 96 and are transitioning on to Math 96 and 104</p> | | | |
| | | | <p>Total Budgeted <i>*Does not include benefits</i> <i>Funds Allocated</i></p> | 573,710 | 1,369,603 | 1,396,603 |
| | | | | 845,160 | 1,698,436 | 1,698,436 |