2025-2028 Student Equity Plan & Executive Summary

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September 2, 2025 | PCAB Meeting

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Executive summary

☐ **Student groups for whom goals have been set**

☐ **Goals set for these student groups**

☐ **Initiatives that the community college or district will undertake to achieve these goals**

☐ **Resources that have been budgeted for that purpose** (referring to goals/key strategies in this 2025-28 Student Equity Plan)

☐ **Community college district official to contact for further information**

☐ **Detailed accounting of how funding was expended** (expenditures from 2022-25 Student Equity Plan)

☐ **Assessment of the progress made in achieving identified goals** (goals and outcomes from 2022-25 Student Equity Plan)

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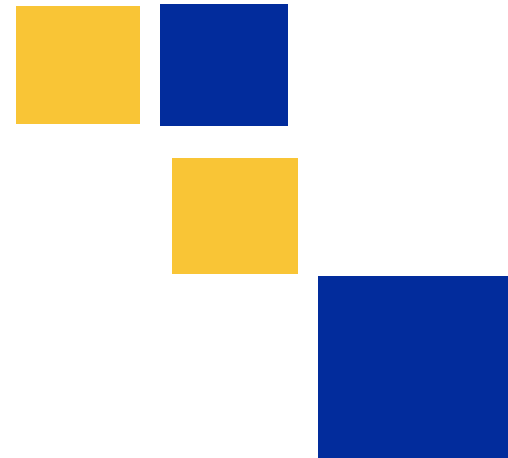
Student Equity Plan Workgroup Members:

Cynthia Rico	Dean of Student Development	Ariana Hernandez	SSE MIP Student Intern
Leticia Diaz	Dean of Student Success and Equity	Leland Simpliciano	AANAPISI Director
Wendy Smith	Professor and Chair, English	Flordaliza Abuyo	SSE Admin Assistant IV
Kyung Ae	Institutional Effectiveness, Research/Planning Analyst	Melissa Williams	DSPS Counselor
Juan Bernal	Professor and Chair, Mathematics	Edeama O. Jonah	Equity Librarian
Anne Hedekin	Transfer Center Counselor Coordinator	Michael Lettieri	Grant Writer, Foundation
Mahro Hashimi	Associated Student Representative	Brian Lesson	Professor, Hospitality Services
Jenn Park	Outreach Coordinator	Alex Holowiki	Professor, History
Jill Moreno	Professor, English	Larry Maxey	Vice President of Student Services
Nellie Dougherty	EOPS and Special Programs, Counselor and Chair		
Linda Hensley	Dean of Humanities & Language		
Jennifer Carmichael	Dean of Math & Natural Sciences		
Katie Palacios	Instructional Designer, LOFT		

Thank you

- **Moment to reflect on what was the baseline data in academic year 2022 to now.**
  - What efforts have been implemented?
  - What worked? What did not?
  - Was it possible to assess all that was said?
  - Change is constant, what efforts shifted?

- **Moment to review of the NEW data the CCCO pre-populated in the 2025-2028:**
  - Why where these students identified?
  - What was the data saying?
  - Data reflected included a number of intersectionalities
  - Who was counted in the data when we say for example White student population?
  - What student populations were not identified? Could there be too much aggregation?
  - Intensive focus on race

- **Moment to reflect on the funding from Fall 2022 to Spring 2025**
  - What has been funded?
  - What are the funding realities?
  - Mesa will be entering a 4th year SEA Funding with no COLA, no increases and there are yearly step, column and resent raises, and increases in overall expenses such as supplies and food.

- **Moment to reflect on initiatives and activities:**
  - What of these were the most impactful
  - What should we continue?
  - What is something we have not explored?
  - How does new legislation impact this work?

- **We then moved on to identifying key strategies- a minimum of three were to be identified**
  - What would be the % and # of students to Eliminate the Disproportionate Impact ?
  - What would be the % and # of students to fully close the equity gap?

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Student Groups Experiencing DI as defined in CCCCO Data Vista

5 Metrics:
The CCCO pre-populated each college's student populations experiencing DI within each metric, along with the percentage increases needed to eliminate DI and to fully close equity gaps .

- Successful Enrollment
- Completed Both Transfer-level Math and English
- Persistence First Primary Term to Secondary Term
- Completion
- Transferred to a Four-Year

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Key Strategies to Advance Transfer Goals

MIS Definition for Transferred to a Four-Year: Among students in the cohort who earned 12 or more units at any time and at any college and who exited the community college system in the selected year, the number of cohort students who enrolled in any four-year postsecondary institution in the subsequent year or 4 years after for 3-year cohort.
https://datavista.cccco.edu/resources/42 (620C)

1) Focusing efforts on addressing the challenges students face by addressing financial barriers, food insecurities, and housing insecurities all while providing culturally relevant systems and programs. Provide transfer application fee waivers, laptop loan program, scholarships/grants, and expanding the availability and integration of OER and ZTC courses. add "basic needs".

2) Equip faculty, classified staff, and administrators with equity-centered training and up-to-date transfer knowledge to create a supportive, informed, and unified campus environment that actively promotes and facilitates student transfer to 4-year universities.

3) Empower students with financial literacy skills to interpret university admission offers, understand financial aid packages, and make informed, sustainable decisions about transferring to 4-year institutions by hosting annual and semester-based workshops that help students break down and compare university financial aid offers.

4) Infuse transfer messaging in all student spaces such as website, newsletter, syllabi, events, and marketing materials. Celebrate transfer acceptances with public recognition events that highlight student and alumni success.

Assessment of the Progress in 2022-2025

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Mesa College's comprehensive efforts to further a culture of equity and reduce equity gaps through institutional change emphasized three areas:

- Fostering a sense of belonging and creating connection to campus through culturally affirming spaces and programs, and mentorship and counseling to support the development of college-going identities. We learned that the biggest impacts came from creating accessible affinity spaces, cultivating strong peer networks, and hosting culturally affirming campus events.

- Supporting academic success through tutoring and embedding equity in professional development programming. We learned that the biggest impacts came from infusing equity into online course design, expanding course offerings in Black Studies, and targeting DI populations for support from tutoring.

- Expanding and targeting access to basic needs and other resources. We learned that the biggest impacts came from programs that integrated basic needs into other activities and proactively connected students with support.

- **We established ambitious goals to increase each metric by 5%.** While progress has been made, our commitment remains focused on closing equity gaps.
- **Student outcomes from 2022–2025 continue to be shaped by the lasting impacts of the post-COVID transition,** as students navigate academic readiness, mental health challenges, financial strain, and shifting expectations for learning and support.
- **Pacific Islander (PI) student data are suppressed in most academic years**, including the baseline year of 2020–2021, and therefore are not visible in Data Vista. However, the PI population is recognized as a marginalized student group at San Diego Mesa College, and we have made significant efforts to increase the successful enrollment of PI students.
- The revised baseline transfer rate for Black/African American students to four-year institutions in the 2016–2017 cohort was 33%. After applying a projected 5 percentage point growth, the Year 3 goal was set at 38%. **San Diego Mesa College exceeded this goal, achieving a transfer rate that was 6 percentage points higher than the target in Year 3 cohort of 2019-20.**
- The revised baseline degree completion rate for Latine students in the 2017–2018 cohort was 9%. **Over the following four cohort years, the completion rate remained between 7% and 9%, making the 5-percentage point growth target a significant challenge.**
- **Mesa College remains committed to providing targeted support and resources to promote the success**

Completed Comprehensive Student Education Plans

Using local college data, please complete the Comprehensive Student Education Plans for fall 2022, spring 2023, fall 2023, spring 2024 cohort

Cohort

New, First-Time, Non-Special Admit Unduplicated Students for that Term Refer to Title 5 Section 55532 for a list of possible exempt students

The following is a newly proposed 2025 MIS definition for comprehensive education plans: A comprehensive education plan is at least 2 terms in length and should, at minimum, comply with Title 55524 Student Education Plans and include the student's declared course of study along with all required courses and other requirements needed to complete each term to achieve the student's declared course of study (i.e. degree, certificate, transfer, apprenticeship).

Student Education Plans

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Identify Student Populations Experiencing DI in Receiving a Comprehensive Education Plan

List all DI Student Groups

Identify Key Strategies to implement to continue to

Proactively ensure the identified DI Student populations receive a comprehensive education plan early in their journey- with a primary goal to deliver in the first semester, and secondary goal of delivery by the end of the first academic year.

Comprehensive Education Plan Implementation for ALL Student Populations

List plan for ALL Student Groups

Vision 2030 Equity Alignment & Coordination:

- Guided Pathways
- Student Financial Aid Administration
- Students with Disabilities
- Extended Opportunity Programs and Services
- CalWORKs
- NextUp/Foster Youth

- Programs for Veterans
- Justice Impacted Students
- Low-Income Adults
- Credit for Prior Learning
- Dual Enrollment
- Strong Workforce Program/Perkins
- Additional Programs

Timeline

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Spring 2025
February
PCAB Presentation and Student Equity Plan Workgroup

Spring 2025
March – April
Workshop meetings (Review Data, Equity Reflection Progress, Challenges)

Spring 2025
May
Draft presentation to constituency groups

Summer 2025
June – August
Workgroup meetings, writing, revisions based on feedback

Fall 2025
September
Finalize draft of plan and present first & Second read for constituency groups

Fall 2025
October
Finalize Equity Plan

Fall 2025
November
Plan approval by Governing Board and submission on NOVA

DEADLINE TO CERTIFY AND SUBMIT NOVEMBER 30, 2025