

Student Equity & Achievement Program

Presentation to President's Cabinet
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Requirements

- Addressing the achievement gaps of underrepresented student populations
- Implement the Guided Pathways framework offering a clear path to a stated goal
- Provide all students with an education plan based on the goal
- Set aside outdated and inaccurate placement policies that keep far too many students from completing their goals in a timely manner
- Maintain an Equity Plan





Student Equity Plan

Identifies
Mesa College's disproportionately
impacted (DI) student populations

Outlines goals to improve the following:

- successful enrollment
- term-to-term persistence
- math and English completion
- degree and certificate completion
- transfer through academic and student support services across campus

ACTIVITIES

Primary focus will be on four key areas, each will map to our Mesa 2030 Comprehensive Master Plan and Mesa College Strategic Plan, Roadmap to 2030, HSI Title III STEM E3: Equity, Excellence, & Éxito, AANAPISI Grants

CREATING INCLUSIVE SPACES

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.

LOFT (PROFESSIONAL LEARNING)

Professional Learning/Development Opportunities – Mesa College will continue to provide professional learning/development opportunities that are aimed at addressing equity minded teaching and learning strategies.





DI Student Groups

Demographic	Gender	Metric
Black or African American	M	Transferred to a Four-Year Institution
Native Hawaiian or Other Pacific Islander	M	Transferred to a Four-Year Institution
Black or African American	F	Completed Both Transfer-Level Math and English Within the District in the First Year
Hispanic or Latino	M	Completed Both Transfer-Level Math and English Within the District in the First Year
Black or African American	M	Completed Both Transfer-Level Math and English Within the District in the First Year
Native Hawaiian or Other Pacific Islander	M	Completed Both Transfer-Level Math and English Within the District in the First Year

Examples of Funded Expenditures

Student Development

- Salaries and Benefits
- Student Development
- Outreach Team
- Assessment Team
- Adjunct Counselors
- Office of Institutional Effectiveness
- Technical Analyst
- District Evaluations 2.33
- District Student Systems Support
- Project Assistants
- Supplies
- Technology
- Laptops for retention programs
- Conference and Travel
- Professional Learning
- Campus events and activities
- Orientation
- Campus Tour
- SARS Software , Career Ready Guide

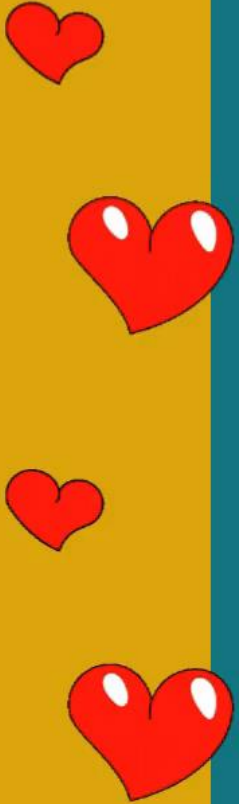
Student Success & Equity

- Salaries and Benefits
- Student Success & Equity
- EOPS, DSPS, STAR TRIO, CalWORKS, Borderless Scholars, Rising Scholars, NextUp, Black Leadership Fellows Team, Pride Center, Dreamer Resource Center, The Stand, AVANZA Engagement Center
- Project Assistants
- Peer Navigators
- Student Success Specialists
- LOFT Team (3)
- Office of IE
- Dean of SSE & Staff
- College Technical Analyst
- Supplies & Technology
- Technology & Laptops
- Conference and Travel
- Laptops for retention programs
- Conference and Travel
- Professional Learning

Basic Skills

- Tutoring Center
- Learning Skills, Supplies
- District Research and Planning
- Hourly Employees

Student Equity & Achievement Program





Success Story: Creating a Sense of Community & Supporting Inclusive Spaces - BLF

San Diego Mesa College focused on creating inclusive spaces by fostering a campus environment to raise awareness and develop a sense of community for marginalized student groups.

Mesa prioritizes addressing racial inequalities over discomfort by creating and supporting inclusive spaces such as the Black Leadership Fellows (BLF), Umoja, Black Studies, Black Student Union, and Black Student Success Work Group.

Students had the opportunity to participate in the HBCU University Fair, Umoja Conference, Black Excellence Symposium, Black Professionals Day, and Black Student Leadership Fellows Healing and Empowering Minds.

Through these efforts, increased partnerships and collaboration were made possible by working collectively.





Success Story: Creating a Sense of Community and Supporting Inclusive Spaces - AAPI



There is a long and diverse history of AAPI communities in the United States. Despite the progress made, many AAPI communities continue to face discrimination and xenophobia and encounter structural barriers.

Since 2019, members of AAPI communities have experienced an “alarming increase in hate crimes specifically targeting individuals who identify as Asian.”

San Diego Mesa College strives to create a campus dedicated to creating an inclusive environment that addresses the needs of the Asian American, Native Hawaiian, and Pacific Islander communities.





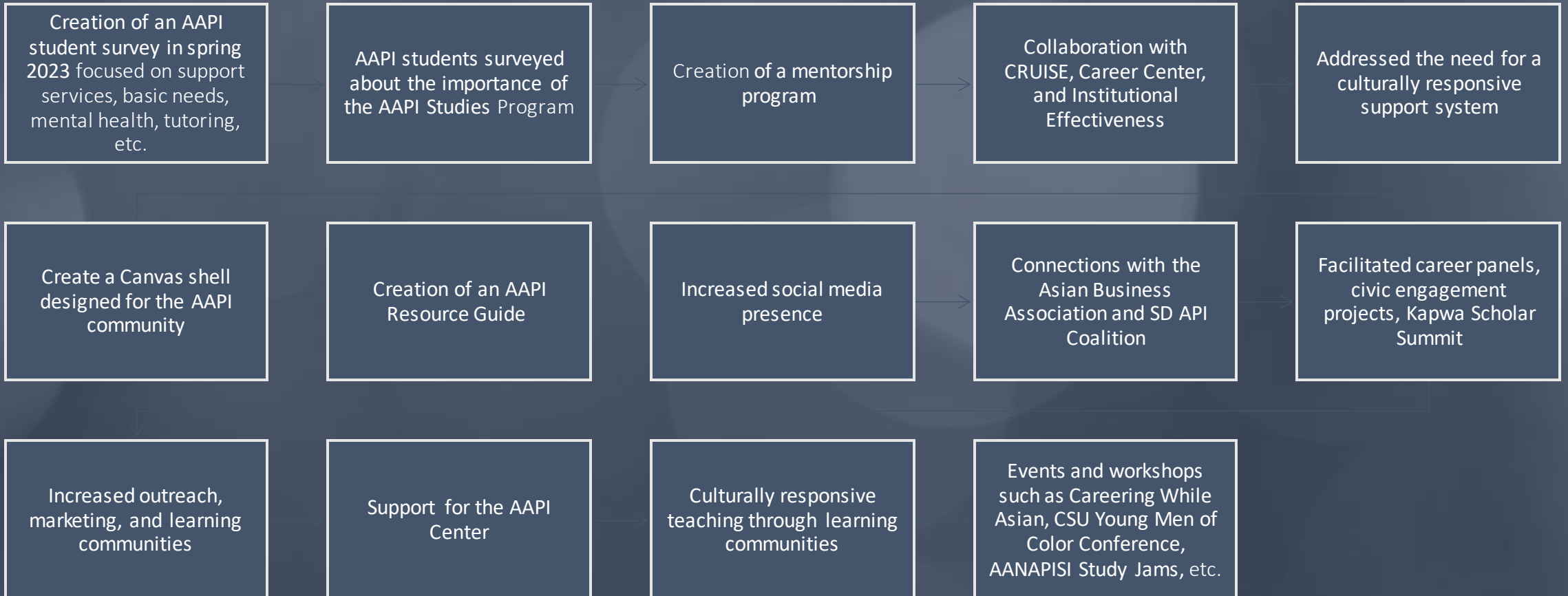
¡SI SE PUEDE!

Success Story: Creating a Sense of Community and Supporting Inclusive Spaces – Latinx

- San Diego Mesa College strives to create a campus dedicated to creating an inclusive environment that addresses the needs of the Latinx student population.
- Efforts include and are not limited to the Punte Program, HSI Noche de Familia, Latinx Bienvenida, DEBER, MeChA, Chicana/o Studies, and ESCALA.
- These programs focus on championing Latinx students by fostering an inclusive community on campus.



Success Story: Creating a Sense of Community and Supporting Inclusive Spaces - AAPI





Metric: Successful Enrollment

- Action Step: Targeted recruitment with feeder high schools is supported by Mesa Outreach at the high schools, at San Diego College of Continuing Education, outreach Fairs, College Nights sponsored by the high schools, during high school campus tours, and special one-day events such as Saturday-Jump Start, July/August, and January “Cruise Events”
- Action Step: Targeted recruitment with feeder high schools is supported by Mesa Outreach at the high schools, at San Diego College of Continuing Education, outreach Fairs, College Nights sponsored by the high schools, during high school campus tours, and special one-day events such as Saturday-Jump Start, July/August and January “Cruise Events”
- Action Step: Outreach to Black/African American, Latinx, and AAPI communities through participation in community events, partnership with Outreach services, and collaborating with SD County of Education to develop a pipeline for high school Black/African American, Latinx, AAPI students to Mesa

Metric: Completed Transfer-Level Math & English

Completion of first and second-semester transfer-level English within the first year

Completion of first and second-transfer-level English. Additionally, statistics as part of the LCOM is also offered if needed for major/GE during the first semester.

The Kapwa counselor is embedded in English courses to offer intrusive counseling to increase student success. Embedded M2TC English Tutor in ENGL courses.





Metric: Persistence - First Primary Term to Secondary Term

- Require students in EOPS, STAR TRIO, Kapwa, Puente, UMOJA, and student-athletes to have an active education plan on file that reflects the students' current major and meet with a counselor regularly.
- CRUISE participants are paired up with Peer Navigators (mentors) who provide support with the enrollment process.
- Support the creation of a UMOJA/BLF, AANAPISI, and Puente Center
- Counseling and education planning services to ensure that students are on the right math path for their STEM major
- Develop a peer mentorship component to provide support to students and referrals to support services such as tutoring, basic needs, and mental health support

Metric: Transfer to a Four-Year Institution

Transfer	Transfer Transitions invited student organizations and student services departments from local universities to introduce services to incoming transfer students from DI populations
Facilitate	Facilitate Application Open Labs, "Step by Step Admissions, and Next Steps" Workshops
Provide	Provide bus transportation to HBCU Caravan visit



Metric: Completion (Attained the Vision Goal Completion)

Require	Require students in Kapwa, Puente, UMOJA, and student-athletes to have an active education plan on file that reflects the students' current major and meet with a counselor regularly.
Attend and participate in	Attend and participate in events that increase exposure to, knowledge, and understanding of transfer options, process, and education planning
Require	Require that students in Kapwa, Puente, UMOJA, and student-athletes have an active education plan on file that reflects the students' current major and meet with a counselor regularly.
Support	Support faculty to embed and implement culturally nurturing work-based learning activities in the curriculum and programs.



THANK YOU! 

