



2025-2028 Student Equity Plan

President's Cabinet

Tuesday, February 18, 2025

Leads:

Larry Maxey, Vice President of Student Services

Leticia Diaz, Dean, Student Equity and Success

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Sections

- Introduction and Relevant Legislation
- Guidance & Assurances
- 2022-2025 Equity Plan Reflection
- Executive Summary
- Metrics
- Focus on Disproportionately Impacted
- Student Education Plans
- Vision 2030 Alignment

Guidance

- Focus on equity goals in alignment with Vision 2030
- Intentionality around students experiencing inequitable outcomes and eliminating equity gaps in support of the Student Equity and Achievement Program (Ed Code 78222)
 - Understanding goals and requirements
 - Acknowledgement of fund allocations to achieve equity goals
 - Consideration of involvement of all groups on campus
 - Adoption by Governing Board
 - Acknowledgement of importance of race-consciousness in plan
 - Develop a schedule of evaluation annually



Assurances

- College has read and is familiar with Education Codes 78220 & 78222 (acknowledgement of goals, terms, and conditions)
- College has read and acknowledge Education Code 78221 (Acknowledgement of SEA Funds allocation to achieve equity goals)
- College has read and has given special consideration to Education Code 78220
 - (a) Consideration of involvement of all groups on campus
 - (b) Adoption by Governing Board
 - (c) Acknowledge of Important of race-consciousness in plan
 - (d) Develop a schedule of evaluation annually



- Root causes of equity gaps experienced by students disproportionately impacted in each of the five metrics within the 2022-2025
 - How our college fosters and furthers a culture of equity
 - Institutional actions, cultural changes, and/or processes that have helped reduce equity gaps and meet target outcomes
- What has worked well and we plan to continue in 2025-2028

Reflection

Executive Summary – Required Elements



- Student groups for whom goals have been set
- Goals set for these student groups
- Initiatives that the College or District will take to achieve these goals
- Resources that have been budgeted for that purpose
- Community college district official to contact for further information
- Detailed accounting of how funding was expended (2022-2025 Equity Plan)
- Assessment of the progress made in achieving identified goals

Must include website link to Executive Summary

Successful Enrollment

Students who applied to attend community college in the selected year through CCC Apply (excluding special admit)

Completion of Transfer-Level Math & English

Proportion of students who complete transfer-level math and English is first academic year of credit enrollment from their first term within the District

Persistence (First Primary Term to Secondary)

Proportion of students who persisted from their first primary term of enrollment to the subsequent primary term

Completion

Number of students who earned various types of awards

Transfer to a Four-Year **

Number of students who earned 12+ units in the selected year, who exit the community college system and who enrolled in a four-year

Metrics



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Disproportionate Impact

Disproportionate Impact (DI) Definition

Throughout this student equity plan, disproportionate impact (DI) occurs when a subset of students based on a student characteristic such as age, race, and gender have observably different outcomes when compared to the total student population.

Disproportionate Impact (DI) Calculation

The Percentage Point Gap (PPG-1) method compares the outcomes of a disaggregated subgroup and the reference group - all OTHER students

(e.g., compares the persistence rate of Hispanic students to the persistence rate of all non-Hispanic students).

For more details on DI calculations, see this reference guide: [CCCCO Percentage Point Gap Minus One \(PPG-1\)](#)

For further information on the Metric and DI Population Summary table, see this resource: [Student Equity Plan 2025-28 Metrics](#)



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Focus on 1 to 3 DI Student Population

Current Challenges/Barriers

Considering institutional policies, practices, and culture: What current structures are challenges/barriers for the identified student populations?

Action Plan for Ideal Institution

- What are our action plans to achieve our identified goals across all five metrics and specifically for this DI population?
 - How will our college overcome challenges/barriers?
 - What specific strategies will be implemented **especially across academic and student affairs**, and what will success look like?
 - What resources, structures, and/or support will be utilized to accomplish the action plan?

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

Identify Student Populations Experiencing DI in Receiving a Comprehensive Education Plan

List all DI Student Groups

Comprehensive Education Plan Implementation for DI Student Populations

List Implementation plan for all DI Student Groups

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



Spring 2025
February
PCAB Presentation and Student
Equity Plan Workgroup

Summer 2025
June – August
Writing, revisions based on feedback
from various campus groups

Fall 2025
November
Plan approval (Board Presentation) and
submission on NOVA

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

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

Spring 2025
May
Draft presentation to constituency
groups

Fall 2025
October
Finalize Equity Plan and Present
second read/approval from
consistencies

DEADLINE TO CERTIFY AND SUBMIT
NOVEMBER 30, 2025

Workgroup Members,

Cynthia Rico	Dean of Student Development
Leticia Diaz	Dean of Student Success and Equity
Wendy Smith	Professor and Chair, English
Kyung Ae	Institutional Effectiveness, Research/Planning Analyst
Juan Bernal	Professor and Chair, Mathematics
Anne Hedekin	Transfer Center Counselor Coordinator
Amanda Fusco	Acting HSI Director
Jenn Park	Outreach Coordinator
Jill Moreno	Professor, English
Nellie Dougherty	EOPS and Special Programs, Chair
Linda Hensley	Dean, Humanities & Lang
Jennifer Carmichael	Dean, Math & Natural Sciences
Katie Palacios	Instructional Designer, LOFT

Questions, comments, and ideas

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