



MENDOCINO COLLEGE

STUDENT EQUITY

PLAN

2025-2028 Student Equity Plan

Executive Summary

Introduction

About Mendocino College

The Mendocino-Lake Community College District was formed in September 1972 by vote of the citizens of the Anderson Valley, Laytonville, Potter Valley, Round Valley, Ukiah, and Willits Unified School Districts. Planning for the development of the initial offerings of the College occurred in the Spring of 1973, with the first classes offered in July 1973.

Expansion of the District to include the Lake County Districts of Upper Lake, Kelseyville, and Lakeport occurred by vote of the citizens on November 5, 1974. The new District boundaries, established in July 1975, encompass 3,200 square miles of service area. In 1981 the name of the District became Mendocino-Lake Community College District to better reflect the geographical area being served.

Our new Library/Learning Center at the main campus in Ukiah opened its doors to students in time for fall classes in August, 2012. Designed and constructed at a cost of \$28 million, the Library/Learning Center was built as a result of community support through Measure W. The building includes a spacious library with an extraordinary view, a learning center, the Math Engineering Science Achievement (MESA) program, a disabled resource center and a new language lab, all equipped with the latest technology.

The grand opening in spring of 2013 of the \$15 million Mendocino College Lake Center located on 31 acres at 2565 Parallel Drive was followed up by the North County Center opening in the fall of 2013 located at 372 East Commercial Street in Willits. Both centers provide new and exceptional facilities and enhanced educational opportunities for the residents of our region.

In 2015, Mendocino College and College of the Redwoods finalized an agreement to have the Mendocino-Lake Community College District provide educational and support services at the Fort Bragg campus, which College of the Redwoods had previously operated. In 2017, the transfer of land and services to Mendocino College became official, with Mendocino College acquiring the Coast Center.

In 2022, to meet the continuing needs of the community and our students, the college completed a mile long secondary emergency access road connecting the Ukiah campus to Orr Springs Road.

Through support of grant funds and the Round Valley School District, in 2025, the college was able to invest in an educational building on the high school property to serve K-12 students and the Covelo community at large. Again, in 2025, leveraging regional funding the college was able to remodel a significant portion of the VocTech Building to support the expansion of the automotive technology program in hybrid/electric vehicle technology. This was the first major remodel of the building since its opening in the 1980's.

A historic milestone was reached in Spring 2025 with the purchase, through the support of the Mendocino College Foundation, of a parcel of land in Ukiah for future student housing. The college is researching all funding mechanisms to make this dream a reality.

Our Mission

Mendocino College partners with a dynamic community of diverse students to help them achieve their educational goals. Informed by research, reflection, dialogue, equity and anti-racist practices the College is committed to student success and achievement. Mendocino College embraces its role as an intellectual,

economic and cultural anchor for the region.

Our Vision

Mendocino College encourages and nurtures student success through instructional excellence, social justice, and anti-racist practices. Mendocino College instruction and services are an inclusive, caring, and accessible learning environment based on individualized student needs.

Our Core Values

- **Anti-Racism:** We support anti-racist practices and policies through institutional actions. We are actively working to dismantle systemic and structural racism through professional development, ongoing dialogue, analysis, and reflection.
- **Collaboration:** We promote collaboration among and across many groups: students, faculty, staff, and our community partners.
- **Continuous Improvement:** We are committed to inquiry, professional development, and reflection. We adjust our practices and embrace new tools and methods to provide equitable opportunities and outcomes.
- **Diversity:** We value the creativity and insight that emerge from multiple perspectives and we recognize the importance of equity and diversity in achieving our goals. As an institution we are strengthened by our many communities, cultures, and traditions.
- **Equity:** We work towards achieving equity in student educational outcomes, regardless of race, ethnicity, ability, gender identity, geographical location, and socio-economic status. We move beyond issues of access and place success outcomes for racially minoritized students as our focus. We aim to remove barriers to educational success and embrace student abilities.
- **Integrity:** We maintain public trust by being honest, fair, transparent, and equitable. We honor our commitments to our students, staff and communities.
- **Respect:** We recognize the inherent value of each individual. We work and communicate collegially, creating working and learning environments which are conducive to the open exchange of ideas.
- **Student Success:** Students come to us with rich experiences, goals and backgrounds. We create meaningful learning environments to support each student in developing and accomplishing their personal, educational and career goals and to prepare them for a lifetime of learning and achievement.
- **Sustainability:** We are responsible stewards of fiscal, natural and human resources. We recognize that climate change is an active and direct threat to our students and community. We are actively working to incorporate a culture of sustainability and resiliency through professional development, ongoing dialogue, analysis and reflection.

2024-2026 District Priorities

1. Strengthening educational opportunities, programs, and services to historically underserved and/or marginalized communities through collaborations with schools/universities, business/industry, civic organizations, government, non-profits, and other community groups.
2. Strengthen educational opportunities and pathways to Native American communities to maintain the highest percentage of Native American students in the California Community College system and achieve the status of a Federal Non-Tribal Native American Serving Institution.
3. Demonstrate purposeful allocation of resources, make strategic investments in technology, infrastructure, facilities, and strengthen sustainable and resilient practices to create a supportive and collaborative 21st Century learning environment.
4. Supporting measures and taking steps to reduce housing insecurity for students.
5. Ensure strong alignment with the Accreditation Commission of Community and Junior Colleges (ACCJC) new 2024 standards in preparation for the Institutional Self-Evaluation Report (ISER) due in the fall of 2026.

6. Support diversity, equity, inclusion, anti-racism, and accessibility (DEIAA) professional growth of faculty, administration, and staff leading to changes in institutional strategies and practices to reduce structural barriers for all students.

Developing the 2025-2028 Student Equity Plan

Campus Involvement & Leveraging Student Voice

The development of Mendocino College's 2025–2028 Student Equity Plan began in Fall 2024 within a sub-committee of the Guided Pathways Leadership Team, ensuring broad-based participation from the outset. Led by Guided Pathways Coordinator and faculty member Brianna Zuber and Vice President of Student Services Ulises Velasco, the team included representation from all employee constituent groups, fostering inclusive dialogue and collaboration. Each equity metric was carefully reviewed by faculty and staff with relevant expertise, ensuring that proposed strategies were both informed and actionable. To elevate student voice in the planning process, VP Velasco attended multiple meetings of the Associated Students of Mendocino College (ASMC), where he explained the planning framework and actively sought student input on recommended activities. These efforts reflect the college's commitment to engaging all campus groups and leveraging student perspectives to advance institutional equity goals.

Reviewers:

Successful Enrollment: Brianna Zuber, Malissa Donegan, and Leticia Trejo

Transfer Level Math and English: Rebecca Montes, Jason Edington, Rhea Hollis, and Apryl Guisasola

Persistence: Christy Smith, Apryl Guisasola, and Roberto Renteria

Completion: Yuliana Sandoval, Tascha Whetzel, Brian Williams, Kyle Whiterock, and Jose Hernandez-Venegas

Transferred to a Four-Year: Ulises Velasco and Mark Osea

Race-Consciousness

Mendocino College is committed to embedding race-conscious principles throughout the development of its 2025–2028 Student Equity Plan. The planning process intentionally centers racial equity by critically examining disaggregated student outcome data and identifying structural barriers that disproportionately impact students of color. Each equity metric was reviewed through a race-conscious lens by faculty and staff, ensuring that proposed activities address systemic inequities rather than surface-level disparities.

Student Populations Experiencing 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 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](#)

Metrics & Definitions

Successful Enrollment: Among all applicants who indicated an intent to enroll in the selected college in the selected year as a non-special admit student for the first time, the proportion of cohort students who enrolled in the same community college in the selected year.

Transfer Level Math and English: Among students in the cohort, the proportion who completed both transfer-level Math and English in their first academic year of credit enrollment within the district.

Persistence: Among students in the cohort, the proportion who persisted from their first primary term of enrollment to the subsequent primary term at any college.

Completion: Among students in the cohort, the unduplicated count of students who earned one or more of the following: Chancellor's Office approved certificate, associate degree, and/or CCC baccalaureate degree, and had an enrollment in the selected year in the district that they earned the award within 3 years.

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.

Disproportionate Impact Student Population (as determined by the CCC Chancellor's Office)

Metric	Disproportionate Impact Student Population
Successful Enrollment	White
Completed Both Transfer-Level Math & English	White
Persistence: First Primary Term to Secondary Term	Male
Persistence: First Primary Term to Secondary Term	White Male
Completion	Economically Disadvantaged Male
Completion	Male
Completion	White
Transferred to a Four-Year	Economically Disadvantaged

Additional Student Populations Identified for Targeted Support (as determined by Mendocino College)

Goals

Successful Enrollment Equity Goals

There are two related goals for Successful Enrollment: a baseline goal of eliminating disproportional impact (Goal 1); and second, a goal of fully closing equity gaps (Goal 2). Achieving these incremental goals for the disproportionately impacted populations above should support the increase of equitable Successful Enrollment for the overall student population.

Successful Enrollment Data						
Student Population	% of Students for 2022-23 (Baseline Year)	# of Students for 2022-23 (Baseline Year)	Goal 1: Eliminate Disproportionate Impact		Goal 2: Fully Close Equity Gap	
			% of Increase Needed to Eliminate DI	# of Students Needed to Eliminate DI*	% of Increase Needed to Fully Close Equity Gap	# of Students Needed to Fully Close Equity Gap*
Overall Student Population	16.3%	395	N/A	N/A	N/A	N/A
White	12.4%	161	6.4%	84	8.4%	109

* The number of students needed to eliminate DI and to fully close the equity gap is only based on the baseline year 2022-23; the number needed for each year may be higher or lower depending on the denominator, the total number of enrolled students for each academic year.

Key Strategies to Advance Successful Enrollment Goals

1. Connect and develop relationships with community organizations such as the County of Mendocino and Lake County Health and Human Services and Behavioral Health and Recovery Services and CalWorks programs, organizations such as Redwood Community Services and their shelter Building Bridges, Ford Street Project, substance use disorder treatment (SUDT) centers, rehabilitation facilities, etc., to allow identified disproportionately impacted white students opportunities for mentorship, scholarships, networking, and other supports.

2. Connect with the college's Eagles Rise program to facilitate relationships between Mendocino College and local law enforcement, juvenile hall, continuation schools, community organizations and other external partners in support of disproportionately impacted white students and potential students impacted by the justice system.

3. Support increase in summer Learning and Career Pathway cohort/learning community on-boarding efforts to increase awareness and access to support disproportionately impacted white students.

4. Expand current support hours to incorporate weekends and commit to consistent in-person and remote support service availability for students at all college locations, including the centers. At the conclusion of each term, review the days, times, and methods of support disproportionately impacted white students use to identify key support periods and plan for continued support during these periods and sufficient staffing to ensure continuous availability.

Completed Both Transfer-Level Math & English Equity Goals

There are two related goals for Completed Transfer-Level Math and English: a baseline goal of eliminating disproportional impact (Goal 1); and second, a goal of fully closing equity gaps (Goal 2). Achieving these incremental goals for the disproportionately impacted populations above should support the increase of equitable Completion of Transfer-Level Math and English for the overall student population.

Completed Both Transfer-Level Math & English Data						
Student Population	% of Students for 2022-23 (Baseline Year)	# of Students for 2022-23 (Baseline Year)	Goal 1: Eliminate Disproportionate Impact		Goal 2: Fully Close Equity Gap	
			% of Increase Needed to Eliminate DI	# of Students Needed to Eliminate DI*	% of Increase Needed to Fully Close Equity Gap	# of Students Needed to Fully Close Equity Gap*
Overall Student Population	10.6%	86	N/A	N/A	N/A	N/A
White	6.9%	20	2.8%	9	5.7%	17

* The number of students needed to eliminate DI and to fully close the equity gap is only based on the baseline year 2022-23; the number needed for each year may be higher or lower depending on the denominator, the total number of enrolled students for each academic year. Data for just Transfer-Level Math and just Transfer-Level English can be found here on DataVista: [Data Vista: Data View - Single Metric - First-Time NSA Cohort](#).

Additional Goals for Disproportionately Impacted Student Population(s) and/or Overall Student Population

Over the next 3 years, double the number of students who complete Transfer-Level Math and English in the first year.

Key Strategies to Advance Transfer-Level Math & English Goals

1. Create and implement intrusive counseling script to increase number of disproportionately impacted white students enrolling in Transfer-Level Math and English in the first year.

2. Create and implement a marketing campaign to encourage disproportionately impacted white students to enroll in Math and English in the first year.

3. Explore positions such as a Math Success Specialist to monitor math enrollments, retention, and success and to provide intrusive assistance to struggling disproportionately impacted white students.

4. Do further research to determine if the gap is in enrollment of disproportionately impacted white students into Math and English or completion of Transfer-Level Math and English.

Persistence Equity Goals

There are two related goals for Persistence: a baseline goal of eliminating disproportional impact (Goal 1); and second, a goal of fully closing equity gaps (Goal 2). Achieving these incremental goals for the disproportionately impacted populations above should support the increase of equitable Student Persistence for the overall student population.

Persistence: First Primary Term to Secondary Term Data						
Student Population	% of Students for 2021-22 (Baseline Year)	# of Students for 2021-22 (Baseline Year)	Goal 1: Eliminate Disproportionate Impact		Goal 2: Fully Close Equity Gap	
			% of Increase Needed to Eliminate DI	# of Students Needed to Eliminate DI*	% of Increase Needed to Fully Close Equity Gap	# of Students Needed to Fully Close Equity Gap*
Overall Student Population	59.3%	397	N/A	N/A	N/A	N/A
Male	55.2%	139	0.6%	2	6.7%	17
White Male	50.9%	56	0.8%	1	10.1%	12

* The number of students needed to eliminate DI and to fully close the equity gap is only based on the baseline year 2021-22; the number needed for each year may be higher or lower depending on the denominator, the total number of enrolled students for each academic year.

Key Strategies to Advance Student Persistence Goals

1. Develop an in-reach process through the retention staff that targets disproportionately impacted male students, white male students, non-economically disadvantaged students, and Black or African American students who have not completed their FAFSA.

2. Develop an in-reach process through the retention staff that targets disproportionately impacted male students, white male students, non-economically disadvantaged students, and Black or African American students who do not have a counselor approved educational plan.

3. Develop an in-reach process through the retention staff that targets disproportionately impacted male students, white male students, non-economically disadvantaged students, and Black or African American students who have not enrolled/completed Math and/or English in the first year.

Completion Equity Goals

There are two related goals for Completion: a baseline goal of eliminating disproportional impact (Goal 1); and second, a goal of fully closing equity gaps (Goal 2). Achieving these incremental goals for the disproportionately impacted populations above should support the increase of equitable Completion for the overall student population.

Completion Data						
Student Population	% of Students for 2019-20 (Baseline Year)	# of Students for 2019-20 (Baseline Year)	Goal 1: Eliminate Disproportionate Impact		Goal 2: Fully Close Equity Gap	
			% of Increase Needed to Eliminate DI	# of Students Needed to Eliminate DI*	% of Increase Needed to Fully Close Equity Gap	# of Students Needed to Fully Close Equity Gap*
Overall Student Population	12.3%	105	N/A	N/A	N/A	N/A
Econ Disadvantaged Male	8.4%	19	1.7%	4	5.2%	12
Male	6.8%	25	7%	26	9.6%	36
White	9%	35	3.1%	12	5.9%	24

* The number of students needed to eliminate DI and to fully close the equity gap is only based on the baseline year 2019-20; the number needed for each year may be higher or lower depending on the denominator, the total number of enrolled students for each academic year.

Additional Goals for Disproportionately Impacted Student Population(s) and/or Overall Student Population

1. Increase with equity the completion rate of American Indian/Alaska Native students by 11% by Spring 2028.
2. Increase with equity the completion rate of Black /African American students by 15% by Spring 2028.

Key Strategies to Advance Completion Goals

1. Identify and reach out to active students with 45 or more completed degree applicable units to increase the amount of completed Student Education Plans with primary focus on disproportionately impacted students, American Indian/Alaska Native students, Black or African American students, male and economically disadvantaged male students, and white students.
2. Identify and reach out to new students for each academic year who do not have an education plan created with primary focus on disproportionately impacted students, American Indian/Alaska Native students, Black or African American students, male and economically disadvantaged male students, and white students.
3. Use Eagle Connect (Starfish) progress surveys (early alert), involving instructional faculty, counselors, and classified professionals to improve completion rates with primary focus on disproportionately impacted students, American Indian/Alaska Native students, Black or African American students, male and economically disadvantaged male students, and white students.
4. Create and build a sense of belonging through cultural events, workshops, peer to peer mentorship, and academic support with primary focus on American Indian/Alaska Native students.

Transfer Equity Goals

There are two related goals for Transfer: a baseline goal of eliminating disproportional impact (Goal 1); and second, a goal of fully closing equity gaps (Goal 2). Achieving these incremental goals for the disproportionately impacted populations above should support the increase of equitable Transfer for the overall student population.

Transferred to a Four-Year Data						
Student Population	% of Students for 2018-19 (Baseline Year)	# of Students for 2018-19 (Baseline Year)	Goal 1: Eliminate Disproportionate Impact		Goal 2: Fully Close Equity Gap	
			% of Increase Needed to Eliminate DI	# of Students Needed to Eliminate DI*	% of Increase Needed to Fully Close Equity Gap	# of Students Needed to Fully Close Equity Gap*
Overall Student Population	17.4%	52	N/A	N/A	N/A	N/A
Econ Disadvantaged	15.9%	37	2.1%	5	6.8%	16

* The number of students needed to eliminate DI and to fully close the equity gap is only based on the baseline year 2018-19; the number needed for each year may be higher or lower depending on the denominator, the total number of enrolled students for each academic year.

Key Strategies to Advance Transfer Goals

1. Host sessions or workshops specifically designed for disproportionately impacted economically disadvantaged students and first-generation college students and their parents to help them understand key aspects of the college experience, including financial aid options, academic expectations, and the transfer process to four-year institutions.
2. Continue hosting a comprehensive Graduation and Transfer Fair that provides disproportionately impacted economically disadvantaged students with direct access to university representatives, transfer resources, and graduation planning support, all in one centralized event.
3. Offer targeted financial aid workshops for students planning to transfer, focusing on FAFSA renewal, scholarships, and financial planning for university-level expenses. Ensure that students clearly understand that transferring to a four-year university is both achievable and supported through available resources, financial aid, and academic advising.
4. Strengthen partnerships with SSU and Humboldt to provide joint programming, transfer pathways, and student support services that ease the transition from community college to university for disproportionately impacted economically disadvantaged students.

Intensive Focus on Population Experiencing Disproportionate Impact (DI)

As determined during the process of the 2022-2025 Student Equity Plan, Mendocino College remains committed to supporting our two largest historically marginalized student groups: Latinx and Native Americans. Although these two student groups were not found to have disproportionate impact based on the metrics and methodology selected by the California Community College Chancellor's Office, the college emphasizes its ongoing commitment to these communities through the continuation of culturally responsive programs and services. Key among these are:

- Funding and hosting the Latino Student Retreat, which provides Latinx students with opportunities for community building, leadership development, and academic support.
- Supporting the Dream Center, which offers resources and advocacy for undocumented students, many of whom identify as Latinx.
- Operating the Native American Student Resource Center (NASRC), a dedicated space for Native American students to access support services, cultural programming, and academic resources.
- Organizing the Native American Motivation Day, an event aimed at inspiring and empowering Native American students through culturally relevant engagement and mentorship.

Student Education Plans

Cohort: New, First-Time, Non-Special Admit Unduplicated Students for that Term

Exempt Students: To the extent possible, please do not include students who are exempt from student education plans in your count of students who have received a comprehensive student education plan.

Completed Comprehensive Student Education Plans

Comprehensive Student Education Plans: A comprehensive education plan is at least 2 terms in length and should reflect the number of terms required to achieve the student's declared course of study.

Comprehensive Student Education Plans (Local College Data)					
Academic Year Cohort (include summer and winter sessions if applicable)	Total Number of Enrolled Students in Cohort	# of Students Who Received a Comprehensive Ed Plan by End of First Primary Term	% of Students Who Received a Comprehensive Ed Plan by End of First Primary Term	# of Students Who Received a Comprehensive Ed Plan by End of First Academic Year	% of Students Who Received a Comprehensive Ed Plan by End of First Academic Year
Fall 2022 Cohort (Comprehensive Ed Plan by 6/30/2023)	441	83	19%	105	24%
Spring 2023 Cohort (Comprehensive Ed Plan by 12/31/2023)	206	33	16%	38	18%
Fall 2023 Cohort (Comprehensive Ed Plan by 6/30/2024)	593	140	24%	172	29%
Spring 2024 Cohort (Comprehensive Ed Plan by 12/30/2024)	223	24	11%	24	11%

Identify Student Populations Experiencing DI in Receiving a Comprehensive Ed Plan

Based on the Student Education Plan statistics from Fall 2024, African American & Asian students had the lowest proportion of education plan relative to the total enrollment. The Counseling Department will prioritize these two groups for the 2025-2028 Student Equity Plan.

Comprehensive Education Plan Implementation for DI Student Populations

Identify students within the DI population identified above who do not have a comprehensive education plan. Disaggregate these students by the programs they are part of. Collaborate with front desk staff and/or the Retention Specialist to reach out to these students and schedule appointments with appropriate counselors to develop their comprehensive education plan.

Comprehensive Education Plan Implementation for ALL Students

Our goal is to increase awareness and the importance of education plans to help students understand the purpose and benefits of having an education plan by doing the following:

- Continuing to promote education plans through TV screens and Student Newsletters
- Developing a student-friendly flyer that highlights advantages (faster completion times, clearer course pathways, etc.)
- Create a short, engaging video explaining what education plans are, how to get one and why they matter
- Collaborate with instructional faculty and provide a statement to be included in course syllabi, encouraging students to meet with a counselor to develop a personalized education plan
- Updating the college website to better emphasize the importance and benefits of education plans.