

Mesa College
"The Leading College in Equity and Excellence"



Defining Equity & Telling Our Story

Agenda



1. How do we define equity as a college community
2. How does the definition fit with the work on GP?
3. Moving the needle
4. Telling our story (Theme for 2018/2019)
5. The Stand, Farmers Market, Direct Support

Five Principles for Creating Equity by Design



Reducing inequities in educational attainment by race and ethnicity will require deliberate and explicit effort. In this handbook, we outline strategies for higher education institutions to take action based on the five overarching principles for ensuring equity by design.

Principle 1: Clarity in language, goals, and measures is vital to effective equitable practices.

Principle 2: 'Equity-mindedness' should be the guiding paradigm for language and action.

Principle 3: Equitable practice and policies are designed to accommodate differences in the contexts of student's learning—not to treat all students the same.

Principle 4: Enacting equity requires a continual process of learning, disaggregating data, and questioning assumptions about relevance and effectiveness.

Principle 5: Equity must be enacted as a pervasive institution- and system-wide principle.



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UNDERSTANDING THE EQUITY IMPERATIVE

EQUALITY
imagines an
equal world.

*"I love when all
students equity!"*



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In contrast, **EQUITY** redirects resources to the pathways with greatest need to fix barriers and intentionally provide support.

EQUITY -MINDEDNESS

- Regular new disaggregation boundaries
- Sustaining and action planning
- Faculty is supporting to the equity facilitator
- Equity is understood how practical impacts equity

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EQUITY ≠ **EQUALITY**
≠ **DIVERSITY**

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But the world **ISN'T EQUAL.**

Poorly Funded Schools
Less-GBEd Teachers
Counselor Ratios: 1:1000
Truncated Curriculum

Advanced Placement
Honors Programs, AP Credits & Highly-Skilled Teachers
School Social Networks and Social Capital

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Within this same picture, a **DIVERSITY** lens focuses only on bringing more students into an unequal pathway.

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And it has **BIAS AND SYSTEMIC RACISM.**

Predominantly White
Predominantly Black
Disproportionate Retention
Disproportionate Suspension
Disproportionate Expulsion

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Equality



Equity



Center for Urban Education (CUE)



Provided an in-depth analysis of six equity efforts between **Sept. 2017-June 2018**

- ❧ Create a shared definition for “equity” based on the common understandings articulated by the practitioners involved in Mesa College’s Equity Efforts.

Shared Definition of Equity

Expanded Equity Definition



At San Diego Mesa College, equity is a fundamental value and goal. We will know we have achieved equity when we see parity in outcomes across racial/ethnic student groups, as well as other groups that have been historically marginalized within higher education. Our commitment to equity requires that minoritized students have access and support across all campus systems, from application to completion. We aim for equity in access and opportunities for all.

At Mesa, equity is student-centered. Our professional community respects students and their contributions, listens to students, and responds to students' different needs without stereotyping. We aim to provide opportunity to all students regardless of their educational goals. We are here to set students up for success and we acknowledge all the different facets of our students' identities.

We pursue equity through a culture of inquiry and data-informed decision making in the classroom and across campus areas. We are working to approach difficult conversations about systems of oppression with skill and humility. Mesa is committed to developing interventions based upon robust data collection and following through on our new ideas with inquiry into the success of their implementation. We aspire to work within integrated and equity-minded systems to ensure that everyone has what they need to succeed during their time at Mesa College.

Defining Equity

Brief Equity Definition



At Mesa, equity is a student-centered approach to fostering a culture of success for historically marginalized students. In our roles as faculty members, student services practitioners, staff, and administrators, we pursue equity through principles of inquiry and data-informed decision making. We will achieve equity when we see parity in outcomes across racial/ethnic groups, as well as other disproportionately impacted groups within higher education. We work within integrated and equity-minded systems to ensure that everyone has what they need to succeed during their time at Mesa College.

Exercise and Discussion



Question:

Does this definition of equity fit into the discussion on guided pathways? If so how, if not, why?

How might this definition influence how the work is done?

Moving the Needle



Assessment of Progress - Completion (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 from 38.1% to 49.5%

Moving the Needle



Assessment of Progress - Completion (2015/16 to 2016/17)

- While we do not have cohort data for Veteran Students, we find that the overall success rate for this group is at 79% for Fall 2016/17 as compared to 70% for the general student population. Additionally, Veteran Students have a higher overall GPA, 2.78 while the GSP is at 2.71.

Moving the Needle



Assessment of Progress - Degree Attainment (2015/16 to 2016/17)

- ☞ Increase for African American students 9.3% 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, indicating a much higher degree of transfer

Moving the Needle



Assessment of Progress - Transfer Rate (2015/16 to 2016/17)

- ☞ 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%

Telling Our Story:



**As the Leading College of
Equity and Excellence**
2018/19 Theme

Telling Our Story

Equity Programs



-
- ❧ Borderless Scholars
 - ❧ Fast Scholars
 - ❧ Categorical Program Support
 - ❧ Classroom Tutoring
 - ❧ Course Redesign Institute (CRI)
 - ❧ Direct Support Program
 - ❧ Financial Literacy Initiative
 - ❧ Jumpstart Your Success Program
 - ❧ Math Acceleration Project
 - ❧ Mathletics
 - ❧ Multiple Measures
 - ❧ Assessment Project
 - ❧ MT2C
 - ❧ Office of Student Success & Equity
 - ❧ Peer Navigator Program
 - ❧ Second Year Experience (SYE)
 - ❧ STEM Workshop Series
 - ❧ Summer Cruise
 - ❧ The LOFT
 - ❧ The Stand

Telling Our Story

Funded Grant Activities



- ❧ Career Center Clothing Drive
- ❧ Common Grounds (Communications)
- ❧ Connecting African American Students w/ Transfer Destinations (Transfer Center)
- ❧ Critical Campus Conversations (Communications)
- ❧ Cultural Competency Training (CDAIE)
- ❧ Curtis Chin - Guest Lecture Event (Social & Behavioral Sciences)
- ❧ Diversity Marketing Campaign (CDAIE)
- ❧ DSPS Graduation Celebration
- ❧ Equity Through Tech and Support (Math & Science)
- ❧ Forest Service Field Trip (SEEDS Program)
- ❧ M.E.E.T. on Common Ground (Learning Resource Center)
- ❧ Mesa Academy LCOM Resource Support (Black Studies)
- ❧ Mesa Honors (Honors Program)
- ❧ Mesa Visions
- ❧ "Patient Centered Care for Diverse Populations"
- ❧ Safe Zones at Mesa (CDAIE)
- ❧ Strengths Quest (Classified Senate)
- ❧ Student-Athlete Recognition (STAR) Awards (Athletics)
- ❧ Student Diversity Club, Lunchtime Social
- ❧ The Stand, to Address Food and Clothing Insecurity (SS&E)
- ❧ "Unidos Por la Causa: The Chicano Experience in SD" (Chicano Studies)

Telling Our Story Initiatives

- ❧ SDICCCA Interns
 - ❧ Web-site development
 - ❧ Social media development
 - ❧ Marketing for equity related programs
 - ❧ LEEP (Leader in Equity & Excellence Professional)

What other ways can we tell our story?

The Stand



The Stand

- ❧ 22,280 points utilized
- ❧ Averaged 634 transactions a month
- ❧ We provided 18,853 items of food to 894 students
- ❧ We provided 1995 items of clothing to 214 students
- ❧ Of these, 54% used clothing for a job interview, 69 secured employment

Who are our students:

- ❧ 35% are first generation
- ❧ 22% are registered with EOPS
- ❧ 18% are registered with DSPS
- ❧ 9% are athletes at Mesa
- ❧ 2% are veterans
- ❧ 2% are international students
- ❧ 2% are former foster youth
- ❧ 25% have at least 1 dependent

Farmers Market



Farmers Market Data: 10,000 pounds of fresh produce to 705 individuals, 551 identified as students

☞ 38% of Spring survey responders who used The Stand also attended the Farmers Market.

Direct Support Program



Spring 2018

- 59 applications have been received to date this semester.
- 41 Students have received assistance
- \$6063 in assistance has been given out. \$3800 in book vouchers, \$1650 for food, \$185 for printing and 428 for transportation (Not including the EOPS students)
- \$375.00 is the largest single amount awarded.
- First time that 100% of those we have given assistance to have complete assessment and orientation.
- 90% have education plans on file.