

**San Diego Mesa College  
PIE Committee  
Meeting Notes**

March 22, 2016  
3:30 p.m. – 5:00 p.m., A-104

<b>ATTENDEES</b>	Madeleine Hinkes, Co-Chair	Brianna Hays
	Angela Liewen, Co-Chair	Leroy Johnson
		Trina Larson (absent)
	Rachelle Agatha (Excused)	Pamela Luster
	Mariam Ahmed (absent)	Tim McGrath (Excused)
	Danene Brown	Kim Perigo
	Kristan Clark	Charlotta Robertson
	Meegan Feori	Monica Romero
	Rob Fremland	Cheryl Ching
	Genevieve Esguerra	Charlie Lieu
	Ashanti Hands	

**Agenda Item A: Call to Order:** By Madeleine Hinkes at 3:40 p.m. in A-104.

<b>DISCUSSION</b>	<p><b>1. Approval of the March 8, 2016 Minutes</b></p> <ul style="list-style-type: none"> <li>The minutes draft was emailed to PIEC prior to the meeting for review.</li> <li>The Minutes were M/S/C by Danene Brown and Meegan Feori</li> </ul>
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ACTION ITEMS	PERSON RESPONSIBLE	DEADLINE
<ul style="list-style-type: none"> <li>Post to the PIEC minutes webpage</li> </ul>	<ul style="list-style-type: none"> <li>Madeleine Hinkes</li> </ul>	<ul style="list-style-type: none"> <li>Before the next PIEC meeting</li> </ul>

**Agenda Item B: Continuing Business**

<b>DISCUSSION</b>	<p>Definition of Institutional Effectiveness</p> <ul style="list-style-type: none"> <li>Revise the first sentence of paragraph #1. It now reads: A process of sustainable continuous quality improvement. It begins with the College’s mission statement which defines our fundamental goals and</li> </ul>
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	<p>aspirations and permeates everything that we do, to include direct and indirect support to our students and administrative operations and use of data and assessment results to improve student success.</p> <ul style="list-style-type: none"> <li>• The Accreditation writing team will see if this works for them.</li> </ul>
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ACTION ITEMS	PERSON RESPONSIBLE	DEADLINE
<ul style="list-style-type: none"> <li>• Madeleine will implement the suggestions made by the committee</li> </ul>	<ul style="list-style-type: none"> <li>• Madeleine Hinkes</li> </ul>	<ul style="list-style-type: none"> <li>• Next Meeting</li> </ul>

**Agenda Item C: New Business**

<b>DISCUSSION</b>	<p><b>Center for Urban Education (CUE) presentation</b></p> <p>Presenters: Estela Bensimon and Deanna Cherry</p> <p>Scope Overview</p> <ul style="list-style-type: none"> <li>• 2014 Kick-off Retreat/Planning</li> <li>• Jan-May 2015 – Change Agent Training, Inquiry, Findings Presentation (4 sessions)</li> <li>• March 2015 – BESST English Data Workshop</li> <li>• August 2015 – All administrators Retreat; Flex Workshop on Equity-mindedness &amp; Institutional Agents</li> <li>• September 2015 – BESST General Data Workshop</li> <li>• January 2016 – Classified/Staff Convocation; Plan Framework Retreat; Equity Framework Retreat</li> <li>• February 2016 – Change agent interviews and surveys</li> <li>• March 2016 – Wrap-up</li> </ul> <p>Theory of Change</p> <ul style="list-style-type: none"> <li>• In order to change you have to involve people in the institution</li> <li>• Have to create tools to help collect data</li> <li>• A study helps us see something we may not see otherwise</li> <li>• Equity focus</li> </ul> <p>Interviews</p> <ul style="list-style-type: none"> <li>• 8 Interviews from February 2016</li> <li>• 4 administrator/4 faculty <ol style="list-style-type: none"> <li>1. CUE’s impact on Mesa’s equity efforts</li> <li>2. Ways CUE could have better supported Mesa</li> <li>3. Ongoing challenges Mesa faces with efforts to embed equity</li> <li>4. Mesa’s next steps</li> </ol> </li> </ul> <p>The difference it made</p> <ul style="list-style-type: none"> <li>• Brought decision makers together in an interdisciplinary setting</li> <li>• Raised awareness and expanded the campus’ collective intelligence and agency</li> <li>• Revised information on equity</li> <li>• Became a platform for synergy and structural change in English</li> <li>• Built a broader understanding of how student assessment is working</li> </ul>
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#### How did CUE Support Mesa

- Catalyzed a more institutional and explicit focus on equity
- Helped Mesa frame and define its approach to equity
- It is not enough to have diversity, need equity as well
- Equity as care
  - Awareness of the communities from which students come and concern for their overall welfare
  - Education as a relational practice
  - The creation of non-discriminatory and non-oppressive educational settings that validate students' cultural experiences, conveys their value to the campus community, and cultivates their personal and social development
- Need to focus on student performance, not just institutional performance
- Equity as Equity-mindedness
  - Use evidence (disaggregated outcomes data and/or inquiry findings)
  - Attend to whether or not students from historically underrepresented racial/ethnic groups are participating, feel welcome, succeeding
  - Focus on changing institutional policies, practices, and mindsets, not just those of students'
  - Recognize and counteract structural racism
- Deepened the notion of responsibility and accountability for racial equity
- Contributed to a sense of responsibility for student equity and *seeing the institution in a different light*.
- *Legitimized and empowered practitioners* involved in implementing equity-focused changes.
- *Created a space at Mesa for conversations about race and equity.*

#### How could CUE have supported more

- CUE could have done more prep work at the start of the partnership in order to better understand where Mesa was with its equity efforts
- CUE could have worked with the change agents and senior leadership to reach practitioners beyond the "choir"
- Meegan questioned if we have "first followers" yet?
- Ashanti noticed an increase in participation at Student Success and Equity Committee

#### Challenges

- The state. Mandates, timing, and the boom-and-bust flow of funding challenge the implementation of strategic and sustainability changes around equity.
- The district. Being part of a multi-college district can hamper change and/or slow progress.
- The campus. Limited time and competing priorities, capacity, losing momentum with leadership transitions

#### Survey Results

- 180 started survey/96 completed
- More females than males participated in the survey
- 63% felt comfortable defining what equity means
- Nearly three-quarters of the 95 respondents said that at Mesa College, equity is for

all students

- 74% felt equity is frequently discussed at Mesa
- 38% found it risky to discuss race
- 60% need more help discussing race

#### Next Steps

- Address equity gaps
- *Have “a fair, unbiased method of assessment; placement that dignifies the student.”*
- *Have “a significant rise in students of color, traditionally underserved students, succeeding in transfer-level courses.”*
- *“Be bold and courageous ... the leading college takes risks.”*
- *“Be able to say, ‘Would a leading college of equity and excellence let something like that stop us from doing the work that we do?’”*
- Be a model for equity for other campuses

#### Where to advance equity

- Curriculum
- Counseling
- STEM fields
- Basic skills
- Professional development
- IE/Program Review
- Hiring
- Budgeting
- Providing career development for students
- Tutoring

#### Recommendations

- Develop greater alignment of Mesa’s current work and CUE’s scope
- Move the work beyond the choir
- Increase comfort with discussing race and ethnicity
- Establish road map to be the leading college for equity and excellence

#### Self-Assessment

- Start at the end and work backwards
- Course completion, disaggregated data
- Qualitative impact on instructors and counselors of P.D
- Equity mindedness in how we treat each other
- Run it, assess it – Data gathering
  - Framework
  - Equity definition
  - Secret squirrel – English (multiple measure)
  - Math data
  - Curriculum redesign
  - SSSP
  - Summer Cruise
  - Classroom tutoring (MARK)
  - Equity mini grants
  - Program Review
  - LOFT

	<ul style="list-style-type: none"> <li>○ Equity Plan</li> <li>○ HSI Grant</li> <li>○ STEM stuff</li> <li>○ BSI</li> <li>● Process <ul style="list-style-type: none"> <li>○ Momentum</li> <li>○ Tweak</li> <li>○ Shape assessment data</li> <li>○ Discussions</li> </ul> </li> </ul> <p>Helpers</p> <ul style="list-style-type: none"> <li>● Accreditation scorecard</li> <li>● Course completing</li> <li>● Petition</li> </ul> <p>How is IE = Equity</p> <ul style="list-style-type: none"> <li>● Equity is institutional effectiveness</li> <li>● If focusing on IE = Equity</li> <li>● Dynamic environment not equal business of degrees</li> </ul>
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ACTION ITEMS	PERSON RESPONSIBLE	DEADLINE
● Post Powerpoint to website	● Madeleine	●

**Agenda Item D: Research**

<b>DISCUSSION</b>	<b>Bri Hays: No report</b>
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ACTION ITEMS	PERSON RESPONSIBLE	DEADLINE
● None	● N/A	● N/A

**Agenda Item E: Accreditation**

<b>DISCUSSION</b>	<b>Danene Brown: No report</b>
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ACTION ITEMS	PERSON RESPONSIBLE	DEADLINE
● None	● N/A	● N/A

**Agenda Item F: Student Success/Equity/Title V:**

<b>DISCUSSION</b>	<b>Monica Romero: No report</b>
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<b>ACTION ITEMS</b>	<b>PERSON RESPONSIBLE</b>	<b>DEADLINE</b>
• None	• N/A	• N/A

**Agenda Item G: Program Review**

<b>DISCUSSION</b>	<b>Madeleine Hinkes: No report</b>
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<b>ACTION ITEMS</b>	<b>PERSON RESPONSIBLE</b>	<b>DEADLINE</b>
• None	• N/A	• N/A

**Agenda Item H: Committee on Outcomes and Assessment (COA)**

<b>DISCUSSION</b>	<p><b>Kris Clark</b></p> <ul style="list-style-type: none"> <li>• Kris suggested to add Campus Researcher Bri Hays as a committee member rather than a consultant to COA</li> <li>• Also suggested to include representation from:             <ul style="list-style-type: none"> <li>○ Academic Senate</li> <li>○ Classified Senate</li> <li>○ Library</li> </ul> </li> <li>• <b>Kris will write up the request</b></li> </ul>
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<b>ACTION ITEMS</b>	<b>PERSON RESPONSIBLE</b>	<b>DEADLINE</b>
• None	• N/A	• N/A

**Agenda Item I: BARC**

<b>DISCUSSION</b>	<b>Rachelle Agatha: No report</b>
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<b>ACTION ITEMS</b>	<b>PERSON RESPONSIBLE</b>	<b>DEADLINE</b>
• None	• N/A	• N/A

**Agenda Item J: Faculty Hiring Priorities Committee (FHPC)**

<b>DISCUSSION</b>	<p><b>Rob Fremland:</b></p> <ul style="list-style-type: none"> <li>• FHP membership Co-Chairs Vice President of Instruction and Academic President</li> <li>• 5 deans/5 faculty</li> <li>• Position information includes <ul style="list-style-type: none"> <li>○ Faculty Position Title</li> <li>○ Division</li> <li>○ Program/Service Area</li> </ul> </li> <li>• Criteria to address <ul style="list-style-type: none"> <li>○ Tenured/Tenure Track vs. Part-time Ration/Total FTEF</li> <li>○ Description of Position/Assignment</li> <li>○ Rationale</li> <li>○ Enhancement of Program/Service Area</li> <li>○ Effect of not filling request</li> <li>○ Other considerations</li> </ul> </li> <li>• Use of <b>Faculty Hiring Prioritization Scoring Rubric</b> <ul style="list-style-type: none"> <li>○ Overall score from sum of 10 Committee Members minus the highest and lowest scores for each position – 5 Faculty/5 Deans</li> </ul> </li> <li>• Prioritized list presented; will now go to President’s Cabinet.</li> </ul>
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ACTION ITEMS	PERSON RESPONSIBLE	DEADLINE
• None	• N/A	• N/A

**Agenda Item K: Classified Hiring Priorities Committee (CHPC)**

<b>DISCUSSION</b>	Trina Larson: No report
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ACTION ITEMS	PERSON RESPONSIBLE	DEADLINE
• None	• N/A	• N/A

**Agenda Item L: Goals for 2015-2016**

<b>DISCUSSION</b>	<ol style="list-style-type: none"> <li>1. Ensure our actions address our strategic goals</li> <li>2. Work towards improvement of institutional effectiveness</li> <li>3. Meet accountability obligations (ACCJC, IEPI)</li> <li>4. Review mission, vision, and values and Institutional Learning Outcomes (ILOs)</li> </ol>
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ACTION ITEMS	PERSON RESPONSIBLE	DEADLINE
• None	• N/A	• N/A

**Agenda Item L:      Adjournment**

<b>DISCUSSION</b>	<ul style="list-style-type: none"><li>• Meeting was adjourned by Madeleine Hinkes at 5:05 p.m.</li></ul>
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**Next Meeting: Tuesday, April 12, 3:30 p.m. – 5:00 p.m., A-104**  
President’s Cabinet retreat, Friday April 29

Submitted by: Charlie Lieu, Administrative Technician

Approved on: April 12, 2016