SAN DIEGO MESA COLLEGE
LOFT

Campus Employee Learning Committee

Andy MacNeill, *Dean of Learning Resources & Academic Support*
Janue Johnson, *Professional Learning Coordinator*
Eva Parrill, Todd Williamson, & Mona King, *Classified Professional Learning Committee*
Katie Palacios & Kelly Spoon, *Faculty Professional Learning Committee*
Blythe Barton, *New Faculty Institute*

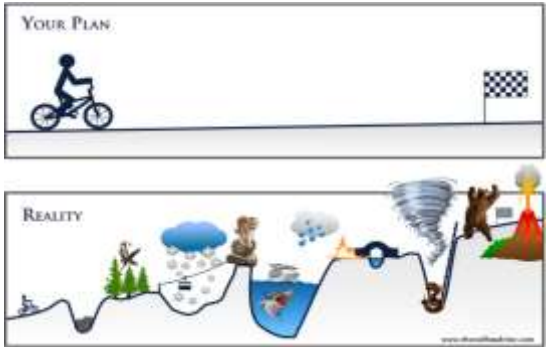
Overview

- ❑ Introduction
- ❑ LOFT Infographic
- ❑ Mesa 2030 Campus Employee Learning Goals
- ❑ What we learned? -Annual Survey
- ❑ Sub-Committee Highlights
- ❑ Cornerstone -Todd
- ❑ Closing

Campus Employee Learning Committee

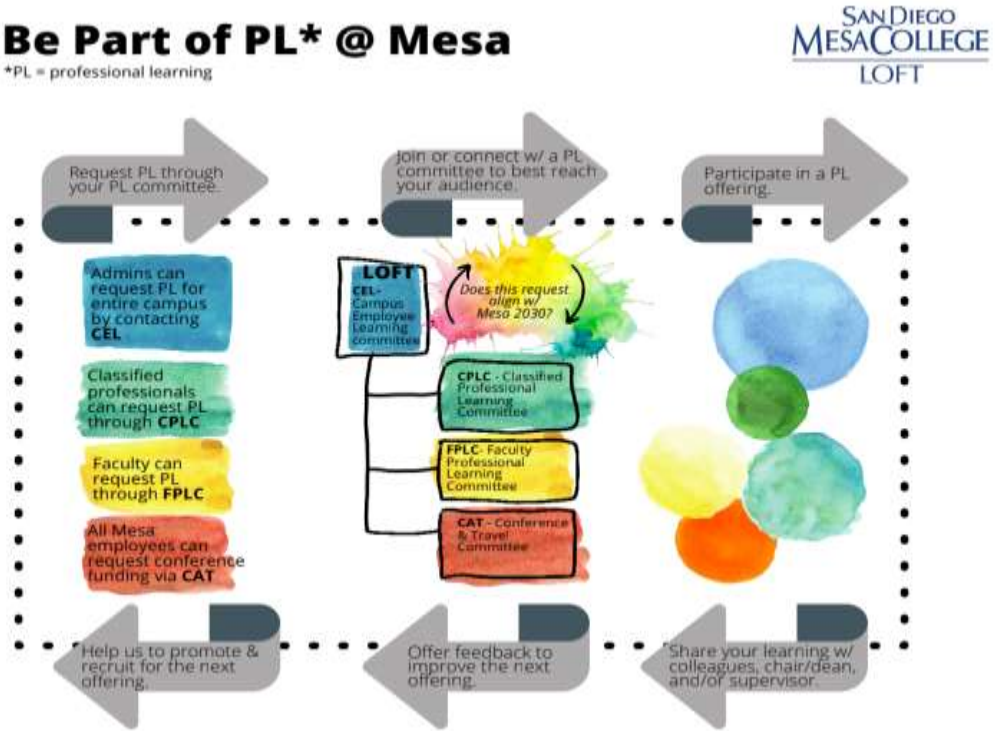
Goals 22-23

1. Revise and implement an equitable PL funding request process from multiple PL sources (HSI, Strong Workforce,GP) and create a list for reporting.
2. Collaborate with our campus constituents to establish equitable participation for the campus community, and provide various incentives through sync & async learning. (award, certificate, payscale adv.) -SO #4
3. Intentionally create a PL curriculum that infuses race conscious, culturally relevant, and equity focused activities. -SO #2
4. Cultivate the community that acknowledges the Mesa community's knowledge to lead transformative PL through collective and individual learning opportunities. SO #5



Scholarship Mesa College will prioritize equity and excellence by fostering innovation and high-quality, culturally relevant teaching/learning experiences with the priority on those practices that create parity in outcomes across racial/ethnic groups and all disproportionately impacted groups.	1. Expand and prioritize professional learning experiences for all employees that create parity in outcomes across racial/ethnic groups and all disproportionately impacted groups. 2. Evaluate and improve Diversity, Equity, and Inclusion practices in classroom environments, campus activities, departments, schools, and administrative units. 3. Assess impact of prerequisites and corequisites on student success and revise curriculum, as needed. 4. Expand the use of innovative and high-quality teaching, learning, and support practices that achieve equitable outcomes and increase student success.	1. Successful course completion 2. Transfer-level Mathematics and English Year 1 3. # of Faculty, Classified Professionals, and Administrators engaged in professional development around culturally relevant teaching/learning 4. Pre/post assessment of Professional Development impacts on successful course completion

LOFT Infographic



What did we learn from the Annual FLEX Survey?

	MY WORK WAS GREATLY IMPACTED. (1)	MY WORK WAS MODERATELY IMPACTED. (2)	MY WORK WAS SOMEWHAT IMPACTED (3)	MY WORK WAS SLIGHTLY IMPACTED. (4)	MY WORK WAS NOT IMPACTED AT ALL. (5)
External Webinar Offerings	0% 0	25% 2	13% 1	13% 1	38% 3
Classi-Con	0% 0	25% 2	13% 1	0% 0	50% 4
Committee/Shared Governance Participation	0% 0	25% 2	25% 2	13% 1	0% 0
Classified Hacks	0% 0	25% 2	13% 1	13% 1	13% 1
President's Community Forum	13% 1	50% 4	13% 1	0% 0	13% 1
SHIFT Training	25% 2	0% 0	0% 0	0% 0	13% 1
College Credits for Salary Advancement/Degree/Certificate	38% 3	0% 0	0% 0	0% 0	13% 1

	MY TEACHING/PRACTICE WAS GREATLY IMPACTED. (1)	MY TEACHING/PRACTICE WAS MODERATELY IMPACTED. (2)	MY TEACHING/PRACTICE WAS SOMEWHAT IMPACTED (3)	MY TEACHING/PRACTICE WAS SLIGHTLY IMPACTED. (4)	MY TEACHING/PRACTICE WAS NOT IMPACTED AT ALL. (5)
MOST Refresh	17% 5	7% 2	7% 2	0% 0	14% 4
CEER	0% 0	0% 0	7% 2	3% 1	14% 4
MOSAIC	10% 3	0% 0	3% 1	0% 0	7% 2
FIGS	4% 1	14% 4	7% 2	4% 1	4% 1
Teaching Tree	17% 5	17% 5	13% 4	3% 1	10% 3
District Canvas Webinars	10% 3	17% 5	13% 4	3% 1	10% 3
Honors Contracts	3% 1	0% 0	10% 3	3% 1	14% 4
Flex Workshops	16% 5	23% 7	23% 7	10% 3	10% 3
External Webinar Offerings	3% 1	38% 11	3% 1	3% 1	3% 1
Mesa Reads	0% 0	3% 1	7% 2	3% 1	7% 2
Catalyst	10% 3	17% 5	7% 2	7% 2	3% 1
Committee/Shared Governance Participation	19% 6	16% 5	10% 3	10% 3	13% 4

How did you utilize the things you learned?

	MY WORK WAS GREATLY IMPACTED. (1)	MY WORK WAS MODERATELY IMPACTED. (2)	MY WORK WAS SOMEWHAT IMPACTED (3)	MY WORK WAS SLIGHTLY IMPACTED. (4)	MY WORK WAS NOT IMPACTED AT ALL. (5)	N/A
External Webinar Offerings	0% 0	0% 0	50% 1	0% 0	0% 0	50% 1
Committee/Shared Governance Participation	0% 0	50% 1	50% 1	0% 0	0% 0	0% 0
Supervisors' Breakfast	0% 0	0% 0	50% 1	0% 0	0% 0	50% 1
Supervisors Professional Learning	0% 0	50% 1	50% 1	0% 0	0% 0	0% 0
SHIFT Training	0% 0	0% 0	50% 1	0% 0	0% 0	50% 1
College Credits for Salary Advancement/Degree/Certificate	0% 0	0% 0	0% 0	0% 0	0% 0	100% 2

Professional Learning Format & Topics...

	VERY LIKELY (1)	LIKELY (2)	NEITHER LIKELY NOR UNLIKELY (3)	UNLIKELY (4)	VERY UNLIKELY (5)	TOTAL
Equity, Inclusion, Diversity and Culturally Responsive Teaching and Learning	31% 12	41% 16	21% 8	3% 1	5% 2	39
Canvas	18% 7	44% 17	18% 7	15% 6	5% 2	39
Video Recording	13% 5	21% 8	31% 12	21% 8	15% 6	39
Collaboration Across Disciplines/ Campus Areas	15% 6	38% 15	28% 11	13% 5	5% 2	39
Open Education Resources (OER)	8% 3	28% 11	31% 12	15% 6	18% 7	39
Leveraging Technology in Teaching/at Work	18% 7	31% 12	26% 10	15% 6	10% 4	39
Working Remotely	16% 6	34% 13	18% 7	13% 5	18% 7	38
Effective Online Course Design	23% 9	31% 12	21% 8	10% 4	15% 6	39
Wellness	21% 8	26% 10	24% 9	8% 3	21% 8	38
Communities of Practice	18% 7	29% 11	37% 14	3% 1	13% 5	38

ANSWER CHOICES		RESPONSES	
Zoom webinars (1)		65%	26
Face-to-face workshops (if possible) (2)		50%	20
Cohort-style fully online (3)		35%	14
Asynchronous Fully Online (4)		35%	14
Faculty Inquiry Groups (FIGS) (5)		30%	12
Other (please specify) (6)	Responses	13%	5
Total Respondents: 40			

Professional Learning & Equity

“

Equity Institute Framework

MESA2030 DRAFT GOALS

COMPLETION

- Mesa College will institutionalize (or Mesa-nize) practices that clarify pathways to timely completion for students with the priority on those practices that create parity in outcomes across racial/ethnic groups and all disproportionately impacted groups.

SCHOLARSHIP

- Mesa College will prioritize equity and excellence in the classroom by fostering innovation and high-quality, culturally relevant teaching/learning with the priority on those practices that create parity in outcomes across racial/ethnic groups and all disproportionately impacted groups.

COMMUNITY

- Mesa College will build a community culture that utilizes antiracist practices to cultivate collaboration, inclusion, diversity, equity, and personal growth so that all students, employees, and members of our external community are valued.

PATHWAYS + PARTNERSHIPS

- Mesa College will leverage pathways and partnerships within its internal and external communities to eliminate barriers and provide support for students entering Mesa College, through to completion, and beyond to transfer and employment.

STEWARDSHIP

- Mesa College will develop and sustain processes that prioritize environmental sustainability and allocate its human, physical, technological, and fiscal resources around the goal of increasing student access, success, and parity in outcomes across racial/ethnic groups and all disproportionately impacted groups.

Conference & Travel Committee

Co-Chairs

Thaun Le, Student Asst. Tech
START TRIO Program

Christina Crosby, Asst. Professor
Psychology

Conference & Travel Committee

2021-2022

The CAT committee awarded *$8550* in CAT funds.

- ➔ CAT: $8550
- ➔ CTE: $3000
- ➔ NCORE: $21948

2020-2021

The CAT committee awarded *$2562*

in CAT funds to 8

People.

- ➔ CAT: $1617
- ➔ CTE: $595
- ➔ GP: $350

Faculty Professional Learning Committee (FPLC)

Connecting and *amplifying* professional learning opportunities across campus.

FPLC Tri-Chairs

Kelly Spoon | Janue Johnson | Erin Evans

FPLC Projects

Catalyst Teaching Conference
bit.ly/catalystmesa

⚡ **Equitable Teaching Tips** - 📹 Recording
Join this lightning round to explore equitable assessment strategies from our colleagues.

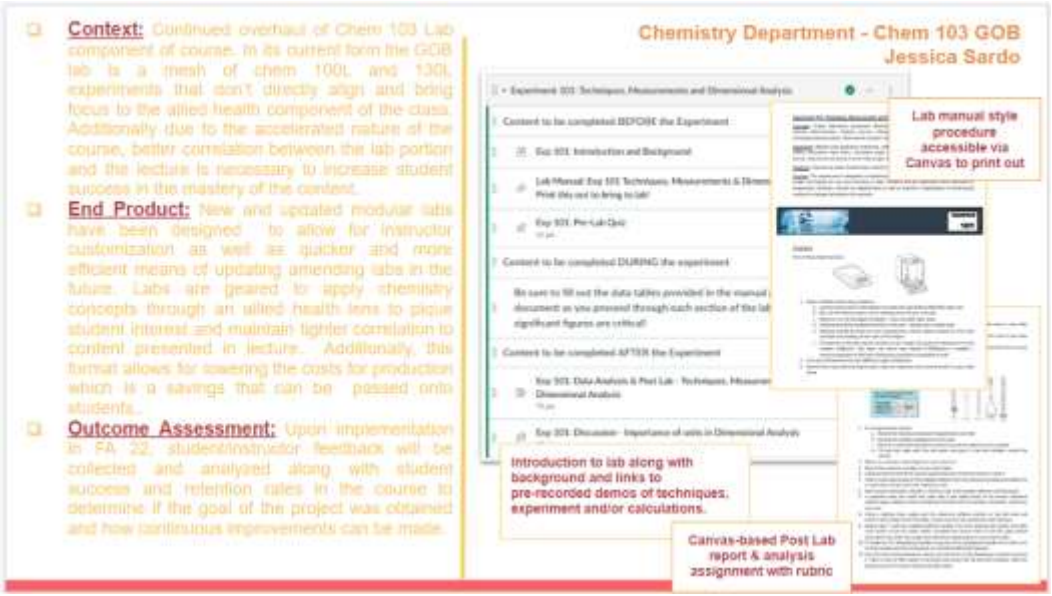
- UDL for Assessments (Prof. Cara Smulevitz)
- Equity-Minded Assignments (Prof. Edeama Onwuchekwa, Prof. Veronica Gerace)
- Contract Grading (Prof. Erin Evans)
- Grading for Learning (Prof. Kelly Spoon)

https://cccconfer.zoom.us/j/94020512056

Teaching Tree
bit.ly/mesacollegeteachingtree

Teaching Tree has been extremely useful, with near-instant solutions offered by experienced colleagues.

HSI STEM


Context: Continued overhaul of Chem 103 Lab component of course. In its current form the GOB lab is a mesh of chem 100L and 130L experiments that don't directly align and bring focus to the allied health component of the class. Additionally due to the accelerated nature of the course, better correlation between the lab portion and the lecture is necessary to increase student success in the mastery of the content.
End Product: New and updated modular labs have been designed to allow for instructor customization as well as quicker and more efficient means of updating amending labs in the future. Labs are geared to apply chemistry concepts through an allied health lens to pique student interest and maintain tighter correlation to content presented in lecture. Additionally, this format allows for lowering the costs for production which is a savings that can be passed onto students.
Outcome Assessment: Upon implementation in FA 22, student/instructor feedback will be collected and analyzed along with student success and retention rates in the course to determine if the goal of the project was obtained and how continuous improvements can be made.
Chemistry Department - Chem 103 GOB
Jessica Sardo
Lab manual style procedure accessible via Canvas to print out
Introduction to lab along with background and links to pre-recorded demos of techniques, experiment and/or calculations.
Canvas-based Post Lab report & analysis assignment with rubric

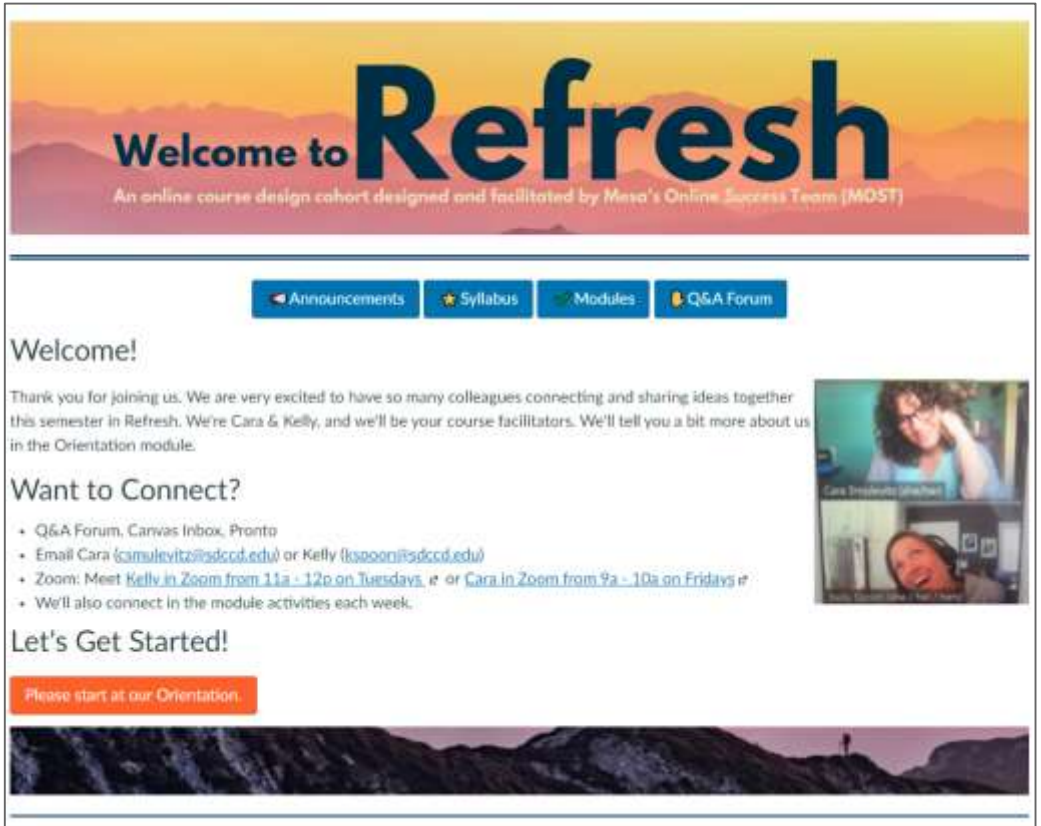
Winter/Spring 2022
STEM Faculty Lab Redesign
APPLY TODAY!
Update your lab to improve outcomes and equity. Join our team, and get compensation for your hard work!
Apply here:
https://bit.ly/STEMLab_SP22
Deadline to apply:
[Extended] Monday, November 29th, 2021
Receive 1 FSU
Meet with colleagues to share ideas, resources, and best practices
Focus your lab redesigns around equity and outcomes
Questions?
Contact Prof. Danica Moore,
Lab Redesign Faculty Liaison, dcmoore@sdccd.edu
HISPANIC SERVING INSTITUTION

Curriculum Equity & Excellence Review (CEER)

Registration link: bit.ly/regceer22

MOST Refresh | 4 week online facilitated cohort

- 30 participants
- 2 facilitators
- 4 weeks



MOST – Refresh22 Recap Video

MOST Refresh | 4 week online facilitated cohort

More from MOST

- On-Ramp to Online (Online Student Orientation) collab w/ Pathways Fellows
- “Fall Canvas Crawl” - Fall Flex Day w/ MOST
- Fall22 Cohort#2 - 4 week async: **Inclusive Content: Sept. 12 - Oct. 7**
- Job aide to assist online course evaluators
- Expanding our coaching to asynchronous - 💡3IDeas! Program

MOST Mesa's Online Success Team

mesamost@sdccd.edu sdmesa.edu/most

Faculty Inquiry Groups | Spring 22

Mesa's collaborative approach to equity-infused course redesign. Group projects facilitated by and for faculty around course redesign & equity-minded teaching.

21 participants across 5 Spring 2022 FIGs

- *Work Experience Remodel*
- *Exploring Effective and Engaging Content Facilitation in BIOL 210A*
- *Assessment Alternatives in Math*
- *The Case (and Design) for Asynchronous Learning*
- *Equitable Spotlight on Computer Scientists*

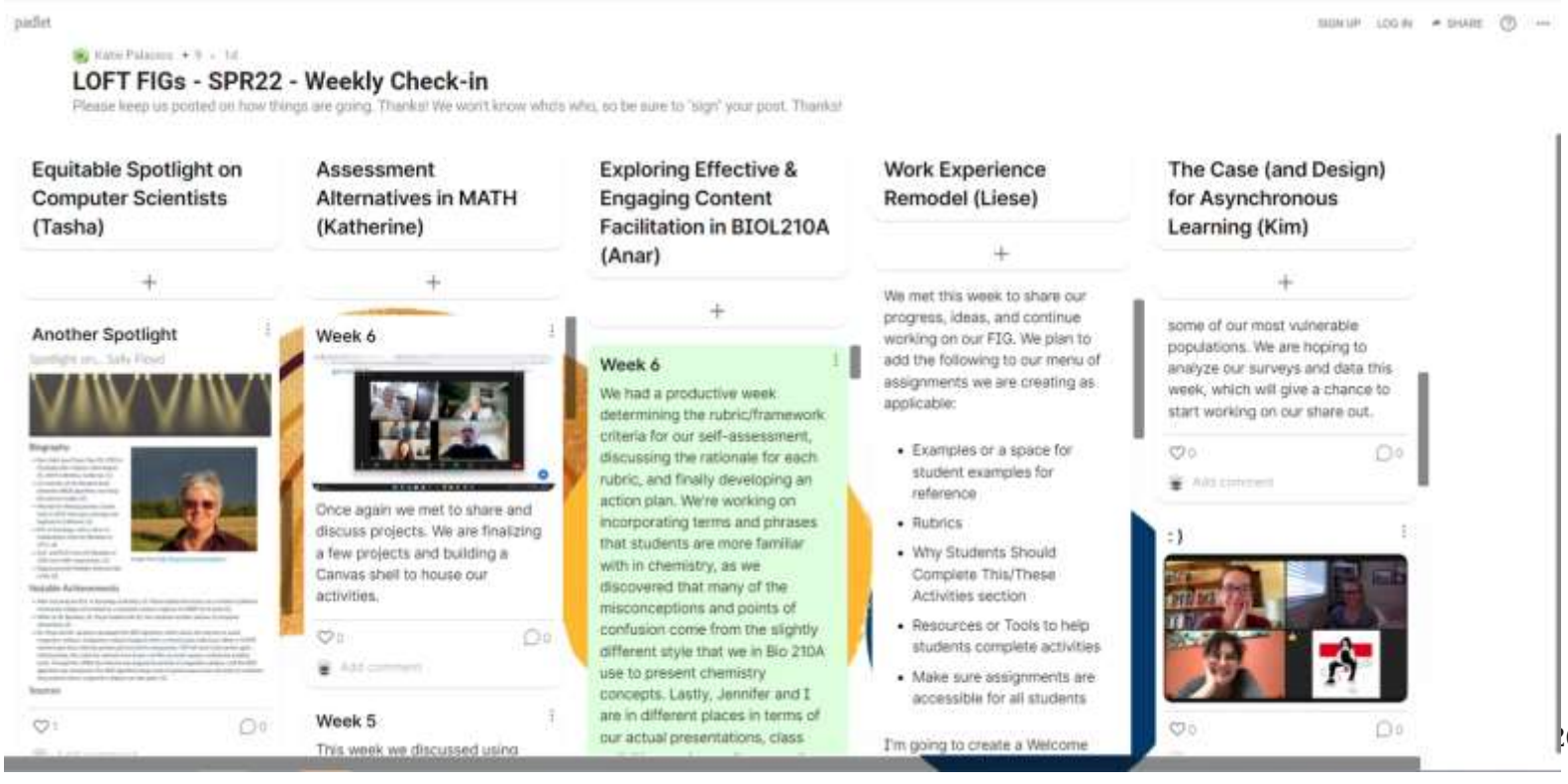
Previous FIGs

- *Assessment Redesign using "Grading for Equity" (Spring '21)*
- *Standards Based Calculus - Creating an Equitable Math 150 (Spring '21)*
- *Equity and Inclusion in the Standard Art History Survey (Spring '21)*
- *Collaborative Online Course Redesign for DE Geography (Spring '21)*
- *Content Presentation in Canvas: Streamlining the Learning Experience for Students (Spring '21)*
- *In Practice @ Mesa by Mesa DE (Spring '21)*
- *Integrating Social Justice Activities into Stats (Spring '21)*
- *Teaching Students To Learn: Embedding Metacognitive Activities into Your Course (Spring '21)*
- *Decolonizing[sic] the Lit Class (Fall '21)*
- *Culturally Responsive Teaching in Astronomy (Fall '21)*
- *Learn2Learn (Fall '21)*
- *Equity and Inclusion in Art History Survey - Part 2 (Fall '21)*
- *Promoting Equitable Outcomes in Intro Physics Through Inquiry-Based & Culturally-Relevant Instruction (Fall '21)*
- *Learner & Institutional Support through Canvas Content (Fall '21)*
- *Grading for Equity in CISC (Fall '21)*

bit.ly/loftfigs

- Mesa Convocation✓
- Department meetings ✓
- School meetings✓
- CCLC Annual Convention✓
- Peralta Equity Conference✓
- Other schools:✓(Golden West, Portland CC, SFCC)
- Academic Senate
- Big FIG Shindig

FIGs Padlet Screenshot



MOSAIC - Spring 2022

9 Participants
2 Facilitators
Prof. Denise Rogers & Prof. Pegah Motaleb

CDAIE -Professional Learning

- Develop, coordinate and conduct DEI workshops,trainings,projects and webinars
- Work with LOFT, SET & CEL Committee on DEI Flex events
- CDAIE PL Repository-Curate and Post DEI resources on a variety of multi-media channels.

New Faculty Institute

We Are Mesa Days (Jan 2022)

- Faculty Coordinator
- 3 Faculty Liaisons: Instructional, CTE, Student Services
- 4 members of current NFI cohort (many more expected in fall)

- Hybrid format
- Canvas Content
- Documented Conversations
- Resources Shared
- Equity Conversations

Supporting faculty at milestones:
Tenure, Full Professor, Ongoing PL
Accountability of Equity

Liquid Syllabus: https://bit.ly/MesaNFI

Chairs Academy

Kicked Off in Spring 2021

CPLC:

Co-Chairs

Sahar King

Classified Vice-President

Administrative Assistant

Office of Institutional Effectiveness

Todd Williamson

Instructional Lab Technician

LOFT

Eva Parrill

Classified Senate President

Administrative Assistant

LOFT

The Leading College of Equity and Excellence

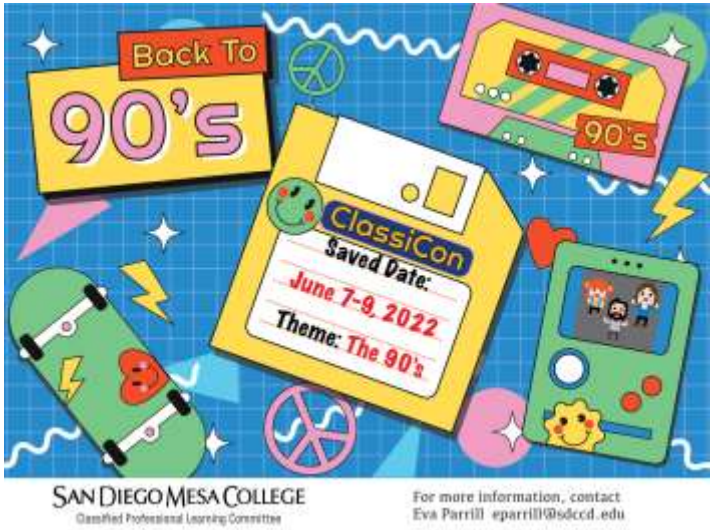
CPLC:ClassiCon 2022

(Upcoming)

Back to the 90's!

ClassiCON 2022 at San Diego Mesa College includes several events to support the professional and personal growth of Classified Professionals.

- Focus on building community & wellness
- Presentations by Classified for Classified
- Technology tips & best practices



New Classified Onboarding

Purpose

Develop relationships and networks across campus groups to promote discovery, growth, learning, and development opportunities for new classified professionals. Co-create a shared vision to foster a culture shift of identity that consists of equity-mindedness.

Proposal

With full support from the Classified Onboarding Taskforce, create a Professional Development Program for employee-driven professional growth and development.The program is intentional in supporting participants by using a framework that allows them to choose the depths at which they explore their career and professional potential.

New Classified Onboarding

Goal: Connect employees to physical and human resources that will help them flourish and identify a career path for success.

Deliverables

1. To foster and support a culture of Professional Learning & Development
2. Participation in new Classified Onboarding
3. Create more professional learning opportunities for classified to attend and to lead
4. Create more opportunities for classified to participate in shared governance
5. To increase awareness of Issues Facing Classified and awareness of Social Justice Issues
6. To create an action plan to decolonize the workplace
7. Remove barriers for Classified

California Community Colleges | Vision Resource Center

Cornerstone Professional Learning LMS

Please sign up.

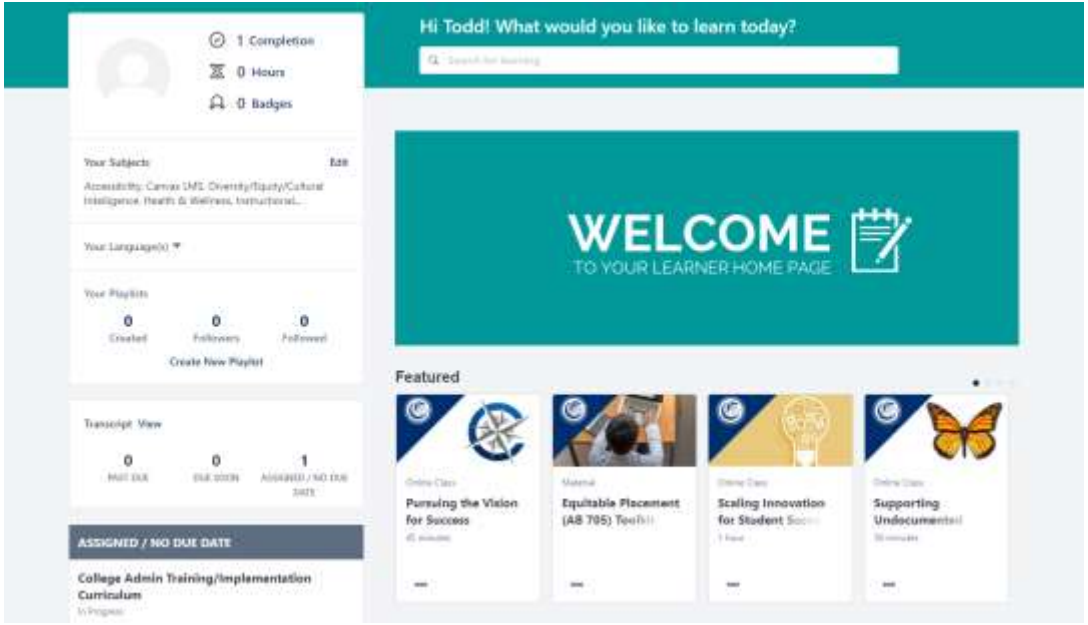
Customized access to the **Vision Resource Center** and the **California Community Colleges Vision for Success** goals

A centralized home for professional learning and FLEX opportunities

Access to a catalog of over 8,000 learning modules from **Skillsoft** and **LinkedIn Learning** including all **Lynda** content

A user centric Learner Home page that tracks the user's professional learning progress and accomplishments

Customized professional learning suggestions based on user interests, past professional learning participation and college and district suggested and required professional learning



A one stop professional learning and FLEX calendar featuring state level opportunities, vendor opportunities (VEBA, Skillsoft,LinkedIn Learning, Lynda etc.) and district and campus professional learning opportunities

Thanks!

Any *questions* ?

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