



# HSI-Equity-Professional Learning UPDATES

President's Cabinet - Oct. 15, 2019

WE ARE *Mesa*  
*The Leading College of Equity and Excellence*



SAN DIEGO  
MESA COLLEGE  
Proyecto Éxito

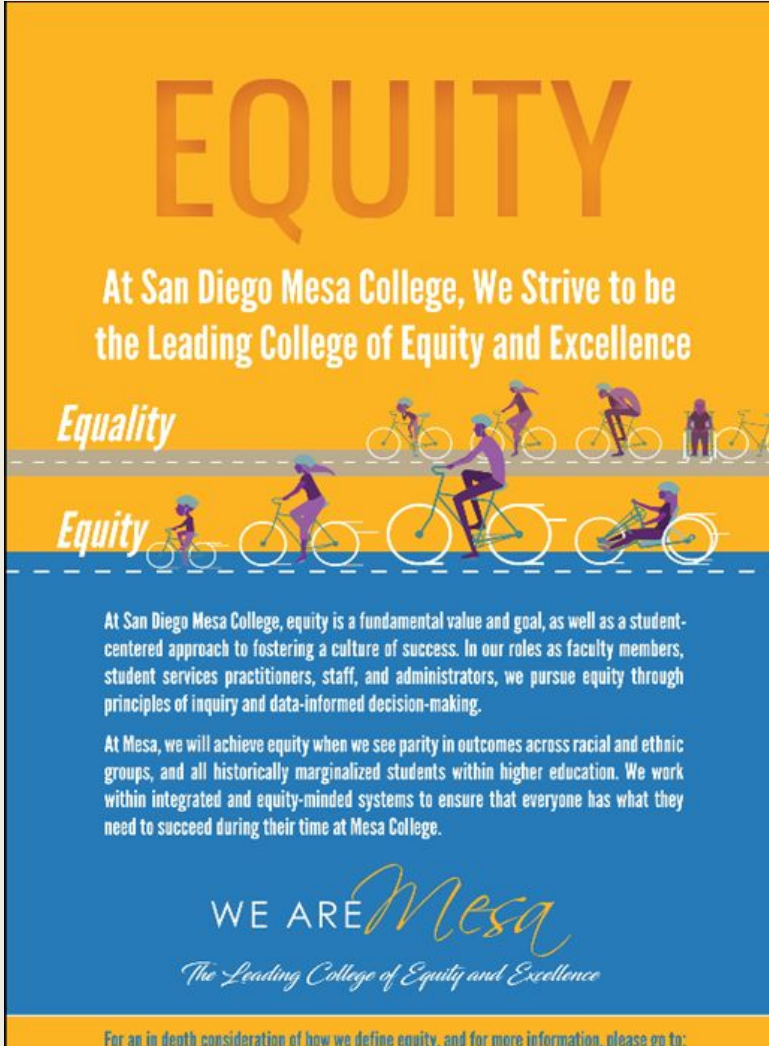


## Equity Defined at Mesa

- Used to engage in conversations within the classroom, department meetings, retreats, etc.

Tim Wise, relevance of the message

- Keep difficult conversations going
- Success Equity and Transformation Committee
  - Meets on 3rd Friday of every month, 14-402
- Leaders Engaging in Equity Practice (LEEP)

A graphic titled "EQUITY" in large orange letters. Below the title, it says "At San Diego Mesa College, We Strive to be the Leading College of Equity and Excellence". The graphic is divided into two horizontal sections. The top section, labeled "Equality", shows three people of different heights standing on a grassy bank, trying to watch over a river. The person on the left is too short to see over the riverbank. The middle person is at eye level. The person on the right is tall enough to see. The bottom section, labeled "Equity", shows the same three people, but the two taller people have moved to the bank, and the shortest person is now sitting on the shoulders of the middle person, able to see over the river. Below this, text explains that equity is a fundamental value and goal at Mesa College, and that the college works to achieve parity in outcomes across racial and ethnic groups. At the bottom, the "WE ARE Mesa" logo is repeated, followed by the tagline "The Leading College of Equity and Excellence". A footer at the very bottom says "For an in depth consideration of how we define equity, and for more information, please go to:".

**EQUITY**

At San Diego Mesa College, We Strive to be the Leading College of Equity and Excellence

*Equality*

*Equity*

At San Diego Mesa College, equity is a fundamental value and goal, as well as a student-centered approach to fostering a culture of success. In our roles as faculty members, student services practitioners, staff, and administrators, we pursue equity through principles of inquiry and data-informed decision-making.

At Mesa, we will achieve equity when we see parity in outcomes across racial and ethnic groups, and all historically marginalized students 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.

WE ARE *Mesa*  
*The Leading College of Equity and Excellence*

For an in depth consideration of how we define equity, and for more information, please go to:





## Construction:

AVANZA (I4-202)

LOFT (LRC 4th floor)

STEM Center (LRC 115)

Innov Research Lab (B-106)

## Programs / Services:

CRUISE

Peer Navigators

Embedded Tutoring

STEM Counseling



# HSI Professional Learning Pilot Programs

## HSI & Equity Dashboard

Fall 2019

### Leaders Engaging in Equity Practice (LEEP)

- Cohort PL
- May 7 - Certificate & Presentations
- Participants receive 1 unit

### Communities of Practice

- Anti-racism & Equity in Honors

### Faculty Inquiry Group

- Panel Presentation - Nov. 8

Spring 2020

### Catalyst Conference - Jan. 29

### National Alliance for Partnerships in Equity (NAPE)

- Culturally Responsive Teaching
- Equity in Problem Based Learning (STEM)

### HSI Conference - Apr.10 (Tent.)

### PRAXIS (CRI 2.0) - Dates TBA

- 3-day Summer Institute

# What did we learn about Course Redesign Institute?

- 48 faculty members participated in the Course Redesign Institute (CRI) between 2016-2018 and 54 redesigned courses (duplicated).
- Sixty-three percent of the faculty who attended CRI improved success rates for their redesigned courses during **Year 1**.
- The courses with the largest gains after CRI attendance were ARTF108, BIOL205, FREN102, GEOG101, and CISC181 (28, 17, 15, 15, 13 percentage points, respectively).
- The ethnic groups with the largest gains were **Pacific Islander, African American, Filipino, and Latinx** (16, eight, seven, and four percentage points, respectively).

# Course Redesign Institute Further Inquiry

- Is there evidence that CRI helped narrow equity gaps? If so, through what mechanism(s)? Can CRI's positive impacts be scaled up? (See Tables 10-15, and Tables 19-24).

Table 12. Course GPA by Ethnicity (Pre/Post)

	Baseline Year		Year 1		Delta (GPA)	Year 2		Year 3	
	Enrollments	GPA	Enrollments	GPA		Enrollments	GPA	Enrollments	GPA
African American	308	2.21	321	2.49	0.28	237	2.15	131	2.44
American Indian	15	2.94	---	---	---	---	---	---	---
Asian	387	2.99	377	3.11	0.12	247	3.03	105	2.80
Filipino	164	2.60	168	2.89	0.29	102	2.64	41	2.71
Latinx	1498	2.43	1528	2.62	0.19	1076	2.48	530	2.57
Pacific Islander	33	1.98	31	2.84	0.86	19	3.02	---	---
White	1460	2.82	1263	2.93	0.11	861	2.90	404	2.76
Other	285	2.62	251	2.59	-0.03	214	2.60	106	2.38
Unreported	57	2.96	73	3	0.04	43	3.21	29	2.37
Total	4,207	2.63	4,021	2.77	0.14	2,806	2.67	1,356	2.62

Note. Counts and outcomes were suppressed for enrollment counts below 10.

# Course Redesign Institute

## Further Inquiry

- From 2016 to 2018, the number of students impacted by the CRI program has steadily declined (See Table 1). What can be done to attract the faculty with the greater number of students?

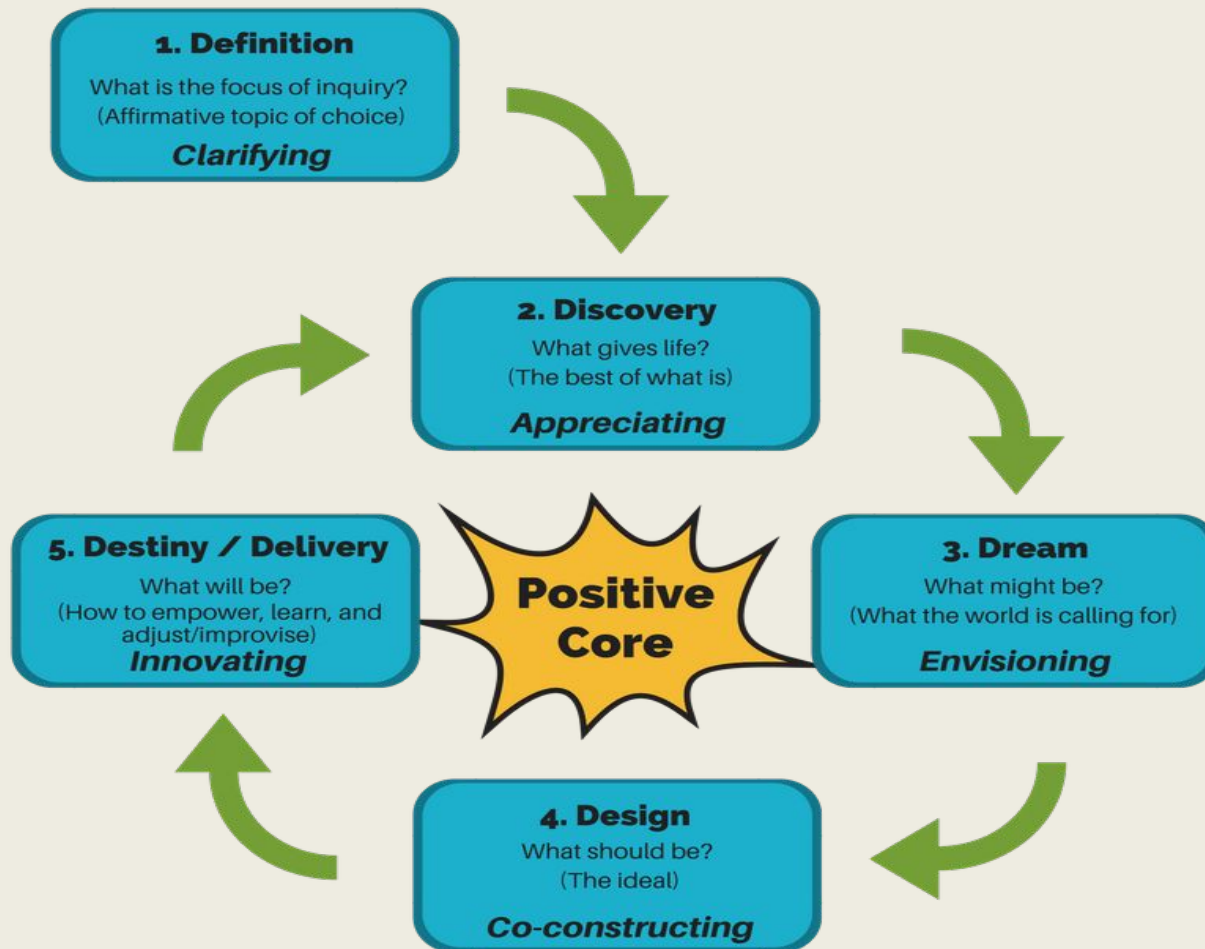
Table 1. CRI Enrollment, Course, and Instructor Counts by CRI Session

	Baseline Year				Year 1			
	Enrollments	Courses (duplicated)	Courses (undup)	Instructors	Enrollments	Courses (duplicated)	Courses (undup)	Instructors
CRI 2016	2,048	19	16	17	2,003	19	16	17
CRI 2017	1,591	14	10	13	1,460	14	10	13
CRI 2018	568	9	9	8	558	9	9	8
Overall	4,207	42	32	38	4,021	42	32	38
	Year 2				Year 3			
	Enrollments	Courses (duplicated)	Courses (undup)	Instructors	Enrollments	Courses (duplicated)	Courses (undup)	Instructors
CRI 2016	1,562	18	15	16	1,356	15	13	13
CRI 2017	1,244	10	8	10				
CRI 2018								
Overall	2,806	28	21	26	1,356	15	13	13

Overall, course success rates and GPAs peaked on the year that immediately follows faculty CRI attendance (See Figure 1, Table 8, and Table 9). What can be done to keep the momentum going, or even build on it?



# Professional Learning





# PL - Meeting you where you're at...

Collaborating with Departments to create equity initiatives → through communities of practice, or inquiry teams.

**[bit.ly/MESAPLREQUEST](https://bit.ly/MESAPLREQUEST)**

Leverage the resources that are within the schools to create learning agendas...

We can support!  
Resources: professional learning speakers, books, materials, and coordinating events.

# Action Items...

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- (1) Invite us to speak / meet with your faculty at an upcoming dept meeting;
- (2) Send a proposal to present at Catalyst; [bit.ly/catalyst2020](https://bit.ly/catalyst2020)
- (3) Use the [HSI & Equity dashboard](#) in your Program Review;
- (4) Attend a Campus Employee Learning or Success, Equity, & Transformation Mtg;
- (5) Complete the Professional Learning interest form: [bit.ly/MESAPLREQUEST](https://bit.ly/MESAPLREQUEST)