SAN DIEGO MESA COLLEGE

The Mesa Journey

President's Cabinet Retreat- Spring 2019

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#allin4students
SAN DIEGO MESA COLLEGE

“If the ladder of educational opportunity rises high at the doors of some youth and scarcely rises at the doors of others, while at the same time formal education is made a prerequisite to occupational and social advance, then education may become the means, not of eliminating race and class distinctions but of deepening and solidifying them”

-Harry S. Truman(Commission on Higher Education Report, 1947)

Plan and Logistics

Padlet: bit.ly/pcab2019

1. Context and Ground Rules
2. Dig into Data dashboards
3. Distill and make meaning of data trends
4. Identify areas of focus
5. Develop consensus around areas of concern
6. Develop a vision for the future in these areas

Context and Ground Rules

Assumptions and Background

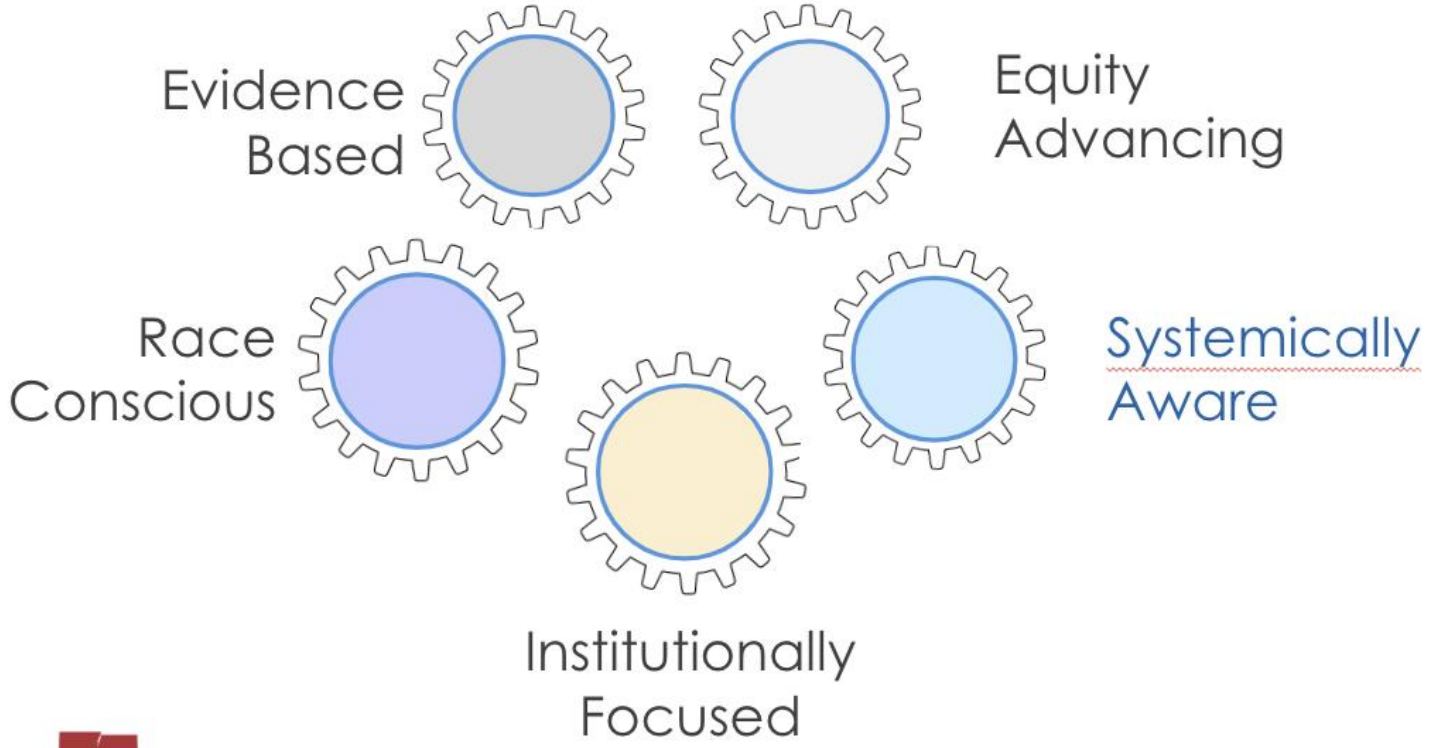
- All students should have equal opportunities for success
- We want to serve ALL students well
- There are no inherent differences across groups (race, gender, etc.) that reasonably explain gaps
- Higher Education was built on white middle class values

Why Race?

- Race is visible
- Racial and ethnic minorities have been legally prohibited from attending universities
- Unlike financial aid policies (which remove barriers for low income students) no policies exist to remove barriers for people of color
- Many SES-based policies favor white students over students of color
- Racial gaps are more prominent and persist regardless of income

Ching, C.D. (2013). *Why race? Understanding the importance of foregrounding race and ethnicity in achieving equity on college campuses.* Los Angeles, CA: Center for Urban Education, Rossier School of Education, University of Southern California.

How do you know if something is equity minded?



CENTER FOR URBAN EDUCATION

Strategies for Modeling Equity Mindedness

- Develop your framework, inform yourself
- Know the data and trends (inside the college and out)
- Understand how data/metrics are connected
- Reframe conversations: Focus on institutional barriers
- Develop ground rules for discussion
- Acknowledge our own biases and levels of privilege

Strategies for Meaning Making

- Understand the **definitions** and nuances of *your* data
- Develop guiding questions and hypotheses
- Look for patterns/trends
  - Across time
  - Across/between groups
  - Across other characteristics (course level/modality, etc.)
  - Between datasets
- Look at outliers/anomalies
- Infer meaning, draw conclusions, ask more questions

Things to keep in mind…

- We are not seeking **TRUTH** just one of many *truths*
- Dozens of variables influence student success but pervasive and persistent patterns can be compelling places to begin our work
- Don’t get trapped in false dichotomies
- Data and assessment are inextricably linked to a culture that values effective pedagogy and andragogy
- Student success data is, ideally, learner centered not teacher centered

“Inquiry is a change strategy, become a researcher of your own practice”- E.Bensimon

You don’t need data to maintain the status quo.

Connecting the Dots

THE WHY

Our Students and Communities

THE WHAT

Vision for Success

GOALS

- Increase certificates and degrees
- Increase transfer to CSU and UC
- Decrease units to complete
- Increase employment in field of study
- Close equity gaps
- Close regional achievement gaps

THE HOW

Guided Pathways

PILLARS

- Clarify the path
- Enter the path
- Stay on the path
- Ensure students are learning

THE TOOLS

System-level Support

PROGRAM ALIGNMENT AND SUPPORT

- Developmental Ed. Reform (AB 705)
- California Promise (AB 19)
- Associate Degrees for Transfer
- Regulatory Reform

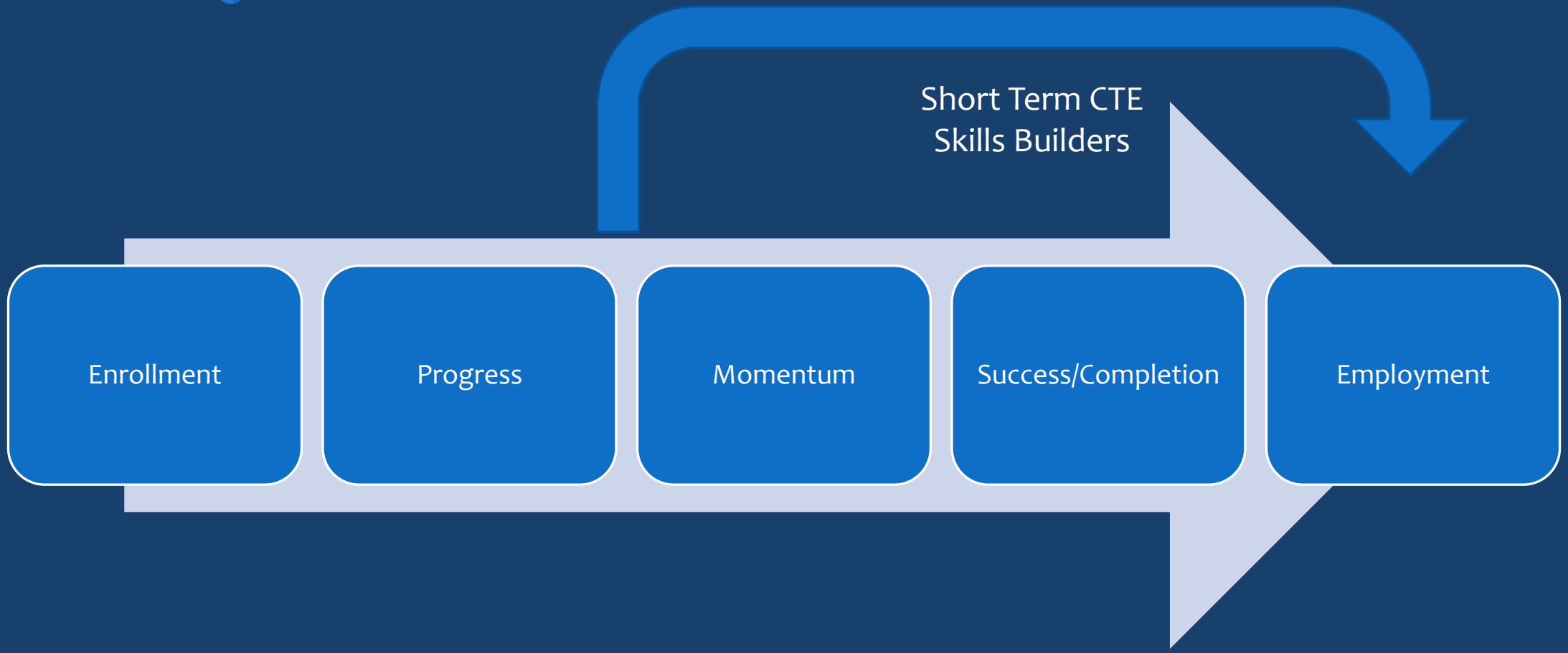
FISCAL REFORM

- Student Centered Funding Formula
- Guided Pathways allocations
- Student Equity and Achievement Program

POLICY CONNECTIONS

- Student Success Metrics
- Vision Resource Center
- Investment in staff and faculty
- Regional support strategy
- Local Board goals (AB 1809)

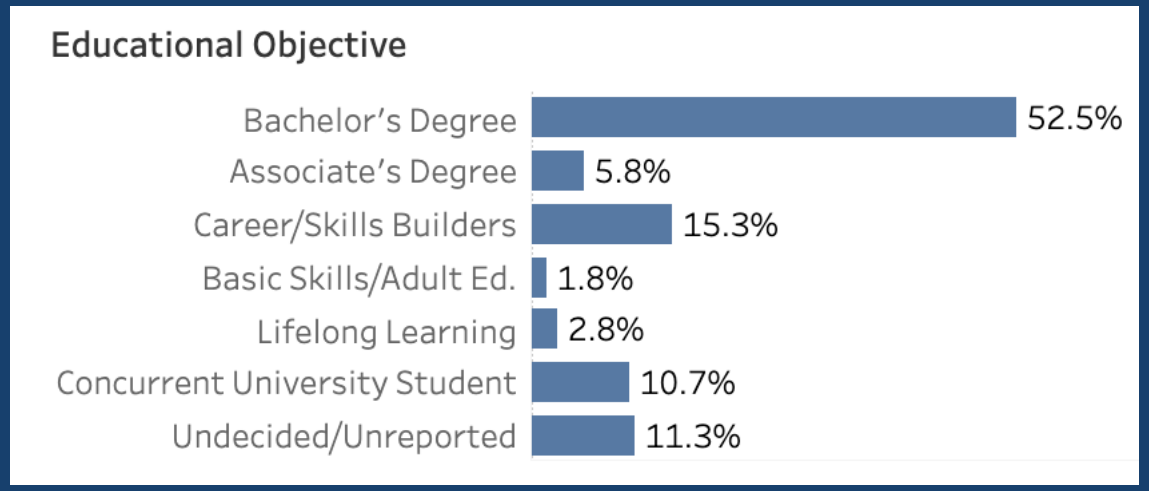
Student Journey

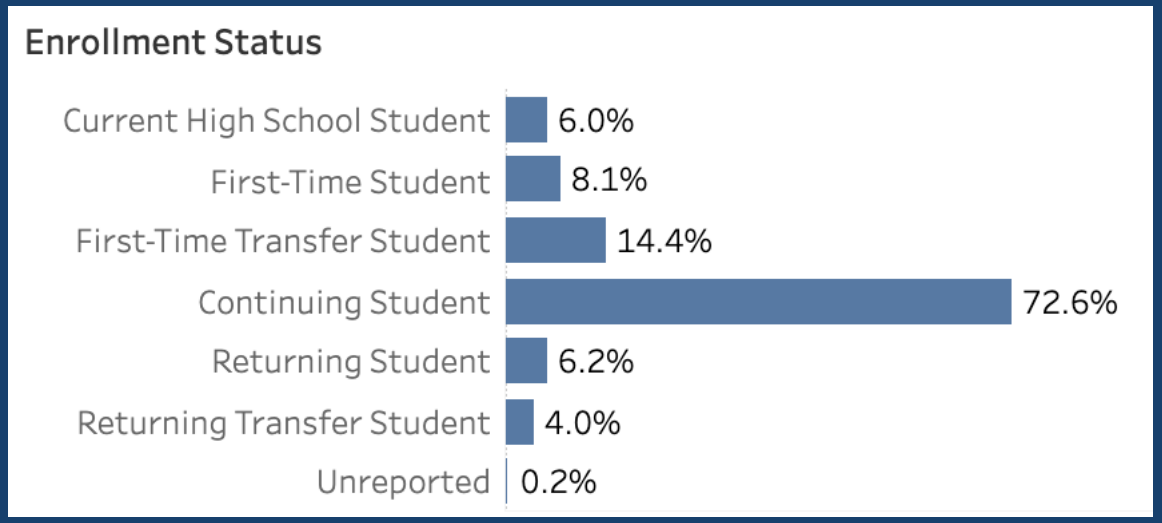


Enrollment: Who do we serve?

2017/18 AY

35,263





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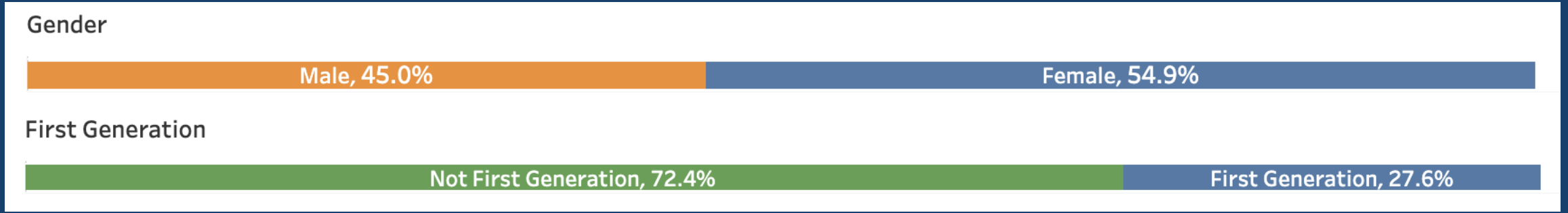
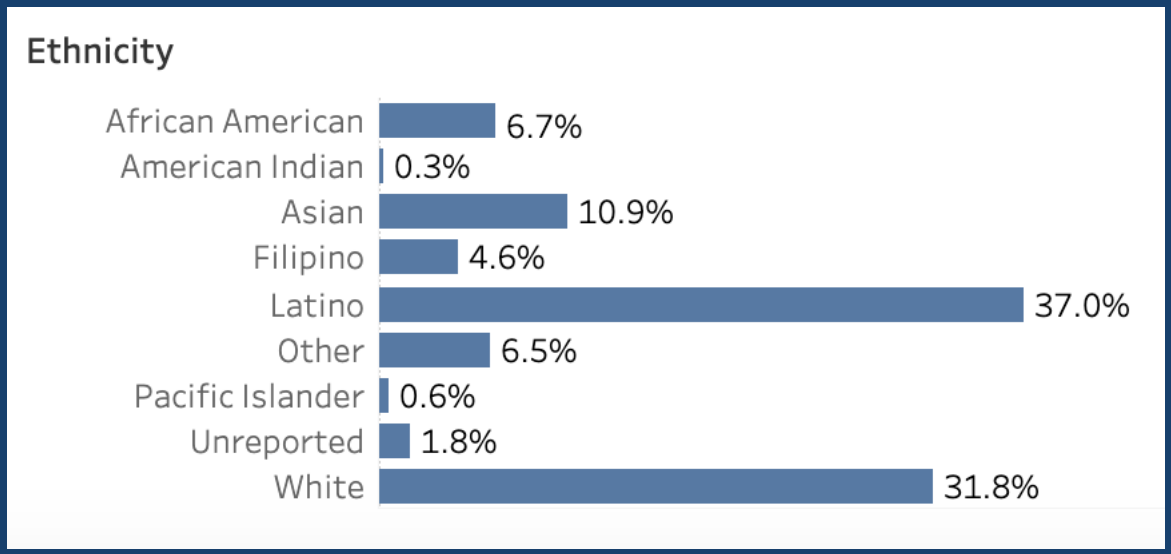
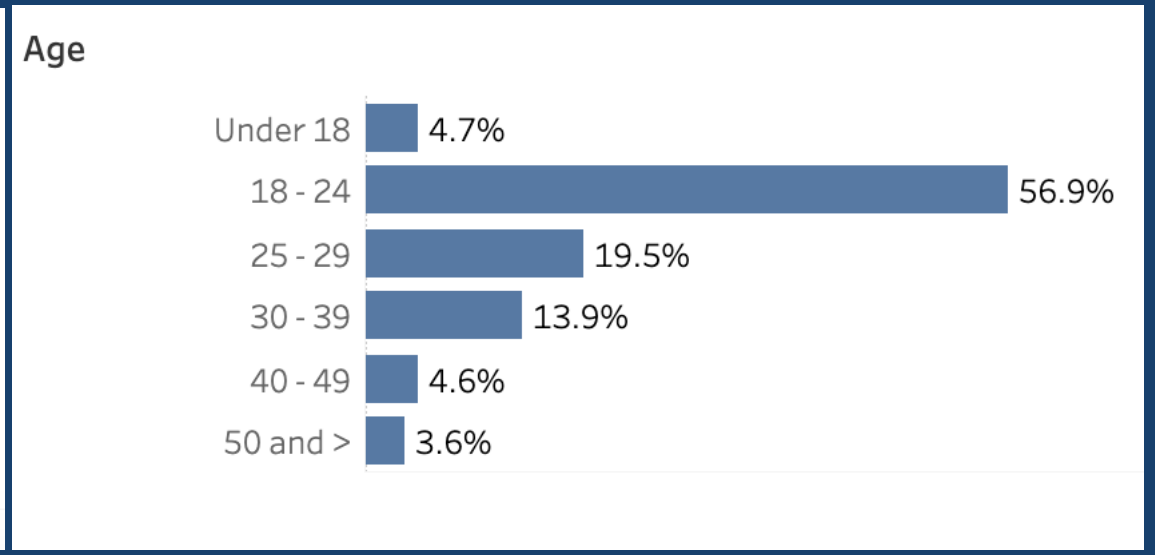




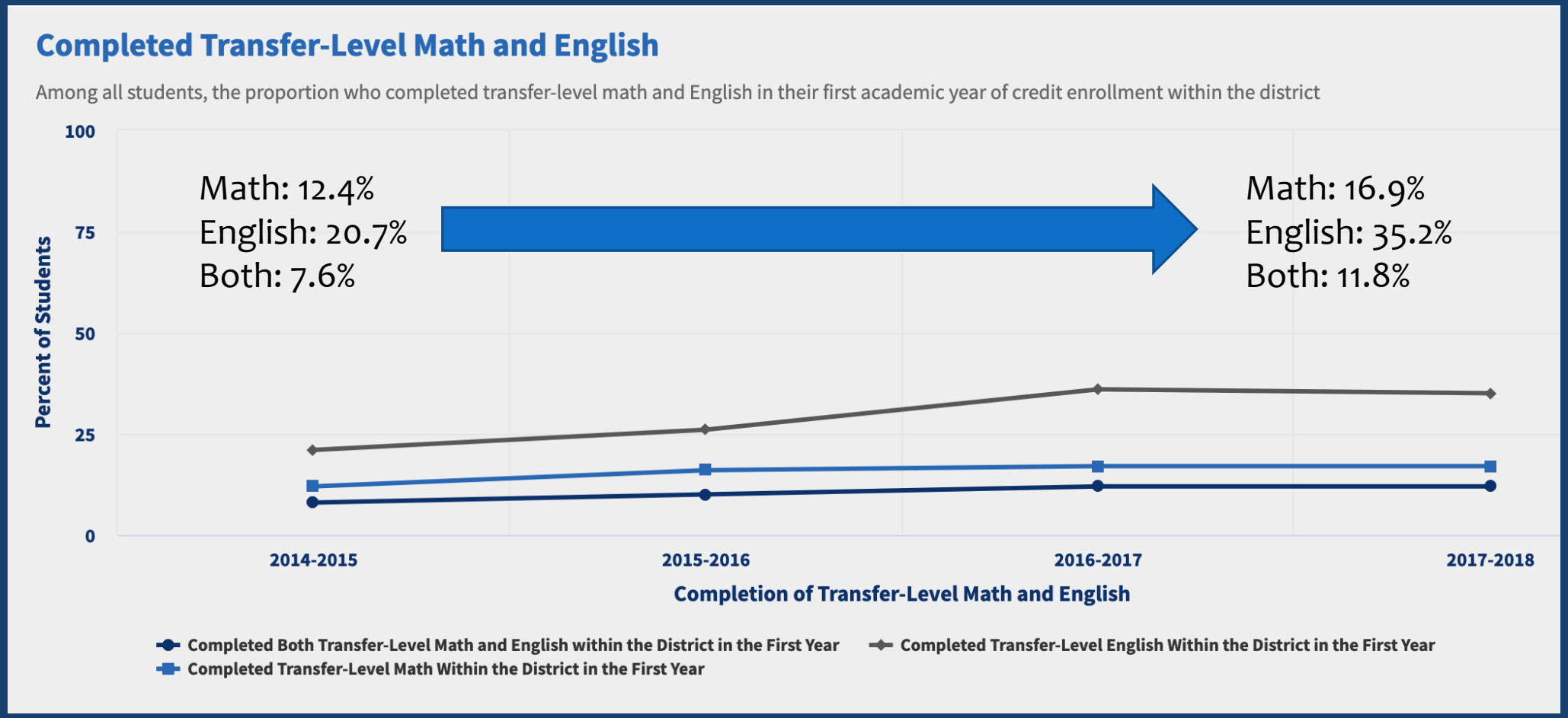


Enrollment: Who is in your program?

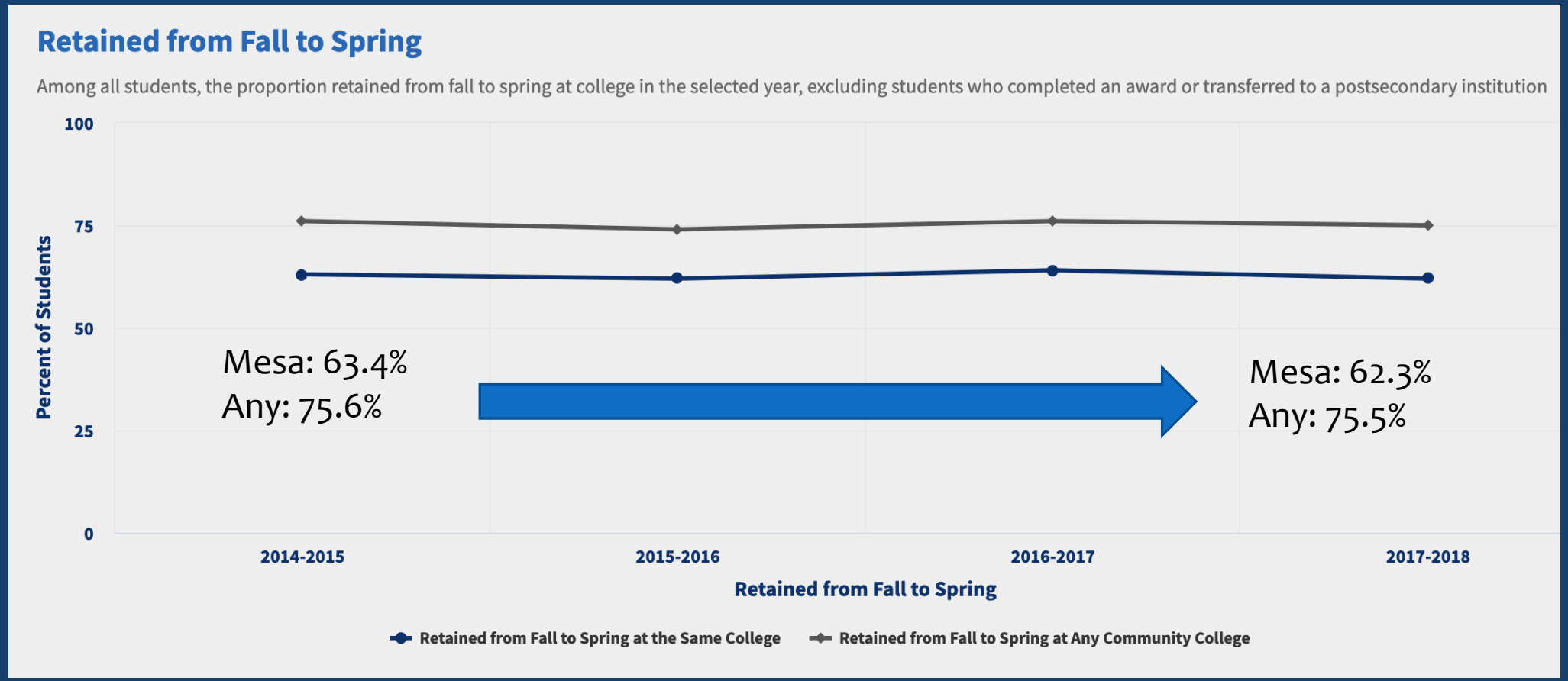
Dig in

1. Do the characteristics of the students in your program match that of the campus?
    1. If you note differences, what might explain this?
2. Do you notice any trends across time?
    1. What might explain this?

Progress: Math and English Completion

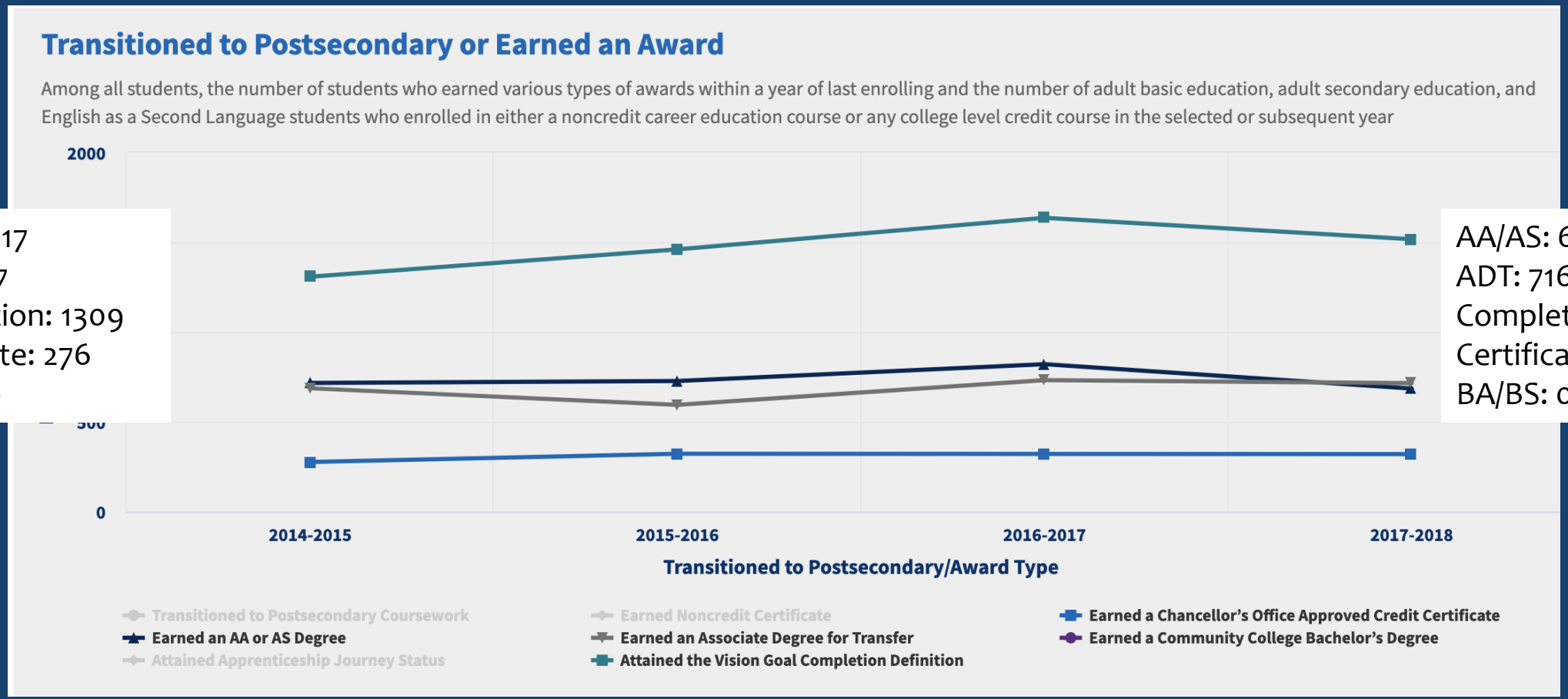


Momentum: Fall to Spring Retention



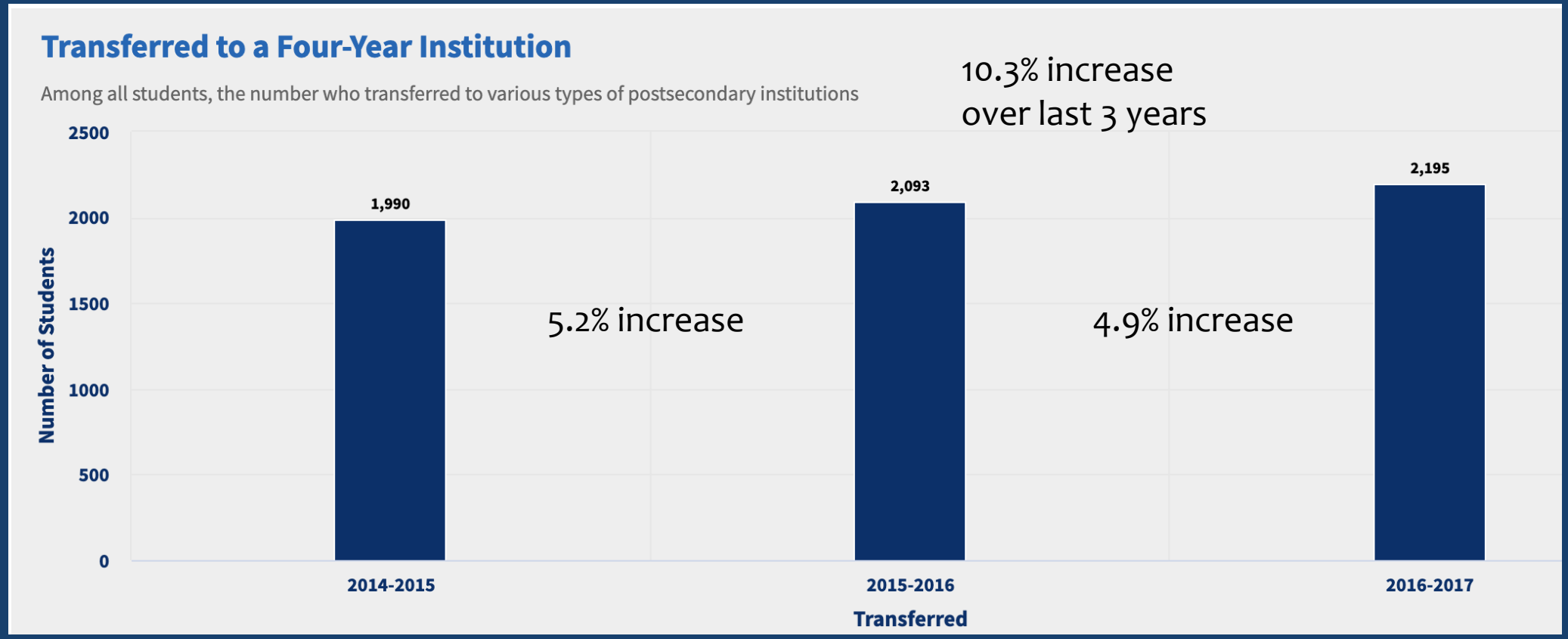
Success: Associate Degrees

AA/AS: 717
ADT: 687
Completion: 1309
Certificate: 276
BA/BS: 0

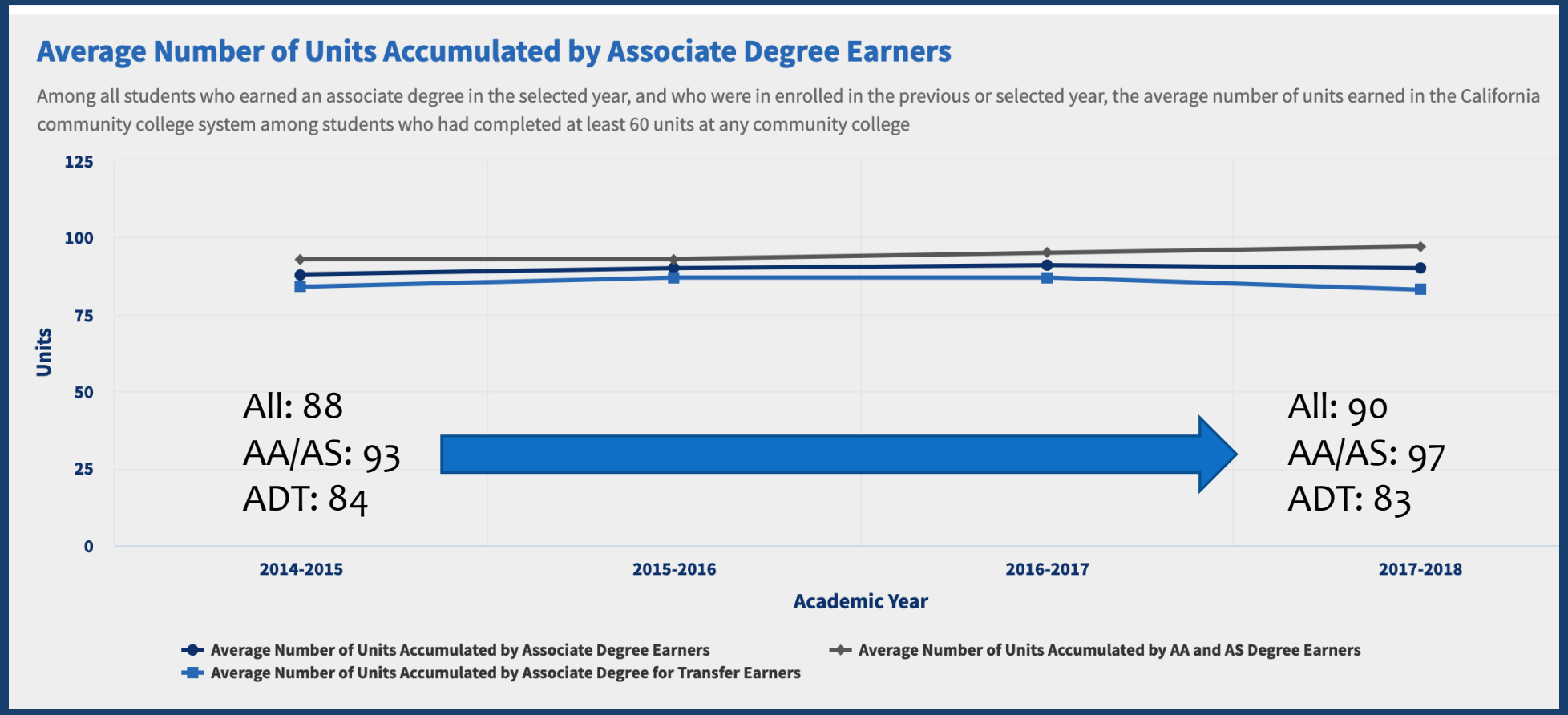


AA/AS: 686
ADT: 716
Completion: 1518
Certificate: 320
BA/BS: 0

Success: Transfer to UC/CSU



Success: Unit Accumulation



Highlights Along the Journey- Entry/Progress

Placement Assistant & AB705

Mesa journey-Past, present, future

Fall 2015

- MMAP Pilot site
- Replacement of students who had completed ACCU
- Used CalPASS Data
- Launch of English 101x

Summer 2017

- Launch of Placement Assistant
- Utilizes self-reported information
- Totally supplants ACCU

Spring 2018

- Inclusion of International, HiSET, GED, CAHSEE scores into PA
- Updated logic-floors set at College-level + Co-req.

Fall 2018

- Launch of Math 96x (intermediate Algebra)

Spring 2019

- Launch of Math 116X. 104X (college Algebra and Trig)

Future

- Automatic placement from CCCApply
- Auto email generated at application
- Co-requisites in Math

Mesa PLACEMENT ASSISTANT

Start here.

First Name*

Last Name*

Email*

CSID*

Re-enter CSID*

CONTINUE

Fall 2018 Outcomes

- Over 75% of students have access to standalone Transfer-Level Math and English
- In English co-req. transfer is the floor, in Math co-req. Intermediate Algebra is currently the floor
- Students placed at lower level were less likely to enroll (for both Math and English)
- Students in the higher HS GPA groupings had higher success rates (for both math and English)

English

- Success Rate in English 101 remained stable at ~71% for PA students
- Equity Gaps still remain for our African-American and Latinx student groups
- Those gaps narrow in the Accelerated class (101x)
- Throughput improved for All student groups

Math

- Students placed at lower levels had lower success
- Success Rates in Intermediate Algebra and Statistics were lower than campus average
- Success Rates in College Algebra and Trig remained stable
- Success rates in Accelerated Intermediate Algebra was significantly higher than the standalone course (66% vs. 42%)
- Equity gaps remain

Throughput

Math

- Enrollment in transfer level Math in the first term increased from 16% to 32% since Fall 2014
- The percent of students completing transfer level math in their first term has increased from 10% to 18% since Fall 2014.
- Note that co-requisite math courses at the transfer level were launched in Spring 2019 for College Algebra and Trig and Co-requisite support for Stats will launch in Fall 2019

English

- Enrollment in transfer level English in the first term has increased from 17% to 44% since Fall 2014
- The percent of students who have completed transfer level English in the first term from since Fall 2014 has gone form 13% to 36%
- Latinx students have gone from 10% to 36%
- African-American students have gone from 8% to 26%

English/ELAC Course Success Rates Fall 2018

(Note: only includes courses with >10 enrollments)

Course	Valid Enrollments	Success Count	Success Rate-PA	Success Rate-Campus-wide
ELAC015	12	8	67%	69%
ENGL047A	166	108	65%	63%
ENGL101x	198	142	72%	73%
ENGL101	933	665	71%	66%
ENGL105	222	150	68%	64%
ENGL205	76	58	76%	75%

Math Course Success Rates Fall 2018

(Note: Only includes top 5 enrolled Math classes for PA students)

Course	Enrollment	Success	Success Rate-PA	Fall 2018-Campus	Fall 2017-Campus	Diff-FA2018-PA
MATH096	445	186	42%	49%	57%	-7%
MATH096x	74	49	66%	60%	--	6%
MATH104	250	153	61%	61%	57%	0%
MATH116	163	95	58%	57%	60%	1%
MATH119	329	163	50%	58%	69%	-8%

English Challenges and strategies

- What do we call it? Nomenclature
  - Registration logistics (LCOM)
  - Students being unable to find the class
  - Branding (counseling & student facing)
- Grading structures
  - Co-grading
  - Pass/no pass vs. graded
- Communication
  - How will students know about it?
  - Using existing tool

Math Challenges and strategies

- Curriculum issues
  - Using existing courses vs. Developing new courses
  - Re-examining existing courses
- Multiple math pathways
  - Communicating recommended pathways to students
  - B-STEM – SLAM
- Setting priorities
  - Helping the few vs. the many
  - Supporting faculty who are doing the work
  - Where to start

Back Door wins

- Culture
  - Re thinking existing practices
  - Building communities of practice
  - Faculty who would not have these conversations previously are now having them
  - Guinea Pig Project (transparency about data)
- Aligning curriculum
  - Conversations with Continuing Education
  - Regional conversations about curriculum including k-12

Leveraging resources

- PATHWAYS
  - Identified as Priority Element
- BSSOT/BSI
  - Reassigned time o write curriculum
  - RA time to coordinate courses
  - Stipends (ESUs) to participate in CoP
  - Stipends for participating in AIM
  - Professional Learning
- Equity
  - RA Time to coordinate Math 92
- HSI Title 5
  - Mathletics

Highlights Along the Journey- Progress/Momentum

- CRUISE (17-18)
  - Nearly 600 students were served, nearly 50% were Latinx, 72% were Transfer/Degree seeking, 35% First Gen
  - Success rates for CRUISE students was 74% compared to 71% Overall
  - All racial groups Except Filipino had higher success rates for CRUISE participants as compared to overall campus. The average Success rate difference was +5%
  - CRUISE students enrolled in an average of 7.9 more units than non CRUISE students
  - CRUISE students persist to 2nd term at higher rate (87% vs 70%) and 3rd term (68% vs 49%) when compared to other first time to college students

Highlights Along the Journey-Momentum

STAND

- 1,245 students served in 16/17 and 17/18
- Over 70% are ages 18-24, 41% are Latinx, 17% are African American/Black, 2/3 are degree/transfer seeking
- Course Success Rate is slightly above campus average of 71%

Dig into Dashboards

Equity Minded Reflection

Each table will focus on 1 metric

Use Student Success Metrics Dashboard

- Look at overall rates and Disaggregate by Race
- Use the Equity Minded Reflection Guide to focus dialogue

Distill it down

Respond to the following questions in Padlet (you can respond as a group or individually)

1. What do you observe in the data?
   - Identify 2-3. key findings around trend over time and across groups.
2. What trends would we like to see?
   - Identify 1-2 specific outcomes that we'd like to strive for across all groups and within subgroups.

Share out

A look at prior goal setting

Vision for Success Local Goal Setting Summary Table (enter % change into highlighted row)									
	GOAL 1			GOAL 2		GOAL 3	GOAL 4		
	1A: All Assoc. Degrees	1B: Certificates	1C: Vision for Success	2A: ADTs Only	2B: Transfer UC/CSU	3: Unit Accum.	4A: Median Earnings	4B: Living Wage	4C: Employed in Field
MESA									
Baseline	1553	321	1637	732	2093	91	$ 7,828	56%	72%
2 yrs prior to Baseline	1401	276	1521	685	1990	88	$ 7,398	53%	69%
% Change Prior 2 yrs to baseline	10.8%	16.3%	7.6%	6.9%	5.2%	3.4%	5.8%	5.7%	4.3%
Most recent year	1402	320	1518	716	2195	90	---	---	71%
21/22 Goal Count	**2143**	**411**	**1637**	**1010**	**2344**	**82**	**$ 8,611**	**62%**	**79%**
21/22 Goal Percent Change	**38%**	**28%**	**0%**	**38%**	**12%**	**-10%**	**10%**	**10%**	**10%**
CCCCO SYSTEMWIDE									
System Goals	**20%**	**20%**	**20%**	**35%**	**35%**	**-10%**	**10%**	**10%**	**10%**

Questions, Comments, Thoughts?