FALL 2015

SAN DIEGO MESA COLLEGE
CONVOCATION
Thursday, August 20, 2015
WELCOME

Your hosts:

- Pamela T. Luster, President
- Tim McGrath, VP/Instruction
- Rachelle Agatha, VP/Administration
- Julianna Barnes, VP/Student Services
AGENDA

- Welcome
- Mesa’s “Year of Firsts” Video
- Introduction of New Administrators and Faculty, Fall 2015
- New Website/Propositions S and N Updates (Rachelle)
- Accreditation (Julie)
- Instruction Update (Tim)
- Program Review and You (Madeleine)
- District Guests: Chancellor Carroll, Board President Maria Senour and AFT President, Jim Mahler
- Success, Equity and You
NEW ADMINISTRATORS, FALL 2015

- Dr. Madeleine Hinkes, Dean of Institutional Effectiveness
- Larry Maxey, Dean of Student Success & Equity
- Monica Romero, HSI Grant Director
- Jenny Vargas Wright, Dean Learning Resources and Academic Support
Governance 2015

- Prof. Rob Fremland, President, Academic Senate
- Angela Liewen, President, Classified Senate
- Igor Burgos Maron, President, Associate Students Government
- Prof. Kim Perigo, Chair of Chairs
New Faculty, Fall 2015

- Tara D. Marciel, Accounting
- Dr. Irena Stojimirovic, Astronomy/Physical Sciences
- Candace Katungi, Black Studies
- Dr. S.K. Sharma, Chemistry
- Ida R. Cross, Child Development Center Director
NEW FACULTY, FALL 2015

- Amber Alatorre, Counseling
- Nicholas DeMeo, Counseling
- Ramiro Hernandez, Counseling
- Raul Rodriguez, Counseling
- Melissa Williams, Counseling (DSPS)
New Faculty, Fall 2015

- Brian Lesson, Hospitality
- Laura Collins, Dental Assisting
- Dr. Rachel Russell, Geographic Information Systems (GIS)
- Dr. Gloria Kim, History
- Michael Cox, History
Meet the new web guy

Joel Arias,  
Web Designer/Developer

mesawebssupport@sdccd.edu
Prop S & N Overview

- The SDCCD construction bond program was funded by voter-approved
  - Proposition S, a $685 million bond (2002)
  - Proposition N, an $870 million bond (2006)

- Mesa College projects started in 2003

- 20 Total Approved Projects
  - 13 Completed
  - 3 Construction
  - 4 in planning, design and DSA
Completed Prop S & N Projects

ALLIED HEALTH BUILDING | COGENERATION FACILITY | EAST CAMPUS IMPROVEMENT PROJECT | HUMANITIES, LANGUAGES & MULTICULTURAL STUDIES BUILDING | LRC LANGUAGE LABS | MATH & SCIENCE COMPLEX | DESIGN CENTER | MODULAR VILLAGE | STUDENT SERVICES CENTER | SOCIAL AND BEHAVIORAL SCIENCE BUILDING | TEMP PARKING ALL-WEATHER TRACK/STADIUM RESTROOMS | VISUAL ARTS PROGRAM REMODEL | EV/PARK LOT 1 PHASE 3
Social Behavioral Sciences Building

$40.5 million budget - Occupied Fall 2014

66,000 SF of new laboratories, classrooms and offices for Mesa’s Behavioral Sciences, Social Sciences and Communication Studies programs. The building also includes Psychology, Geography, Anthropology and Speech Labs.
Prop S & N Projects in Progress

MESA COMMONS

The Mesa Commons will house a food service facility, culinary arts program, bookstore, stockroom, and print & mail services. Est GSF 65,000

Budget: $44.3 million

EXERCISE SCIENCE

The Exercise Science Building will house the college’s exercise science programs. Est GSF 25,000

Budget: $15.3 million
Prop S & N Projects in Progress

**CENTER FOR BUSINESS & TECHNOLOGY**

The Center for Business and Technology will include classrooms and laboratories for computer business technologies, computer information sciences, multi-media programming, geography information systems and fashion programs. Est 60,000 GSF

Budget: $32.2 million
Duration: 2016 - 2018

**FACILITIES SUPPORT**

The facilities services remodel involves the renovation of an existing one-story, concrete racquetball court for use as offices and storage for Mesa facilities services. Est 12,600 GSF

Budget: $4.2 million
Duration: 2016 - 2017
Prop S & N Projects Design & Planning

FINE ARTS & DRAMATIC ARTS RENOVATION
BUDGET: $14.6 MILLION  |  DURATION: 2017 - 2018

REMAINING INFRASTRUCTURE – 2018-2019

CAMPUS SIGNAGE – 2018-2019

MESA QUAD – 2018-2019
Mesa Master Plan – Phase 8
OTHER FACILITIES PROJECTS

- MA REMOVAL – REPURPOSE OF GROUND SPACE
- THE LOFT (LRC)
- WRITING CENTER (LRC)
- CIRCULATION COUNTER (LRC)
- EXPLORING MATH TUTORING LAB
- ANCILLARY MOVES ONGOING

TRANSPORTATION & PARKING

- TRANSIT WORK GROUP *(NEW)*- EXPLORE OPPORTUNITIES
- TRAFFIC STUDY
- PARKING ASSESSMENTS ONGOING
Questions?

Rachelle Agatha
Vice President of Administration
ragatha@sdccd.edu
INSTRUCTION

Tim McGrath, VP, Instruction
INSTRUCTION

- Enrollment Mesa 2015-16 Target
  - Summer 20% Growth
    - 2014 1,304 FTES
    - 2015 1,561 FTES
  - Fall 5% Decrease (as of Aug 17)
    - 2014 6,364 FTES
    - 2015 6,042 FTES
INSTRUCTION – FALL/SPRING NEW HIRES 2015-2016 – 25 OPEN POSITIONS

- Computer Information Science – 2 positions
- Health Information Management
- Philosophy – 2 positions
- Biology – 3 positions
- English – 3 positions
- Business
- Psychology
- Math – 2 positions
- Dance/Exercise Science
- Architecture
- Communication Studies
- DSPS Coordinator
- EOPs Director
- Librarians – 2 positions
- Instructional Designer
INSTRUCTION – “THE LOFT” – LEARNING OPPORTUNITIES FOR TRANSFORMATION

- Learning Opportunities for Transformation
- LOFT will be located in the LRC on the 4th Floor
- LOFT will include an area for faculty engagement, technology training and meeting space.
- LOFT will be a creative space where faculty can engage in conversations and demonstrations of ways to impact our students to ensure their success
INSTRUCTION – DEAN OF LEARNING RESOURCES AND ACADEMIC SUPPORT

- Distance Education
- Instructional Designer
- Information Resources/Library Science
- Curriculum Committee
- Development/implementation of Learning Resource programs
- Work with faculty/staff to ensure the highest quality learning environment for our students
- Flex
- Staff Development
INSTRUCTION – WRITING CENTER

- Location: Second floor of the LRC
- Open: Monday - Friday
- Tutor philosophy uses questioning that focuses on higher order, critical inquiry items first
- Our tutors help students become independent learners by modeling good study skills, effective methods of discovery, and successful problem solving strategies
- 10-minute class tour of the center are available
INSTRUCTION – HEALTH INFORMATION MANAGEMENT

- Thank You to Connie Renda/Margie Fritch/Shelly Hess/Lynn Neault
- First freshman class starts this fall
- Junior level classes start next fall
- Goals for this year:
  * completing curriculum
  * Hiring full time HIM Faculty
  * ACCJC Site visit – substantive change
ACCREDITATION: TELLING OUR STORY

Chris Sullivan and Danene Brown,
Mesa College Accreditation Co-chairs
Accreditation 2017 Timeline

2013-2014: Mid-term Report Submission, Gap Analysis & Operational Structure Established


2015-2016: Additional drafts of Self-Evaluation Due & Constituent Review

2016-2017: Fall 2016-Final Self-Evaluation & Board Approval; Spring 2017 Team Visit

2016-2017: Final Self-Evaluation due; Spring 2017 Team Visit
Looking Back...

- Spring 2014
  - Campus engagement

- 2014-2015
  - Launched formalized self-evaluation process
  - Use of Tri-Chair structure
  - Over 50 students, staff, faculty, and administrators are engaged in the process
  - Continued campus engagement and involvement
  - Updated user-friendly website
  - Very, very, very rough draft of self-evaluation completed
  - Very, very, very rough draft of self-evaluation completed

- Summer 2015
  - Editing of draft self-evaluation
2015-2016 FOCUS

- **Fall 2015**
  - Constituent review of draft self-evaluation
  - Brown Bag Discussions
  - Online Feedback System
  - “Campus Labs” software

- **Spring 2016**
  - Third rough draft of Mesa Self-Evaluation to be completed
  - Continued campus engagement and feedback

- **Summer 2016**
  - Incorporate feedback into draft (Final draft vetted and finalized in Fall 2016)
How many of you have been involved with program review before?

A. I loved it; give me more
B. It was memorable
C. I have to do it again?
D. I’m a newbie
E. Time to retire
INTEGRATED PLANNING SURVEY

- Expand training for liaisons
- Streamline information required in module
- Expanded outreach training efforts
- Revise BARC request form
- Pilot standard data sets for student services areas
- Soft deadline for submission to managers
INTEGRATED PLANNING SURVEY

✓ EXPAND TRAINING FOR LIAISONS
✓ STREAMLINE INFORMATION REQUIRED IN MODULE
✓ EXPANDED OUTREACH TRAINING EFFORTS
✓ REVISE BARC REQUEST FORM
✓ PILOT STANDARD DATA SETS FOR STUDENT SERVICES AREAS
✓ SOFT DEADLINE FOR SUBMISSION TO MANAGERS
2015/16 ANNUAL UPDATE

- UPDATES SINCE LAST YEAR
- SLO/AUO ASSESSMENT DISCUSSION
- IE DATA ANALYSIS (FOCUS ON EQUITY)
- GOALS STATUS REPORT
- CLOSING THE LOOP
- BARC, CHP, FHP REQUESTS
- MANAGER, LIAISON REVIEWS
IMPORTANT DATES

- DEC 21, FINAL DRAFT DUE TO MANAGERS & LIAISONS
- DEC 21-JAN 20, MANAGERS & LIAISONS REVIEW
- JAN 21-29, MANAGERS & LIAISONS DISCUSS WITH LEAD WRITERS; EDIT AS NEEDED
- JAN 29, SUBMIT FINAL VERSION IN TASKSTREAM; MODULE IS LOCKED DOWN
- JAN 29-FEB 11, FINAL REVIEW BY MANAGERS & LIAISONS
PROGRAM REVIEW HANDBOOK
2015/16 SUPPLEMENT
AVAILABLE ON PROGRAM REVIEW WEBPAGE
TASKSTREAM IS OPEN FOR BUSINESS

A109, 388-2509
Student Services: Partners in Student Access, Success & Equity

Julianna Barnes, Vice President, Student Services
WE ARE HERE...

...for you.

Julianna Barnes, Vice President, Student Services

Ashanti Hands, Dean, Student Affairs

Susan Topham, Dean, Student Development

Larry Maxey, Dean, Student Success & Equity

Monica Romero, Director, Title V/HSI
Our Vision & Mission

Vision:
Students’ choice for learning and success

Mission:
San Diego Mesa College Student Services provides pathways that inspire engage, and empower our diverse students to learn and succeed.
OUR DEPARTMENTS

Admissions & Records
Associated Student Government
Career Center
Counseling
DSPS
EOPS/CARE
Evaluations
Veterans Affairs
Financial Aid
Student Health Services
International Student Services
Outreach/Community Relations
STAR/TRIO
Student Affairs
Transfer Center
Focus on Student Access, Success & Equity:

- Student Success & Support Program Plan
- Student Equity Plan
- Title V/Hispanic Serving Institutions Grant
Specialized Support

We offer a variety of specialized services to support our diverse student population, such as:

- *Puente*
- *Mesa Academy/Umoja*
- *First-Year Experience*
- *Former Foster Youth*
- *Veteran’s Services*
STUDENT SUCCESS AND EQUITY

Building a Collective Imperative for Equity
Our Vision

To become the leading college of equity and excellence.
Our Partners

- USC - Center for Urban Education (CUE)
- Minority Male Community College Collaborative (M2C3) SDSU
KEY INSTITUTIONAL GROUPS...

- Student Success and Equity Committee
- Committee for Diversity Action, Inclusion & Equity (CDAIE)
- Basic Skills & Retention Committee
- Change Agents
- Student Success & Support Program Workgroup/Counseling
- Student Equity Workgroups
WHO ARE OUR STUDENTS?

Fall 2014 Students by Race/Ethnicity

- White: 32%
- Latino: 33%
- African American: 7%
- Asian/Pacific Islander: 14%
- Filipino: 5%
- Other/Unreported: 9%

- White
- Latino
- African American
- Asian/Pacific Islander
- Filipino
- Other/Unreported
We found disproportionate impact among our...

- African American Students
- Latino Students
- Older students
- Students with disabilities
- Economically disadvantaged students

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Legend:
- ⬤: At least one PI less than .80
- ●: At least one PI between .80 and .89
- ○: All PIs above .90
FINDINGS

- Inequity in assessment
- Inequity in placement
- Obstacles for students of color
- The impact of the basic skills pathway
ACCELERATED BASIC ENGLISH: A HIGH IMPACT RESPONSE TO INEQUITY
**Mesa’s Accelerated Students**

- Place at the lowest levels of writing (far more than those enrolling in the traditional sequence)
- Contain disproportionate numbers of African-American and Latino students....

Bri Hays: “Examining Mesa College English Pathways”
Percentage of Students who make it through the pathway

\[
70\% \times 66\% \times 81\% \times 71\% \times 78\% = 21\%
\]

Enrolled in English 43
Completed English 43
Enrolled in English 49
Completed English 49
Enrolled in English 101/105
Completed English 101/105

Source: CCCC Basic Skills Cohort Tracker, Fall 2010 – Fall 2012 cohorts; students tracked for 3 primary terms after their initial course enrollment

1,248 Students

Within 4 terms

Complete

21%

260 Students
Percentage of Students who make it through the pathway

Enrolled in English 47A 335 Students
Completed English 47A
Enrolled in English 101/105
Completed English 101/105 139 Students

70% x 79% x 75% = 41%

Source: CCCCOC Basic Skills Cohort Tracker, Fall 2010 –Fall 2012 cohorts; students tracked for 3 primary terms after their initial course enrollment
The goal of Mesa’s Five-Year, Title V / HSI Grant, Proyecto Éxito, is to improve the retention and graduation rates of our diverse population, particularly Latino students, through systemic, institutional changes and improvements.

We will achieve these goals by redesigning basic skills and gateway courses, initiating new academic support & student support systems, providing essential faculty and staff development, and creating supportive spaces for students, staff and faculty.
System of Grant Integration

Professional Development Specialist

Student Success Specialist

Peer Navigators

Adjunct Career Counselor

Curriculum Coordinator

Course Designers
- English, Math, ESOL
- Personal Growth
- Basic Skills Gateway Courses

SLA Coordinators
& SLA Leaders
SUMMER CRUISE

- Creating
- Rich
- Unique
- Intellectual
- Student
- Experiences
PROGRAM OUTCOMES

- students feel connected to the college
- provide instructional support
- mentoring – all year long
- community-building
- personal development
1 Campus

4- Days

160 Students

50 Faculty & Staff

10 Workshops/Activities

7 Peer Navigators
Why an equity imperative?
What does it mean to be equity minded?
What does looking at student success through an equity lens mean?
DIVERSITY = EQUITY = DIVERSITY
Equity-Mindedness

- Benefit of the doubt
- Caring Perspective
- Willingness towards institutional responsibility
- Questioning of assumptions
- Recognizing stereotypes
Becoming Equity-Minded Practitioners:

- Notice racial inequities,
- Acknowledge that practices may not be working
- Understand inequality as a dysfunction of structures, policy, and practices
Reframe the Problem of Racial Inequity

Focus on Students

Institutional Accountability

What can we control?
THINKING BACK TO YOUR OWN COLLEGE EXPERIENCE......

Who, at the institution, helped you through college?
WHAT ROLE WILL YOU PLAY?

- As you think about your own experiences, what role can you play in creating equitable outcomes for our students?
- What do you need to do this work?
- What opportunities are there at the college and beyond to help us as equity practitioners?
- What’s next in this work?
SAN DIEGO MESA COLLEGE

FALLFEST 2015

OCTOBER 19-24, 2015
THANKS FOR ALL YOU DO AND HAVE A GREAT SEMESTER!