

## Student Services Council Meeting Minutes

March 20, 2019

2:00 pm – 4:00 p.m. Student Services Center, I4-402

<b>ATTENDEES</b>	Ashanti Hands, Chair	Anne Hedekin	Larry Maxey
	Johanna Aleman	Bridget Herrin	Vicki Miller
	Raquel Aparicio	Trina Larson (Rec Sec)	Toni Parsons
	Donnaly Atajar	Charlie Lieu	Agustin Rivera, Jr.
	Catherine Cannock	Ruben Limon	Monica Romero
	Ailene Crakes	Lety Lopez	Andrew Tanjuaquio
	Claudia Estrada-Howell	Gilda Maldonado	Karla Trutna
	Howard Eskew	Mark Manasse	

### **AGENDA ITEM I: Welcome, Introductions, Success Sightings**

<b>COMMENTS</b>	<ul style="list-style-type: none"> <li>As KUSI found, Mesa is doing many thoughtful and impactful things to support students with food and housing insecurity. KUSI was on campus as a result of startling Hope Lab findings. This work related to basic needs is part of what we do now. We'd like to recognize the Chancellor's Office and Hope Lab. Our homegrown star, Larry Maxey was featured on KUSI speaking about the #RealCollege survey results and basic needs - <a href="https://www.kusi.com/sd-mesa-college-leading-the-way-to-help-students-affected-by-homelessness/">https://www.kusi.com/sd-mesa-college-leading-the-way-to-help-students-affected-by-homelessness/</a>. #RealCollege Survey results - <a href="https://hope4college.com/california-community-colleges-realcollege-survey/">https://hope4college.com/california-community-colleges-realcollege-survey/</a></li> <li>Yesterday's Financial Aid Fair was fantastic. Students need the supports we provide. As an SS Tech, Andrew Tanjuaquio reports that it's awesome to see students remembering their registration workshops and to learn that they're doing well.</li> <li>We've had a large number of Peer Navigator interviews. They are motivated to apply due to their experiences with their Peer Navigators.</li> <li>We've hosted three Undocu-Circles. Students attend each time to talk and learn about resources.</li> <li>We are awarded over 233 scholarships worth over \$250K. It's so powerful to read their stories and support their celebration.</li> <li>At Information Night, we had a strong turnout from Spanish-speaking and English-speaking participants.</li> <li>Mesa's first HSI Conference was incredible where students spoke about the resources they use on campus.</li> <li>It's great to see how the integrated efforts of Student Success, Equity, and Basic Skills are impacting students' lives.</li> </ul>
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	<ul style="list-style-type: none"> <li>• Working in the community, we find that our community partner and neighbors want to rally around our food and clothing programs.</li> <li>• At Leading from the Middle in Pomona, we saw participants from across units – faculty, researchers, classified professionals, and administrators – it was exciting!</li> <li>• The student response to the HSI Conference was overwhelmingly positive; students saw themselves in the keynote speaker. They saw who they want to be.</li> <li>• In our entrepreneurial classes, there are consistently 60-70 students enrolled.</li> <li>• A huge thank you to Gilda for financial bulletins in multiple languages and for the work everyone does.</li> <li>• Supporting adult learners taking online classes is a great experience.</li> <li>• A student at the mall who was permitted to return following a third disqualification. She was approved, has finished her degree at San Marcos and is moving on to a master's degree.</li> </ul>
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#### **AGENDA ITEM II: Review of Notes**

<b>APPROVAL/ MODIFICATION</b>	Notes for February 20, 2019 were approved with one change: add Kylie's last name: Ozols.
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#### **AGENDA ITEM III: Campus/District Updates**

<b>UPDATES</b>	<ul style="list-style-type: none"> <li>• Our budget funding report (the P1) has been issued and we're receiving less funding than we expected. To meet these shortfalls, we will look at unfilled positions and may hold on hiring. As positions open, supervisors and managers will provide information to help justify the necessity of filling these positions.</li> <li>• Legislation is in the works to extend a version of Promise through the second year. We need to think about how we will serve these students. We will have a SST position for our Promise Program.</li> </ul>
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#### **AGENDA ITEM IV: Old Business**

#### **AGENDA ITEM V: New Business**

<b>UPDATES</b>	<p>Mesa Pathways – Parsons and Eskew</p> <ul style="list-style-type: none"> <li>• Mesa Pathways had 99 people at the Pathways Retreat on February 8. Everyone's input was invaluable.</li> <li>• Instructional faculty being able to meet with counseling faculty was very impactful. We heard the need and call for data for our students related to Pathways. What works in other states may not work for us. We need to see that these interventions serve our students. Pathways will help us to package what we are already</li> </ul>
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	<p>doing and then communicate it to students. If you have thoughts, please forward them to Toni or Howard for the Mesa Pathways Committee or through any of the bubbles. We need to hear students, provide equity, value what we hear. We need to ask ourselves how we do, what we're already doing, better.</p> <ul style="list-style-type: none"> <li>• Even if you can't sit on an inquiry team, the co-coordinators will come to you. They want to hear from you.</li> <li>• Students want information. We have to ask ourselves: How can we do this better? We need to know: what do each of us do? How can we connect students to this work?</li> <li>• We can do simple things for students – using their names, saying their name over and over, walking them to other departments. Help them feel cared for. Share with students why we work here.</li> <li>• Instructional faculty and student services need to work together.</li> <li>• How can Financial Aid get involved? The co-coordinators would love to sit with FA so we can understand how what we do affects students' financial aid, for example.</li> <li>• Knowing exactly when classes will be offered will help build a bridge between instructional planning and financial aid in the appeals process, for example.</li> </ul> <p>Navigating Mesa – Herrin</p> <ul style="list-style-type: none"> <li>• The research office and the Shared Metrics inquiry team held student focus groups in the fall; and came to present the tables.</li> <li>• On average, students take an average of 4.5 years. They are accumulating over 70 of our units and over 20 units from other institutions. The Chancellor's Vision for Success is looking for something closer to 60 for completion.</li> <li>• Survey: Received 379 respondents</li> <li>• Focus group approach identifies students as experts.</li> <li>• 2/3 of students have not changed their majors.</li> <li>• Students use career, experience, interest, exploration and skill development as information they use to choose their major.</li> <li>• The most important things students identify when choosing a major are passion and income.</li> <li>• Most common challenge: class availability, information (best and shortest path), finances, transportation, external responsibilities, counseling.</li> <li>• Students #1 most frequently cited challenges: schedule conflicts. Cost of living adds a significant amount of time to their journeys.</li> <li>• The number one thing students would change: our communications about services.</li> <li>• If you have additional ideas, questions, or suggestions for a deeper dive into the data, contact the research office.</li> <li>• See attached presentation.</li> </ul>
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	<p>Vision for EOPS &amp; STAR TRIO - Diaz</p> <ul style="list-style-type: none"> <li>• EOPS houses several programs: EOPS, CARE, FAST, STAR TRIO, NextUP, Project Restart, and Borderless Scholars</li> <li>• Many new initiatives have been modeled after EOPS.</li> <li>• We continue to strengthen Outreach, Retention, Graduation, and Career.</li> <li>• Key words: transformational, limitless, empowerment. We want to focus on changing the meaning of the offered programs and services; can't be transactional – must be transformational so that each effort is amplified.</li> <li>• How can we make a difference? There's a lot of potential to strengthen our work with students we already serve.</li> <li>• Any ideas or recommendations? Let Leticia know.</li> <li>• Undocumented Student Conference – Mesa: April 25.</li> <li>• Project Restart (formerly incarcerated) Conference – Mesa: April 15.</li> <li>• See attached presentation.</li> </ul> <p>CCC #RealCollege Survey Overview - Maxey</p> <ul style="list-style-type: none"> <li>• #RealCollege Survey results - <a href="https://hope4college.com/california-community-colleges-realcollege-survey/">https://hope4college.com/california-community-colleges-realcollege-survey/</a></li> <li>• 57 colleges; 40,000 respondents; 20% of students had food insecurities within the last month.</li> <li>• 46.4% of our students are food insecure. The majority are housing insecure.</li> <li>• When data is disaggregated, we see extreme disproportionate impacts on minoritized groups.</li> <li>• Students need access to public benefits. 57% of students at risk of food insecurity do not collect benefits.</li> <li>• We need to help students get CalFresh and other resources available to them.</li> <li>• Most important about this survey: its focus on addressing students as whole people, including their economic insecurity; we want to also address basic needs – if we ignore, it's a barrier to students.</li> <li>• A very compelling report.</li> <li>• Pam sits on the state basic needs taskforce.</li> </ul>
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#### **AGENDA ITEM VI: Student Services Updates**

<b>UPDATES</b>	<p>Student Affairs:</p> <ul style="list-style-type: none"> <li>• Financial Aid: We are beginning to load 19-20. The FA Fair was successful. We are preparing for our mock audit. Students from Argosy and the Art Institute should contact the Department of Ed.</li> <li>• Outreach: Mesa Information Night tomorrow.</li> <li>• Promise: The Promise application is available on the district website for prospective students.</li> </ul>
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	<ul style="list-style-type: none"> <li>• Student Affairs: Jump Start was a huge success. Kudos to Outreach.</li> </ul> <p>Student Development</p> <ul style="list-style-type: none"> <li>• Commencement: We need volunteers for college check-in. Please contact Claudia Estrada-Howell.</li> <li>• Transfer: The deadline to petition to graduate is March 22 if want to be in program; April 30 to participate at all.</li> </ul> <p>Student Success &amp; Equity</p> <ul style="list-style-type: none"> <li>• We are prepping for an African American Summit on June 4 for local high school students.</li> </ul> <p>HSI/Title III &amp; Title V</p> <ul style="list-style-type: none"> <li>• STEM newsletter will help inform the campus of ongoing activities.</li> </ul>
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# SAN DIEGO MESACOLLEGE

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Extended Opportunity  
Programs and Services

Leticia A. Diaz

March 20, 2019

MSSC



# Hello! I am Leticia A. Diaz.

“Life’s most persistent and urgent question,  
‘What are you doing for others’” . - MLK



# Overview

## CARE

Serves EOPS single parents receiving CalWORKs from the county.

## EOPS

Serves low-income educationally underserved students.

## FAST

Serves low-income current and former foster youth of all ages.

## STAR TRIO

Serves underserved student planning to transfer to a four-year university.

## NextUp

Serves low-income current and former foster youth students 26 or younger.

## Project Restart

Serves students who have been affected by incarceration.

## Borderless

Serves students who identify as Dreamers, AB540, Undocumented and/or DACA recipient.





# What is EOPS?

- State-funded program whose roots originated from the 1960s civil rights movement.
- In 1969 Senate Bill 164 was enacted into law, establishing EOPS within the California Community Colleges system.
- In 1970 EOPS was established in 46 community colleges.
- Today, EOPS exists at all 114 community colleges in California.

# 50 YEARS

“ *Extended Opportunity Programs and Services (EOPS) is a state funded program designed to provide counseling, retention and support services to increase college enrollment for those individuals who have previously not considered college as an option. EOPS strives to alleviate the educational barriers that preclude many students from college attendance.* ”



**998,124**

EOPS Students in California



# EOPS

- 700+ Students
- Specialized Workshops
- Student Leadership Opportunities
- Scholarships
- Personal, Academic and Career Counseling

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EOPS



## CARE

- 1982- Assembly Bill 3103
- 20 Students
- CARE Conference- Cultivating a Culture of CARE
- CARE Circles
- Event for students and family

Counselor Coordinator- Karen Gueida

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CARE



## NextUp

- 31 Students
- FY Center room D102
- Office Hours
- Educational and Cultural Activities
- FY Conference

Counselor Coordinator- Sade Burrell

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NextUp



## FAST Scholars

- 36 Students
- Angell Grant
- Emergency Grants
- Utilities and Technology

Counselor Coordinator- Sade Burrell

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FAST Scholars



# Borderless Scholars

- 150 active Students
- CA Catalyst Funds
- Undocu-Circles
- Immigration Consultations
- Undocumented Student Conference
  - ▷ Mesa College- April 25th
  - ▷ City College- May 4th

Counselor Coordinator- Jesus Gaytan

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**MESA COLLEGE**  
Borderless Scholars





# Project Restart

- 50 Students
- Restart Club
- Formerly Incarcerated Student Conference
  - ▷ April 15th

Counselor Coordinator- Jesus Gaytan

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Project Restart



## STAR TRIO

- 230 active students
- TRIO Grant Application- 5 year Cycle
- STAR TRIO Club
- Computer Lab/Printing
- Tutors

Counselor Coordinator- Marichu Magana

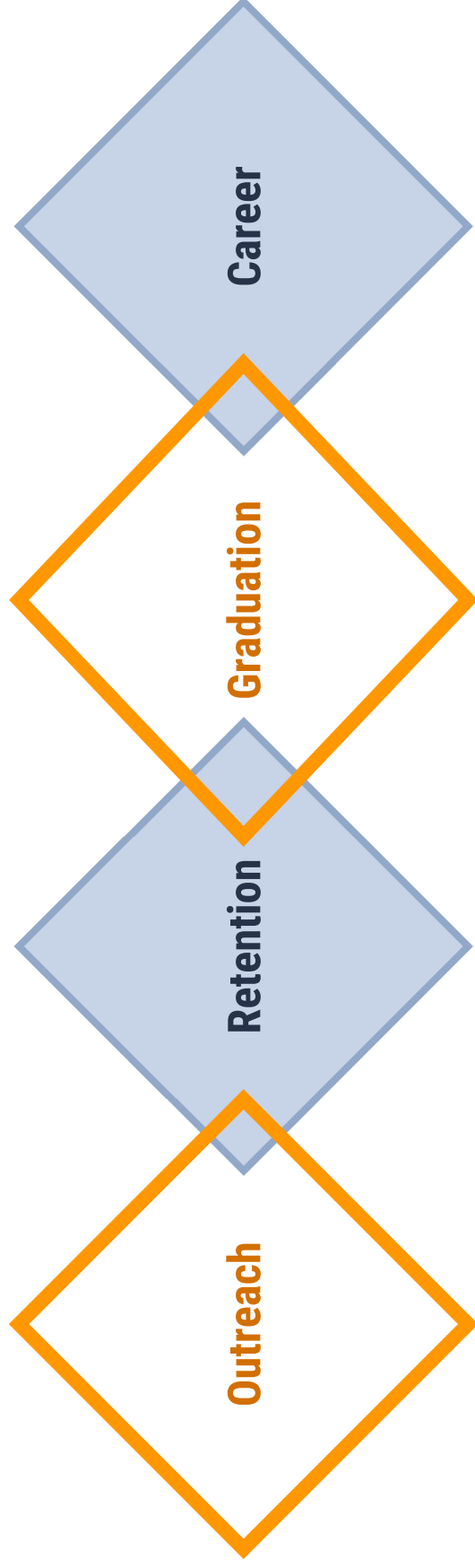
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## STAR TRIO



# What's next?





# Transformational Limitless Empowerment

# How can I make a difference?





## Things to look forward to....

- Growth of Programs
  - △ Team & Students
- Merging
- Space and Resources
- Data Collection
- Communication
- Achievement Ceremony
- Advocacy
- Scholarships
- Fall Conference
- Student Engagement
- Policies & Procedures











Thank you, any questions?

## **EOPS Office**

619.388.2706

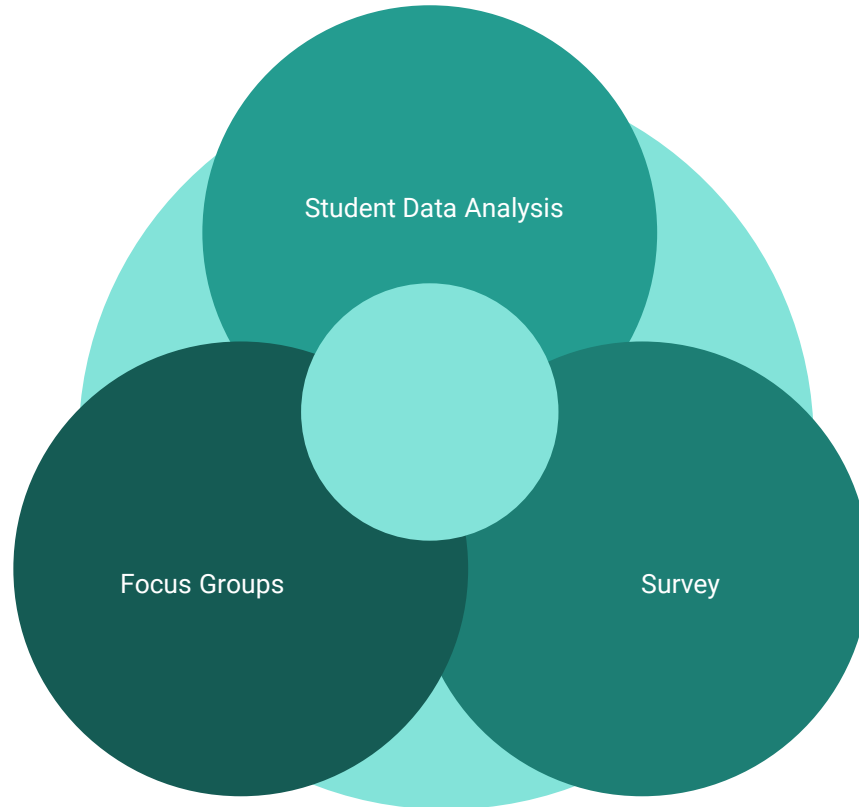
[www.sdccd.edu/EOPS](http://www.sdccd.edu/EOPS)

# Major and Course Navigation Project Preliminary Results

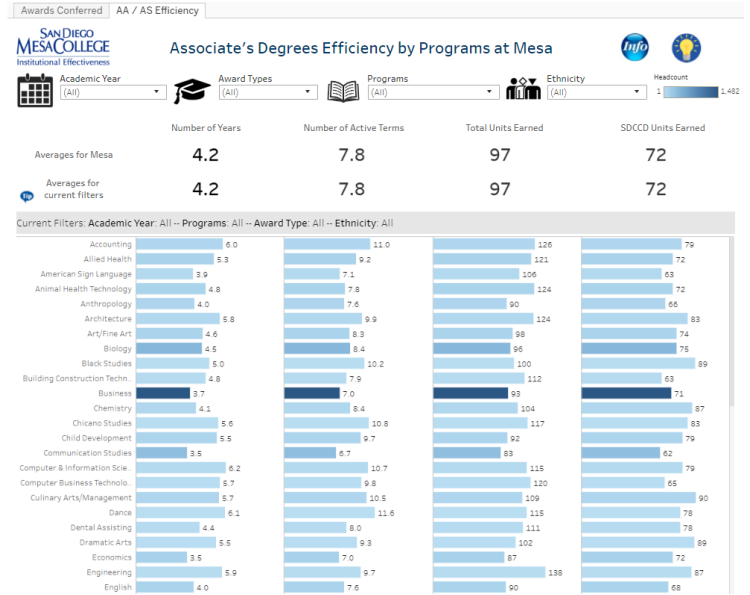
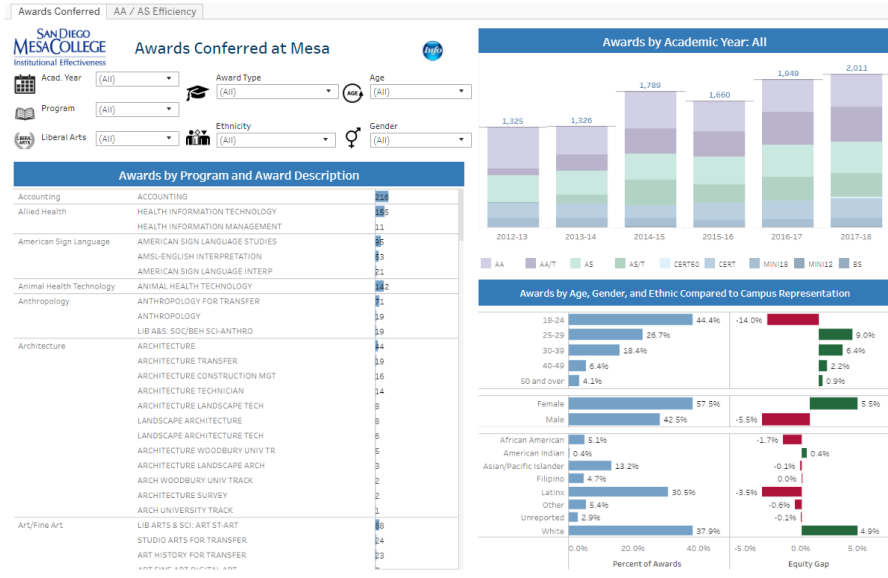
March 2019  
Office of Institutional Effectiveness  
Dr. Bridget Herrin  
Hai Hoang  
Nancy Cortes  
Dr. Jennifer Garza



# Mixed Method Approach



# Data Tools Available



# Methodology Overview

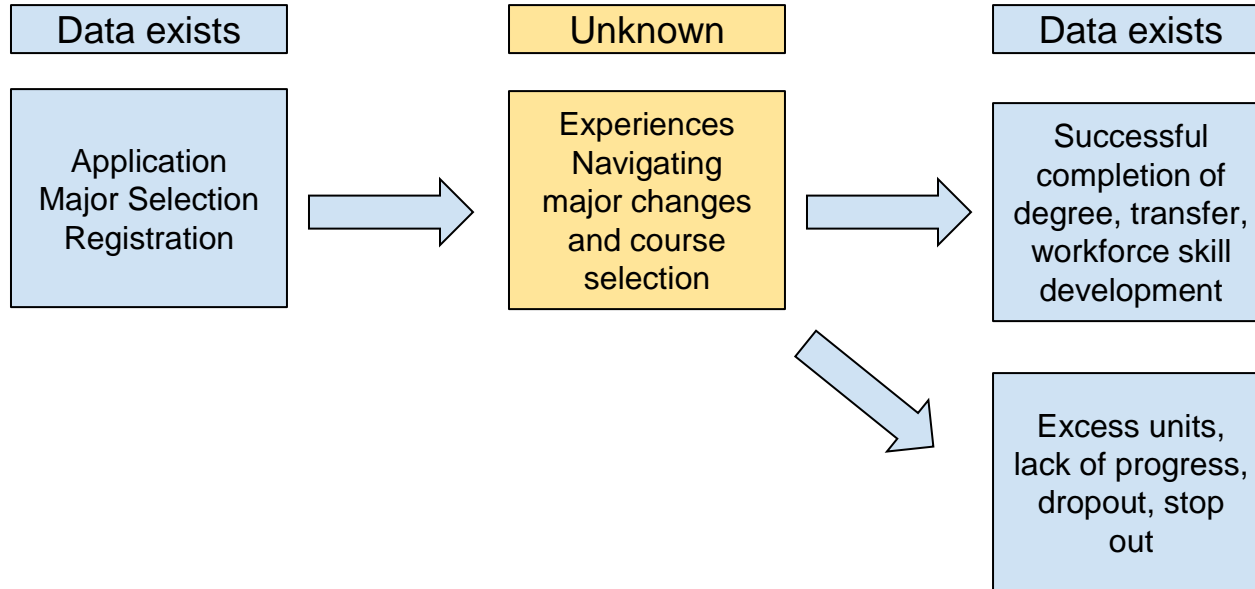
## Focus Groups

- Consensus-based methodology
  - identify common issues, generate solutions, and inform decision-making.
- Facilitate structured dialogue around a narrow set of topics
  - prioritize responses and reach consensus
- 15 Focus Groups were conducted with 92 students
- Recruitment email sent to ALL students

## Survey

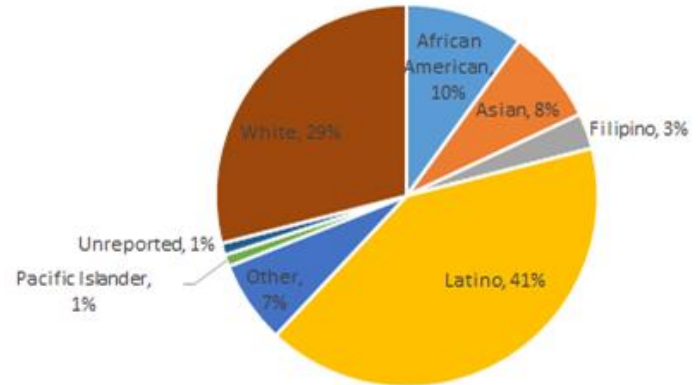
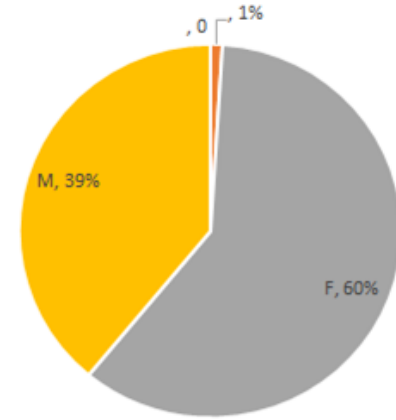
- Development based on Focus Group themes
  - Information, Challenges, Strategies
- The survey was sent to a random sample of 2,000 students who were enrolled at Mesa College during Fall 2018.
- We received 379 responses for a response rate of 19%.

# The Unknown

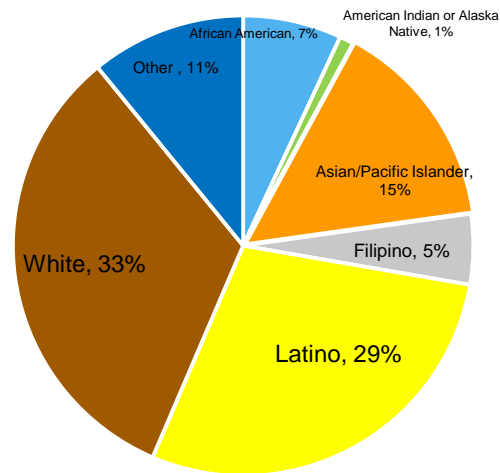
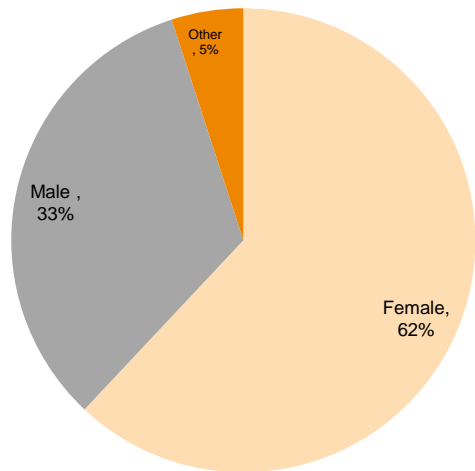


# Focus Group Participants

- Target audiences: Current students, Completers, Leavers
  - 72% were current Mesa students
- $\frac{2}{3}$  reported they had not changed their major
- 25% were in their first 2 terms, 36% were in term 3 or 4
- Mixture of majors
  - 25% Social/Behavioral, 16% STEM, 12% CTE



# Survey Respondents

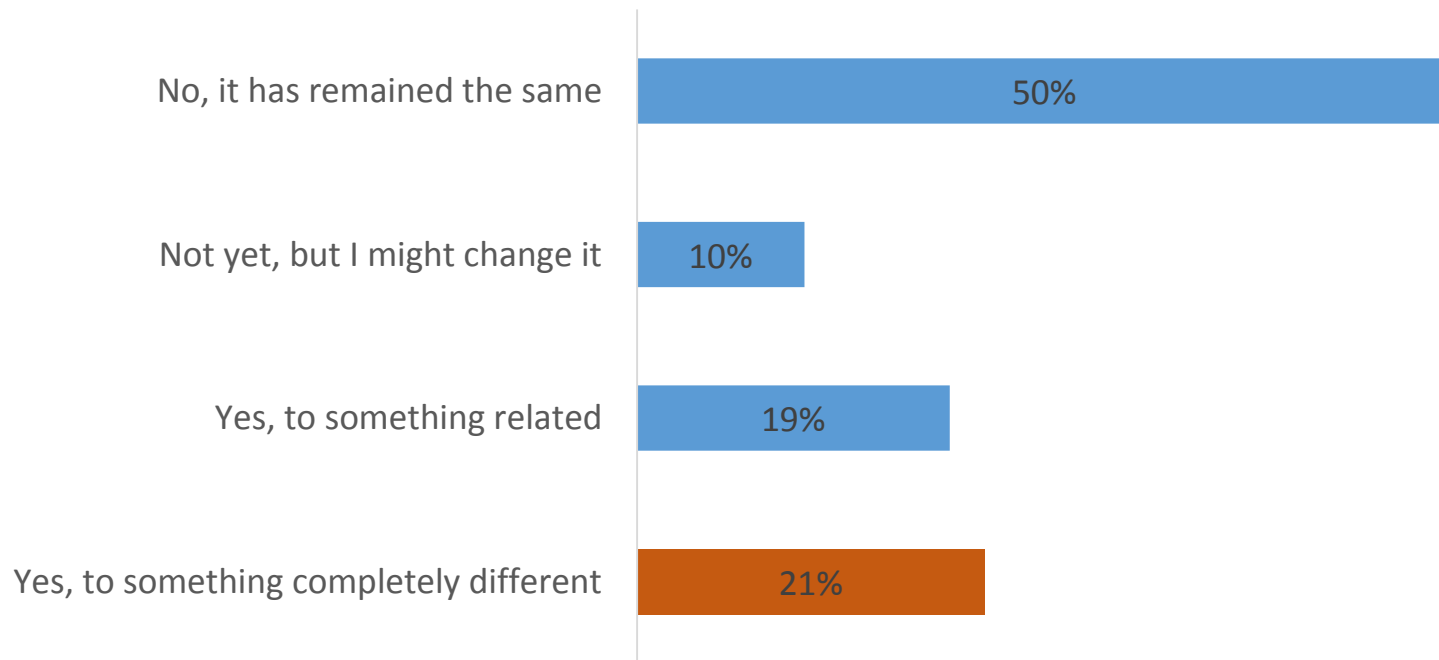




# Focus Group Themes

Question	Major Themes
What information did you use to choose your major?	Career Experience in the field Passion/Interest Exploration Learning/Growth/Skill Development
How close is the major you identified on your application to what your major is today? <ul style="list-style-type: none"><li>• 5= exactly the same</li><li>• 3 = similar course req./skills</li><li>• 1 = totally different field/req.</li></ul>	Average score = 3.8 5 = 57% 4 = 10% 3 = 8% 2 = 4% 1 = 21%

## *Has your major/educational goal changed since you first enrolled at Mesa College?*



# What information did you use to choose your major?

## **Career**

“ I needed a job with a decent income potential”

## **Experience in the field**

“I had the opportunity to go for supervisor but I needed more education...  
I am reinvesting in myself”

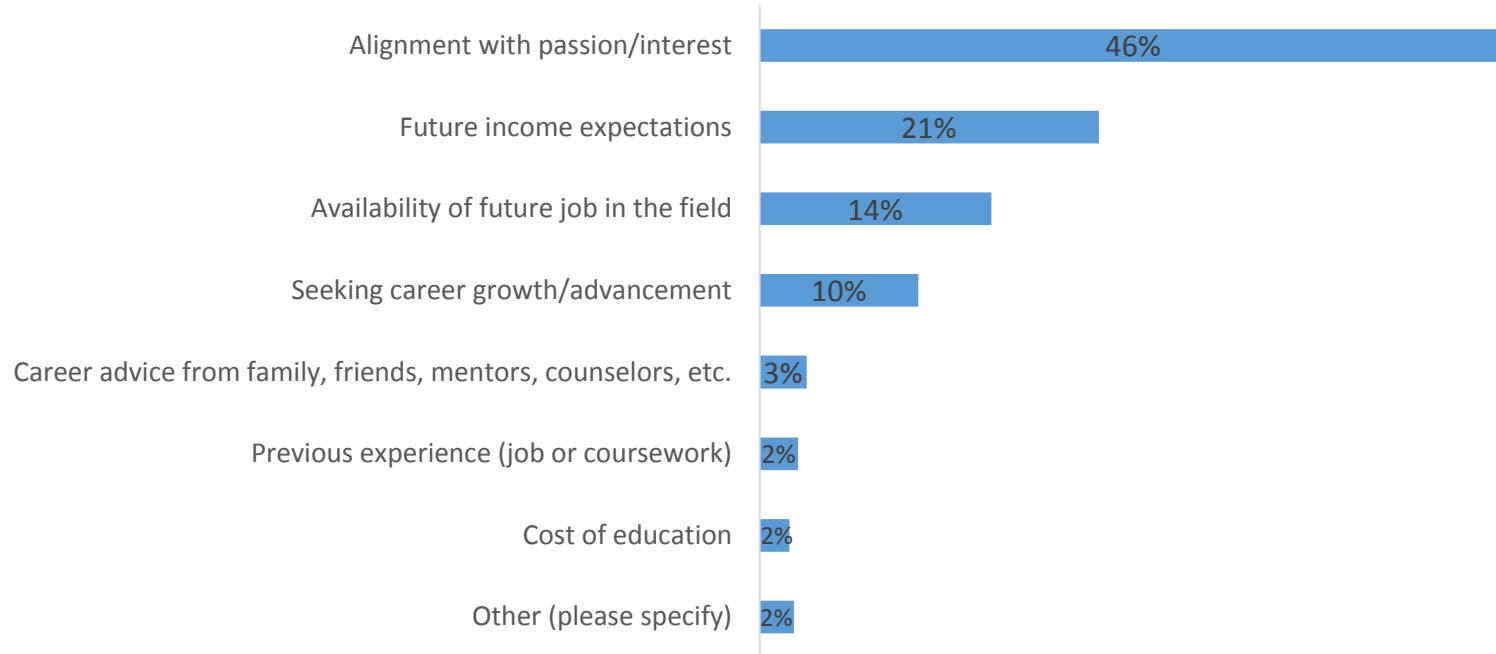
## **Passion/Interest**

“I decided to follow my passion which is writing”

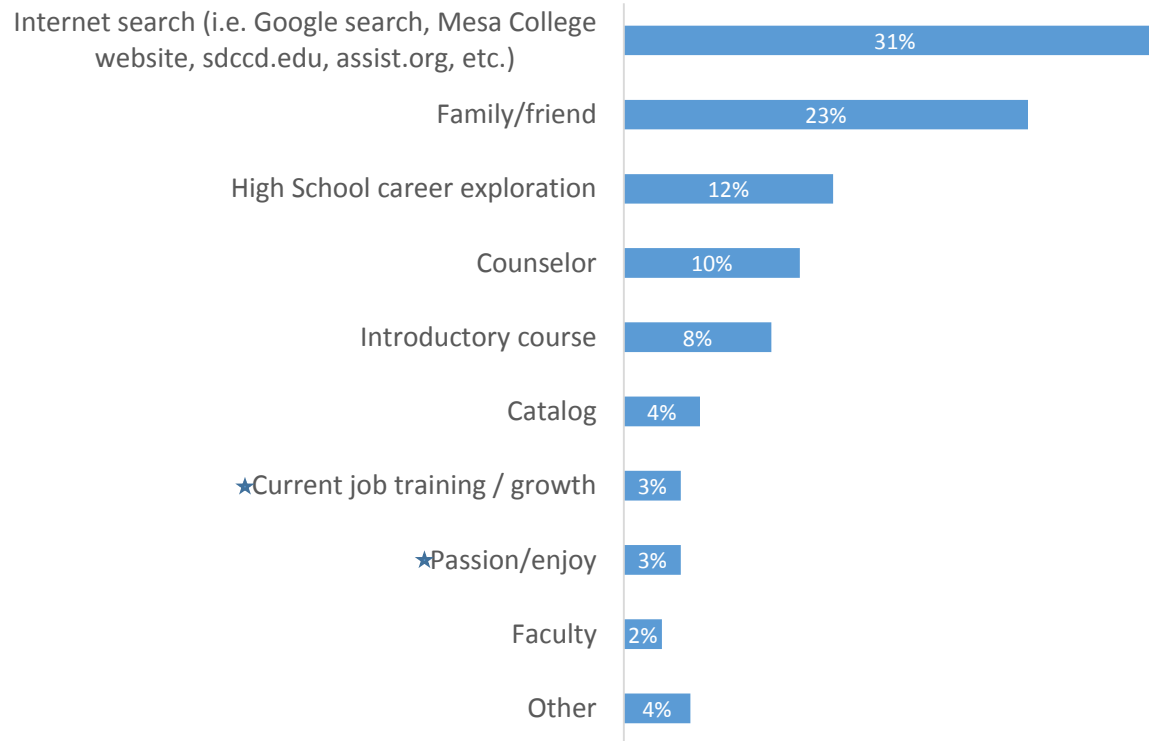
## **Learning/Growth/Skill Development**

“I want to feel challenged”

*Which of the following was the most important factor in your choice of major / educational goal?*



## *How did you first learn about your major course of interest?*



★ Grouped from "Other" categories

# Think-Pair-Share

- What (if anything) surprises you?
- What is your major take-away?
- How does this inform your practice?

# Challenges/Strategies

Question	Major Themes
What challenges/barriers have you faced, if any, around your major and course selection?	<ul style="list-style-type: none"><li>Class Availability</li><li>Communication/Information</li><li>Financial Challenges</li><li>Transportation</li><li>External Responsibilities</li><li>Counseling Challenges</li><li>Major Requirements</li></ul>
What strategies/knowledge have used to help you navigate course selection and choices around your major?	<ul style="list-style-type: none"><li>Seek out Information</li><li>See a counselor</li><li>Seek out resources</li><li>Organize self/manage time</li></ul>

# Most Common Challenges

## Class Availability

- *“I want to take classes for my major but certain classes are only available some semesters... the classes that are available have conflicting schedules”*

## Communication/Information

- *“Lack of knowledge on the best path, shortest path”*
- *“Mesa online stuff is confusing... outdated information”*

## Counseling Challenges

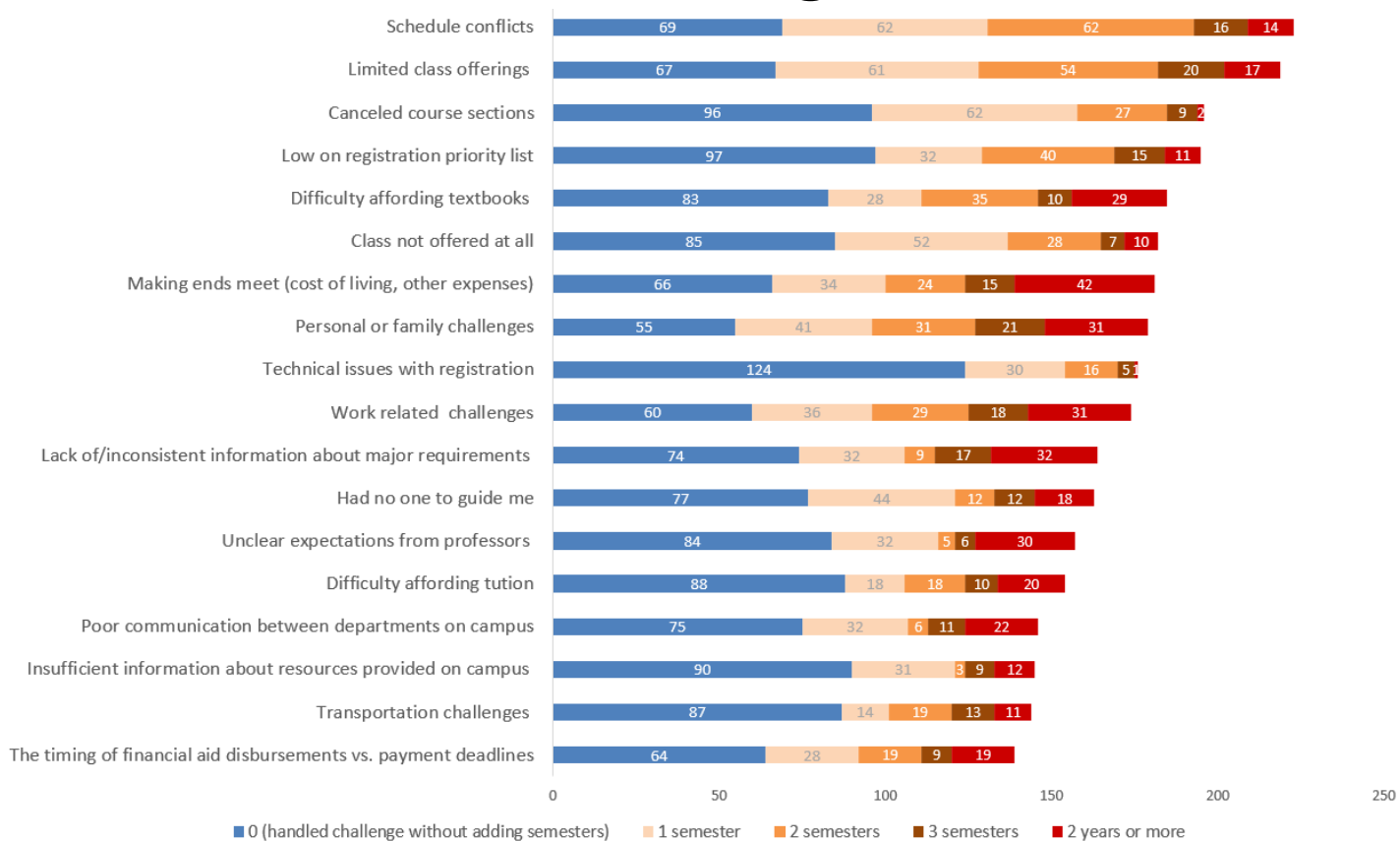
- *“I had a Counselor tell me I needed to take something I didn’t need to take. I took it twice even though they were named differently”*

## Major Requirements

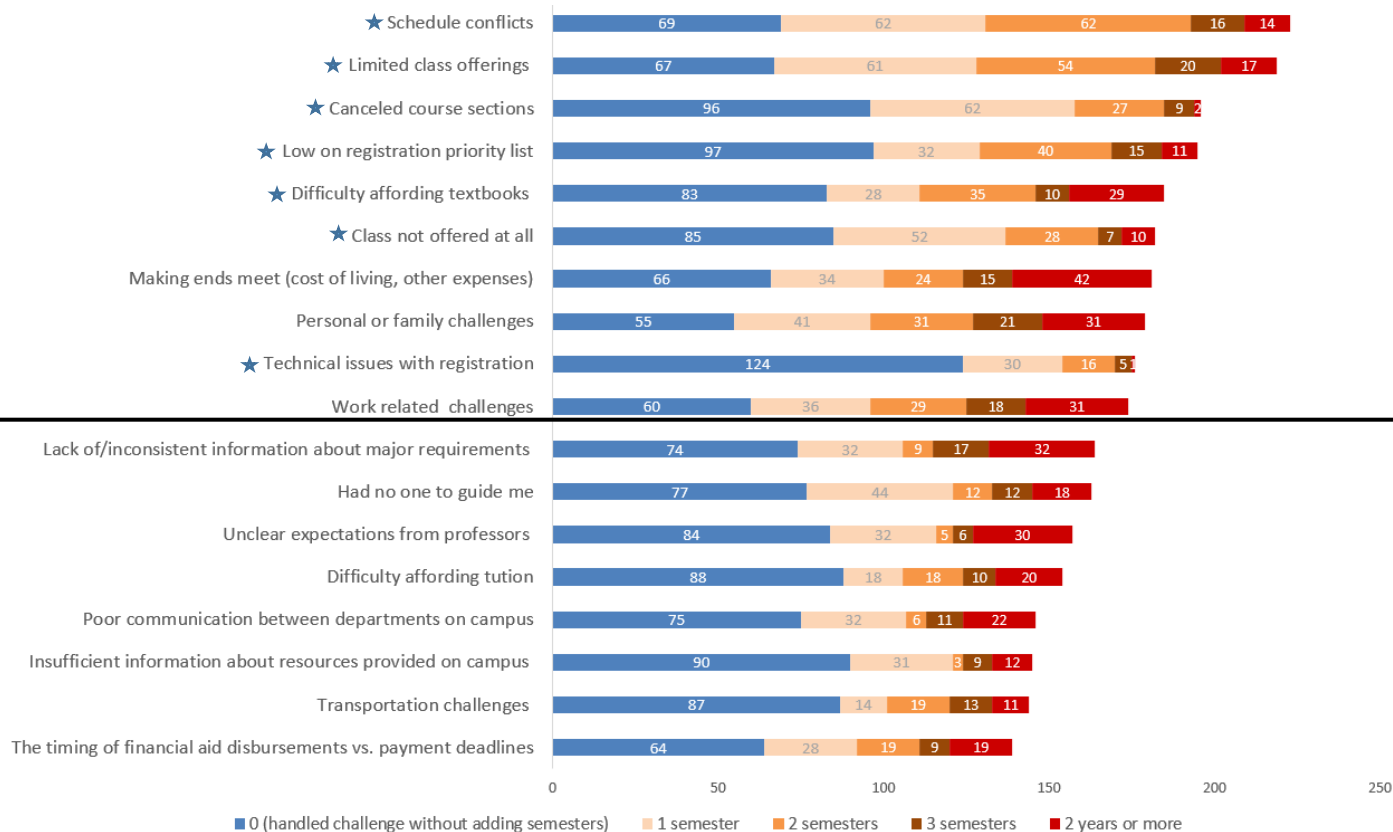
- *“Not enough classes for STEM majors.”*
- *“ There needs to be more sections for required courses”*



# Impact of Students' Challenges



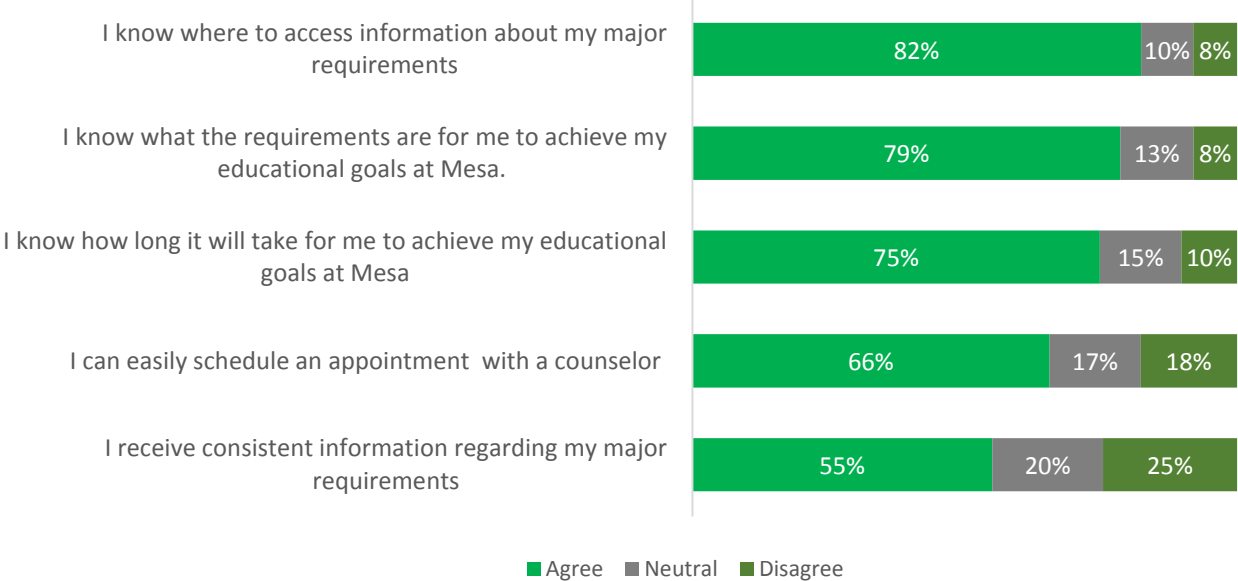
# Student's Challenges – Top 10



# Strategies

	Challenges	Top three strategies		
Top 3 most common	Schedule conflicts	Take other classes in the meantime (n=88)	Plan ahead (n=87)	Take classes at a different college (n=69)
	Limited class offerings	Plan ahead (n=103)	Talk to Counselor (n= 101)	Take other classes in the meantime (n=98)
	Cancelled course sections	Take other classes in the meantime (n=51)	Talk to Counselor (n=46)	Seek out information online (n=39)
Top 3 most impactful	Making ends meet	Work and go to school (n=113)	Study part-time (n=52)	Seek out alternative source of income (n=43)
	Personal or family challenges	Talk to others / ask for help (n=75)	Take online classes (n=53)	Plan ahead (n=43)
	Work related challenges	Take online classes (n=64)	Study part-time (n=54)	Talk to others / ask for help (n=47)
	Lack of / Inconsistent information about major	Talk to counselor (n=88)	Seek out information online (n=85)	Talk to faculty (n=35)

# Major requirements



# Think-Pair-Share

- What (if anything) surprises you?
- What is your major take-away?
- How does this inform your practice?

# What's working/Recommendations

Question	Major Themes
What's working, if anything, in helping you make choices around your major and course selection? (people, programs, information, etc.)	<p>Campus Programs</p> <ul style="list-style-type: none"><li>• E.g. EOPS, DSPS, VRC</li></ul> <p>Tutoring Counseling Equity Services</p> <ul style="list-style-type: none"><li>• STAND, Farmer's Market</li></ul>
What suggestions do you have to college leadership to improve the supports/services around Major and course selection?	<p>Information</p> <ul style="list-style-type: none"><li>• Improved access to, more consistent, more reliable</li></ul> <p>Low/no Cost options for services/supplies</p> <ul style="list-style-type: none"><li>• Texts, access codes, parking</li></ul> <p>Counseling</p> <ul style="list-style-type: none"><li>• Required, Specialized, more access, more reliable</li></ul> <p>Schedule</p>

# Programs Helpfulness

Programs	Heard of it and used it (unhelpful resources)	Heard of it and used it (helpful resources)	Heard of it, but never used it	It does not apply to me	Never heard of it
Program 1					
...					
.....					
Program 29					
<b>TOTAL</b>	<b>221</b>	<b>1001</b>	<b>1446</b>	<b>824</b>	<b>3275</b>

# Program/Service Usage

- 26 of 29 programs had usage of less than 30%
  - Only 3 Programs had usage above 50%
- 13 programs with more than 50% of students indicating they had never heard of it

Programs	Heard of it and used it (unhelpful resource)	Heard of it and used it (helpful resource)	Heard of it, but never used it	It does not apply to me	Never heard of it	Total
<i>Sort by "Heard of it and used it (helpful resource)"</i> <i>Highlights are the top 2 program per each category</i>						
Counseling Center	13%	69%	14%	3%	2%	100%
Library Services	4%	63%	16%	6%	12%	100%
Financial Aid	10%	53%	21%	11%	3%	100%
Health Services	4%	22%	54%	5%	15%	100%
Transfer Center	4%	22%	38%	6%	29%	100%
MT2C/Tutoring	5%	20%	28%	9%	38%	100%
Career Center	6%	17%	57%	8%	13%	100%
Testing Center	4%	17%	28%	9%	42%	100%
Evaluations	8%	16%	22%	9%	46%	100%
STEM Center	1%	14%	33%	5%	48%	100%
EOPS	4%	12%	31%	19%	33%	100%
The Stand	1%	12%	11%	4%	72%	100%
Peer Navigator	5%	11%	12%	7%	64%	100%
Promise	2%	11%	9%	9%	69%	100%
Disability (DSPS)	3%	9%	30%	39%	19%	100%
Veterans	3%	9%	19%	41%	28%	100%
CRUISE	1%	9%	13%	5%	72%	100%



# Programs Helpfulness: Top Programs by Categories

- **Heard of it and used it (helpful services)**



- **Heard of it and used it (unhelpful services)**



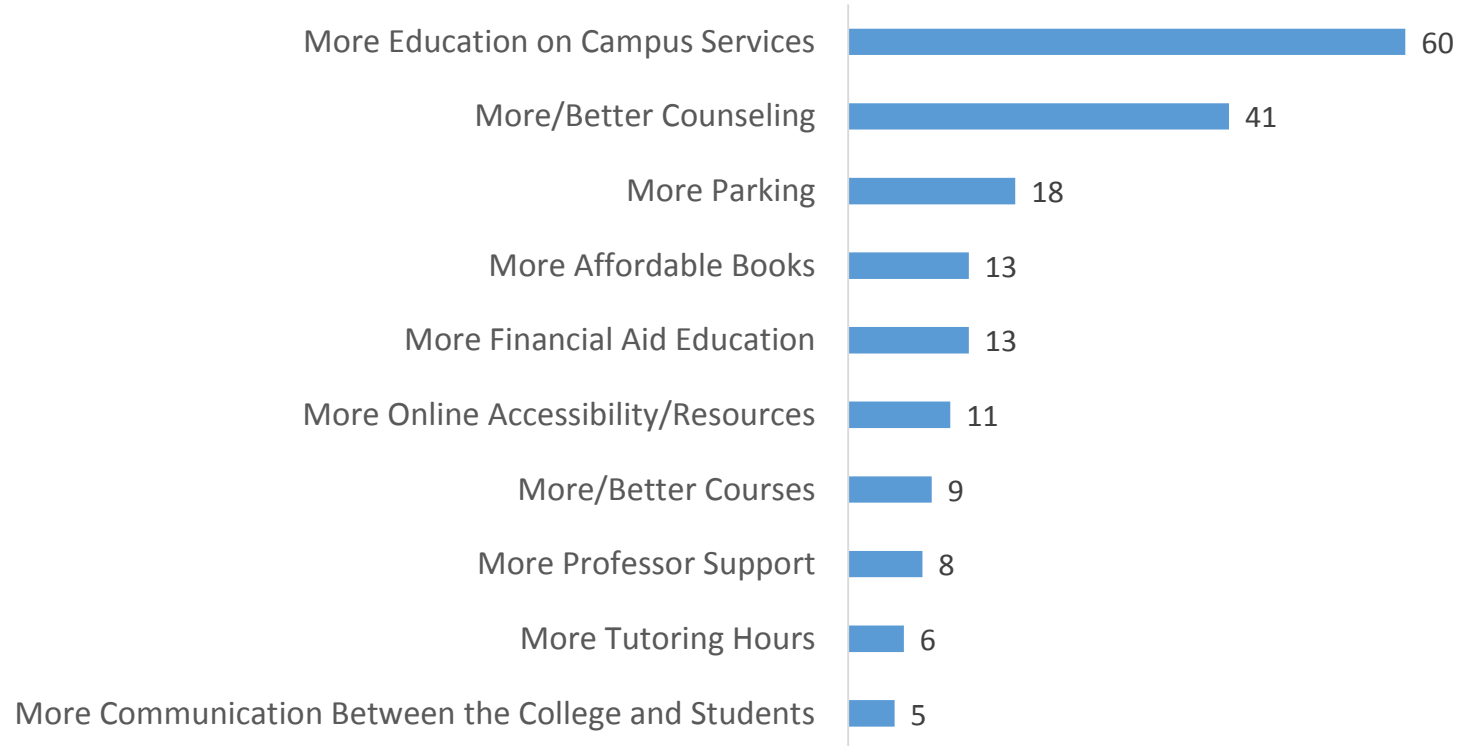
- **Heard of it but never used it**



- **Never heard of it**



# What would you change at Mesa to benefit the greatest number of students?



# Think-Pair-Share

- What (if anything) surprises you?
- What is your major take-away?
- How does this inform your practice?

# Wrap-up

- What is working? Not working?
- How can we use these data while we design Guided Pathways?
  - What is 1 thing we can do differently?
- What else do we want to know?