

President's Cabinet Retreat

Spring 2021



Agenda

- | | |
|--|------------|
| 1. Welcome | 10 minutes |
| 2. Data – Call to Action | 10 minutes |
| 3. Planning and Connecting the dots | 10 minutes |
| 4. Reflecting on our work – a few examples | 30 minutes |
| 5. Breakouts | 20 minutes |
| BREAK | 15 minutes |
| 6. Bringing it all together | 10 minutes |
| 7. Breakouts | 30 minutes |
| 8. Closing Remarks | 10 minutes |

Objectives

1. Share
2. Understand
3. Connect
4. Reflect
5. Inspire

Welcome

Dr. Pam Luster

Call to Action

1. What does the data tell us?
2. How are we doing? (Covid and Pre-covid)
3. Where are we losing students?
4. Where do we see inequities?

Shared Metrics

[Mesa2030 Metrics](#)

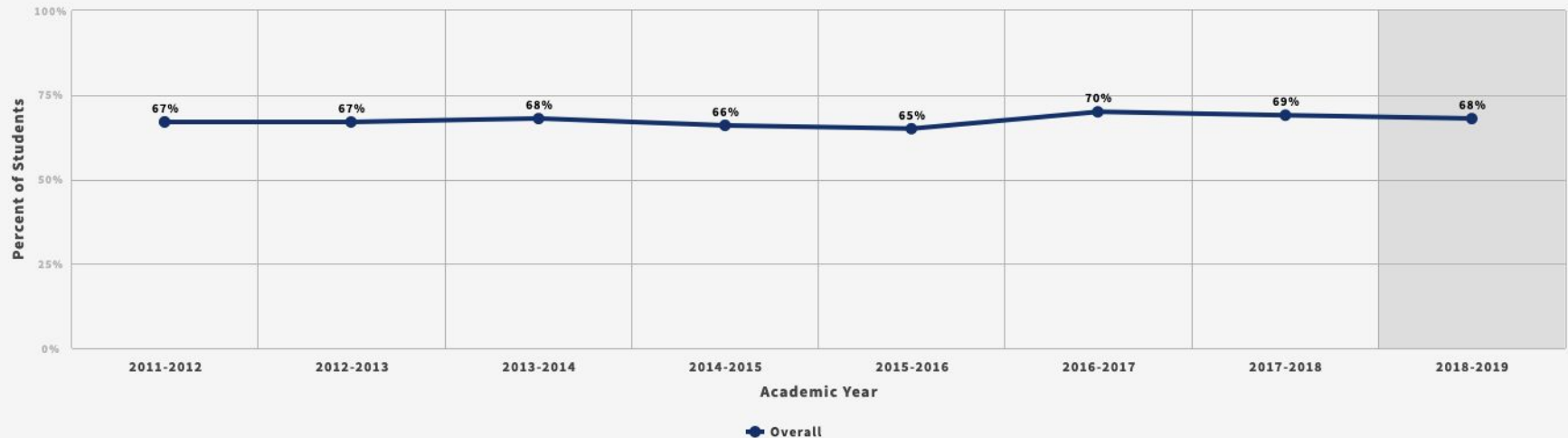
[Pathways Call to Action](#)



Retention from Fall to Spring for First-Time Students

Retained Fall to Spring at the Same College

Among first-time students who enrolled in at least one credit course in the fall of the selected year who did not transfer or who did not earn an award in the selected year, the percentage who enrolled in at least one credit course in any TOP code in a subsequent primary term at the selected school



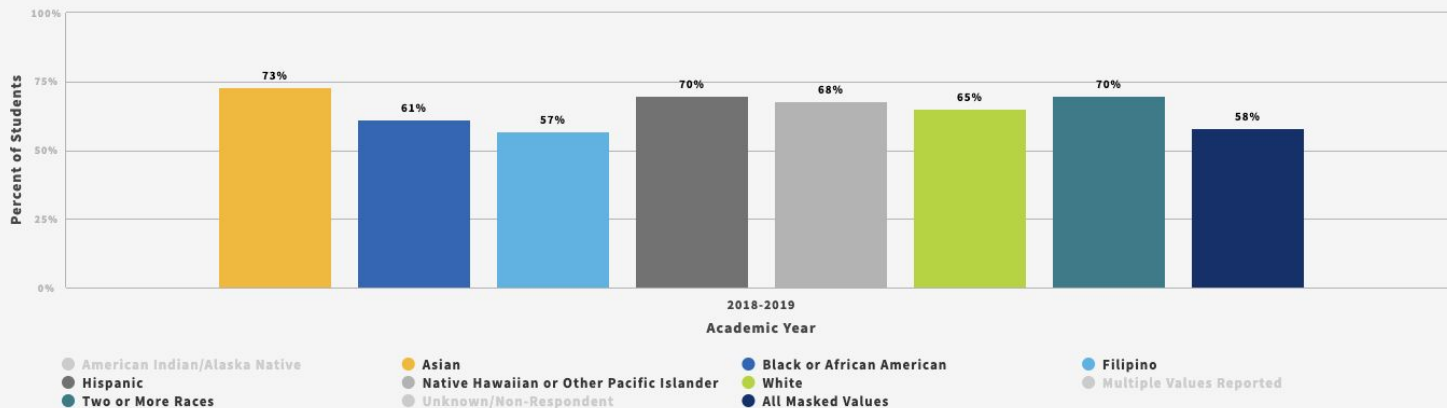
Source: Chancellor's Office Management Information System, National Student Clearinghouse, CSU/UC Cohort Match

Technical Definition

Retention from Fall to Spring by Ethnicity

Retained Fall to Spring at the Same College

Among first-time students who enrolled in at least one credit course in the fall of the selected year who did not transfer or who did not earn an award in the selected year, the percentage who enrolled in at least one credit course in any TOP code in a subsequent primary term at the selected school



Groups with fewer than ten people or missing information are summed together and displayed in the "All Masked Values" for [Suppression and Complementary Suppression](#) purposes in accordance with FERPA. Under Complementary Suppression circumstances, the "All Masked Values" bar may represent a larger group together with small groups with <10 students. "All Masked Values" in this chart includes subgroups: American Indian/Alaska Native, Multiple Values Reported, and Unknown/Non-Respondent.

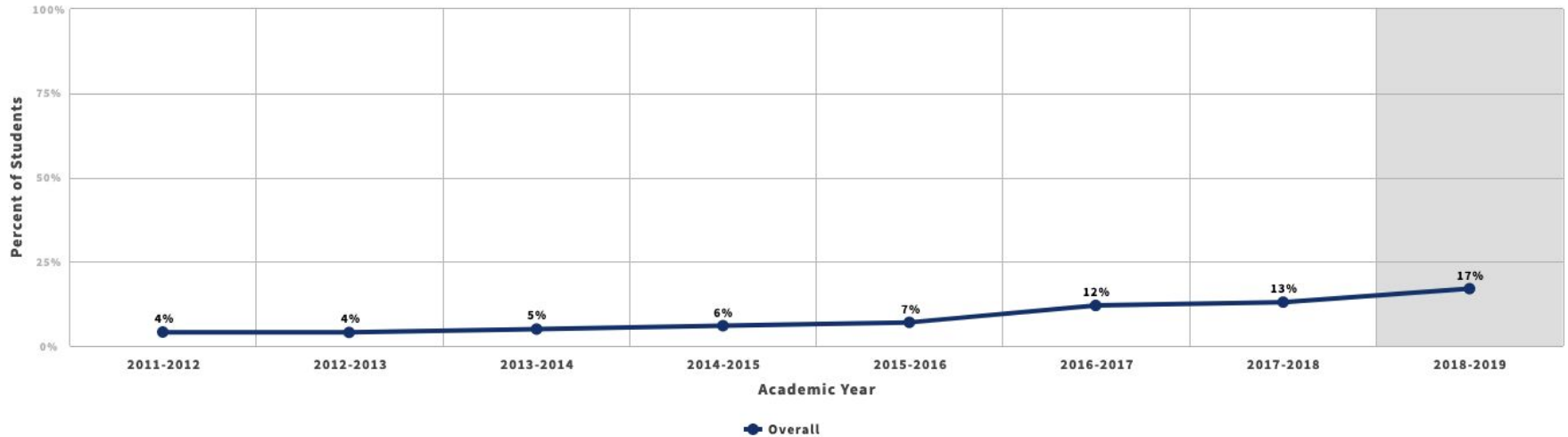
Source: Chancellor's Office Management Information System, National Student Clearinghouse, CSU/UC Cohort Match

Technical Definition

Transfer-Level Math & English Completion

Completed Both Transfer-Level Math and English in the District in the First Year

Among all first-time credit students in the district, the proportion who completed both transfer-level math and English in their first academic year of credit enrollment within the district



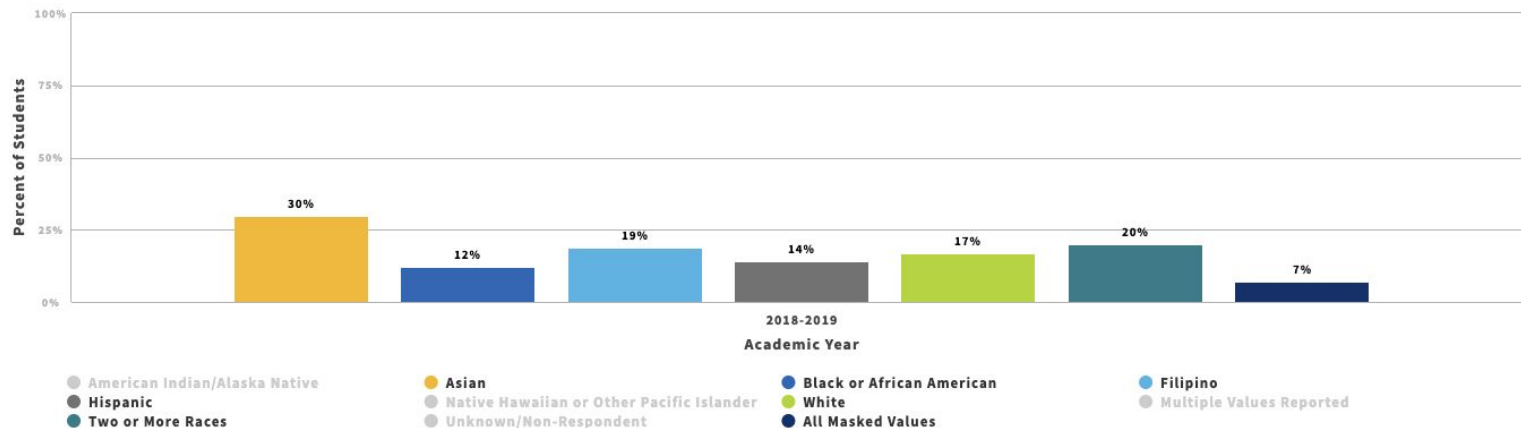
Source: Chancellor's Office Management Information System

Technical Definition

Transfer-Level Math & English Completion by Ethnicity

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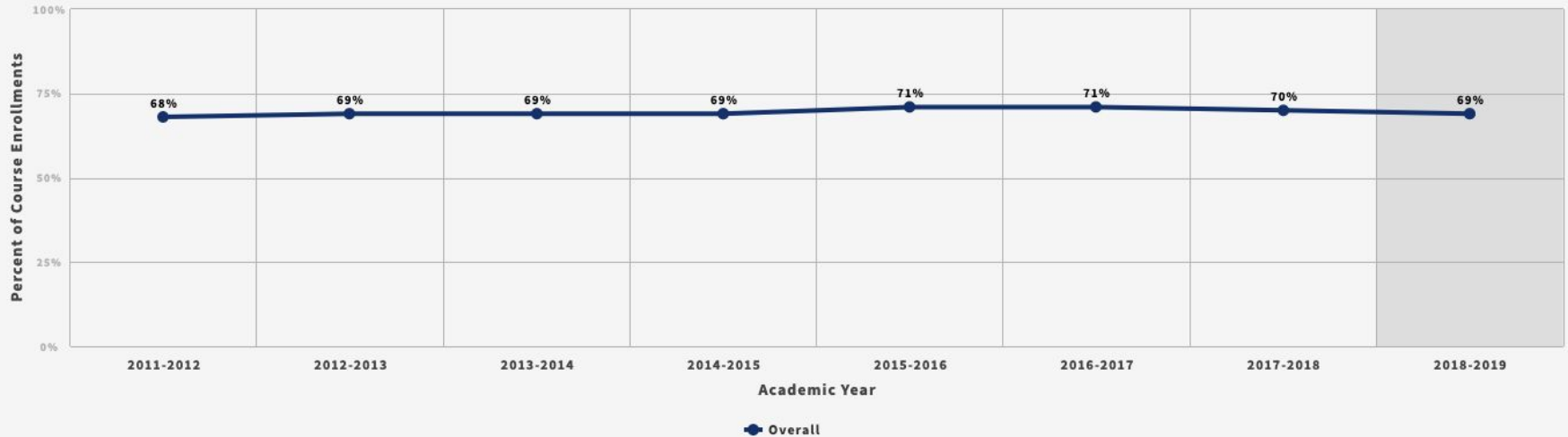
Source: Chancellor's Office Management Information System

Technical Definition

Course Success Rate for First-Time Students

Course Success Rate for First Time Students

Among all credit enrollments, the percentage of enrollments where students successfully completed the course



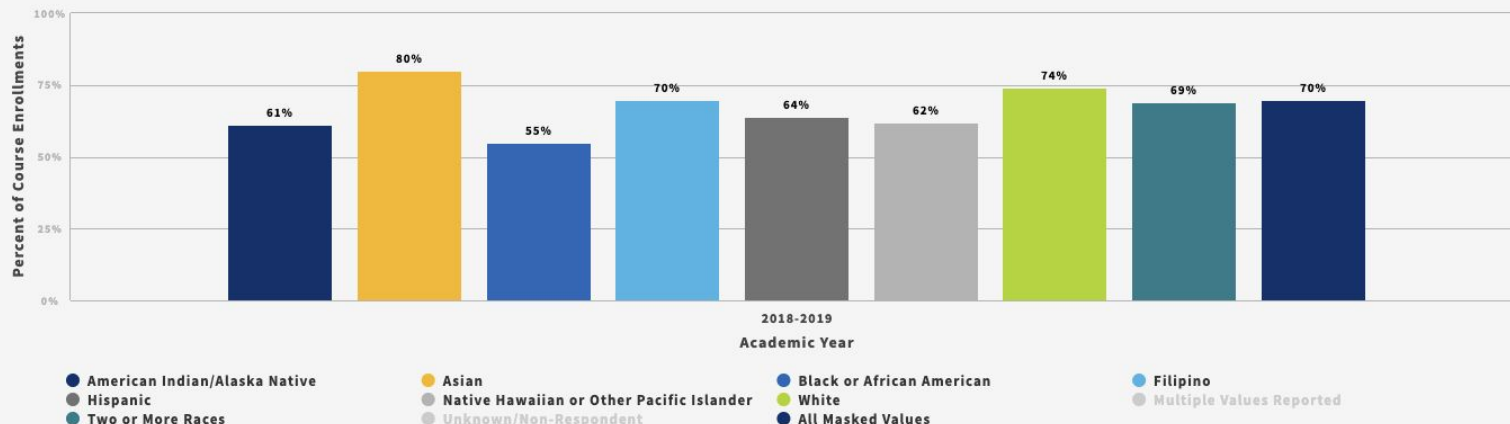
Source: Chancellor's Office Management Information System

Technical Definition

2018/19 Course Success Rate for First-Time Students ONLY

Course Success Rate for First Time Students

Among all credit enrollments, the percentage of enrollments where students successfully completed the course



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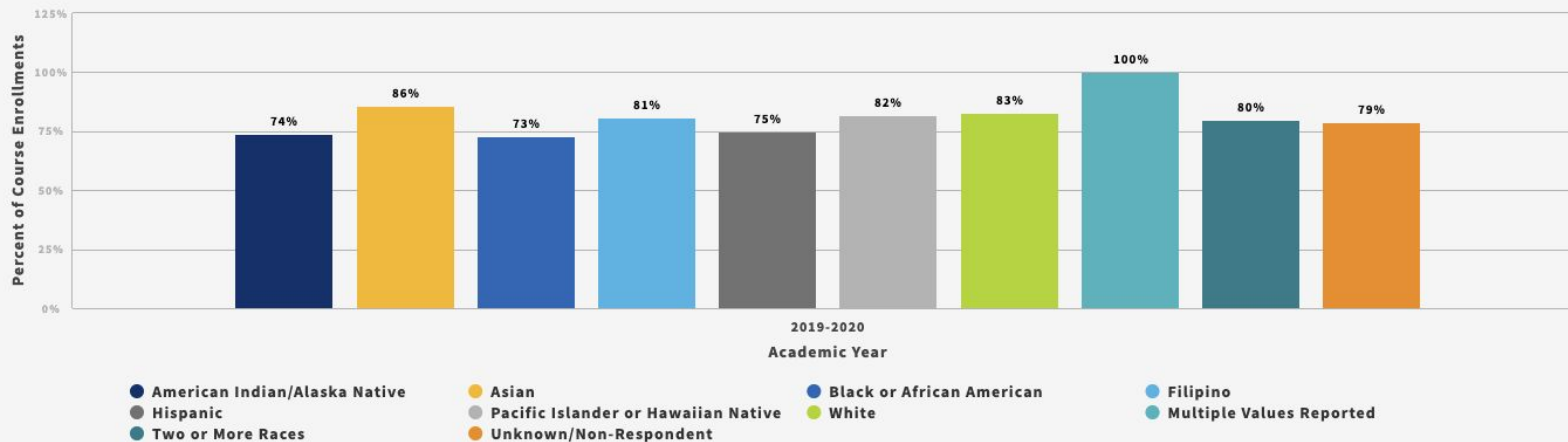
Source: Chancellor's Office Management Information System

[Technical Definition](#)

2019/20 Course Success Rate for All Students

Course Success Rate

Among enrollments by students in selected student journey, the course success rate in the selected year



Source: Chancellor's Office Management Information System

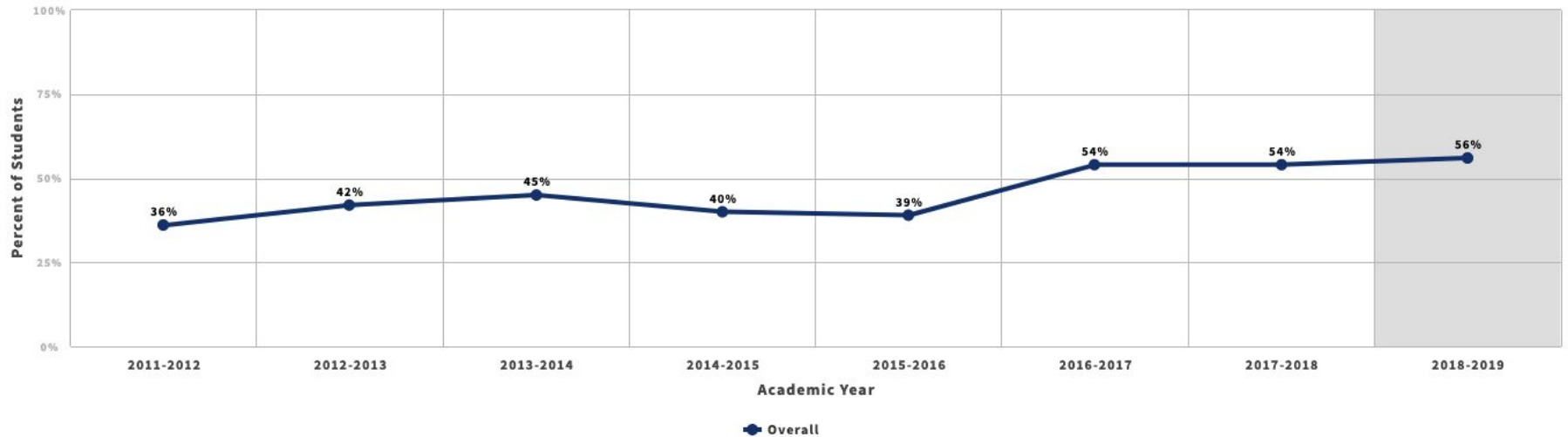
Technical Definition

Note: More students received "EW" or Excused Withdrawal grades in Spring 2020 as a result of the COVID-19 pandemic. Those grades are excluded from the denominator of success rates to maintain alignment with Datamart. As a result, course success rates are higher in 2020 than in prior years. Included and excluded EWs should be carefully examined locally to more completely understand course performance in Spring 2020 or in 2019-2020 which includes that term.

Full-Time Status in First Fall

Full-Time in the Fall Term

Among first-time students enrolled in the Fall term, the proportion who were enrolled full-time in the Fall term at the selected institution



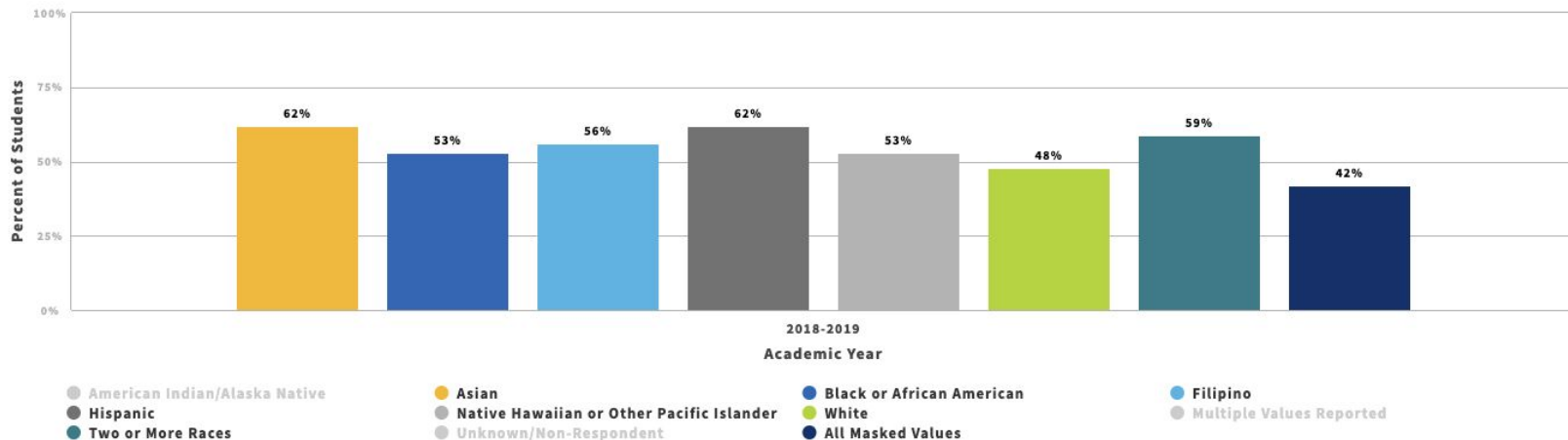
Source: Chancellor's Office Management Information System

[Technical Definition](#)

Full-Time Status in First Fall by Ethnicity

Full-Time in the Fall Term

Among first-time students enrolled in the Fall term, the proportion who were enrolled full-time in the Fall term at the selected institution

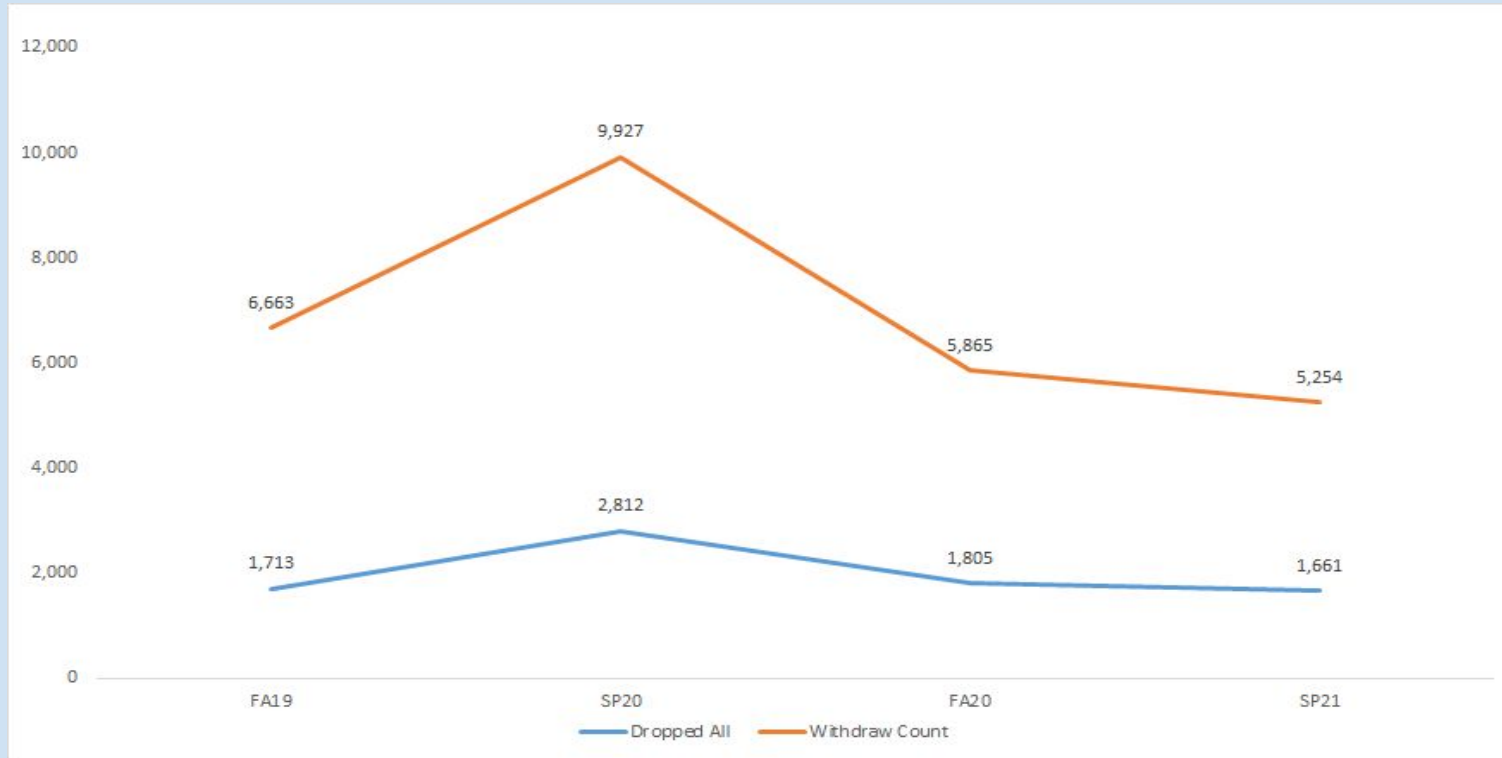


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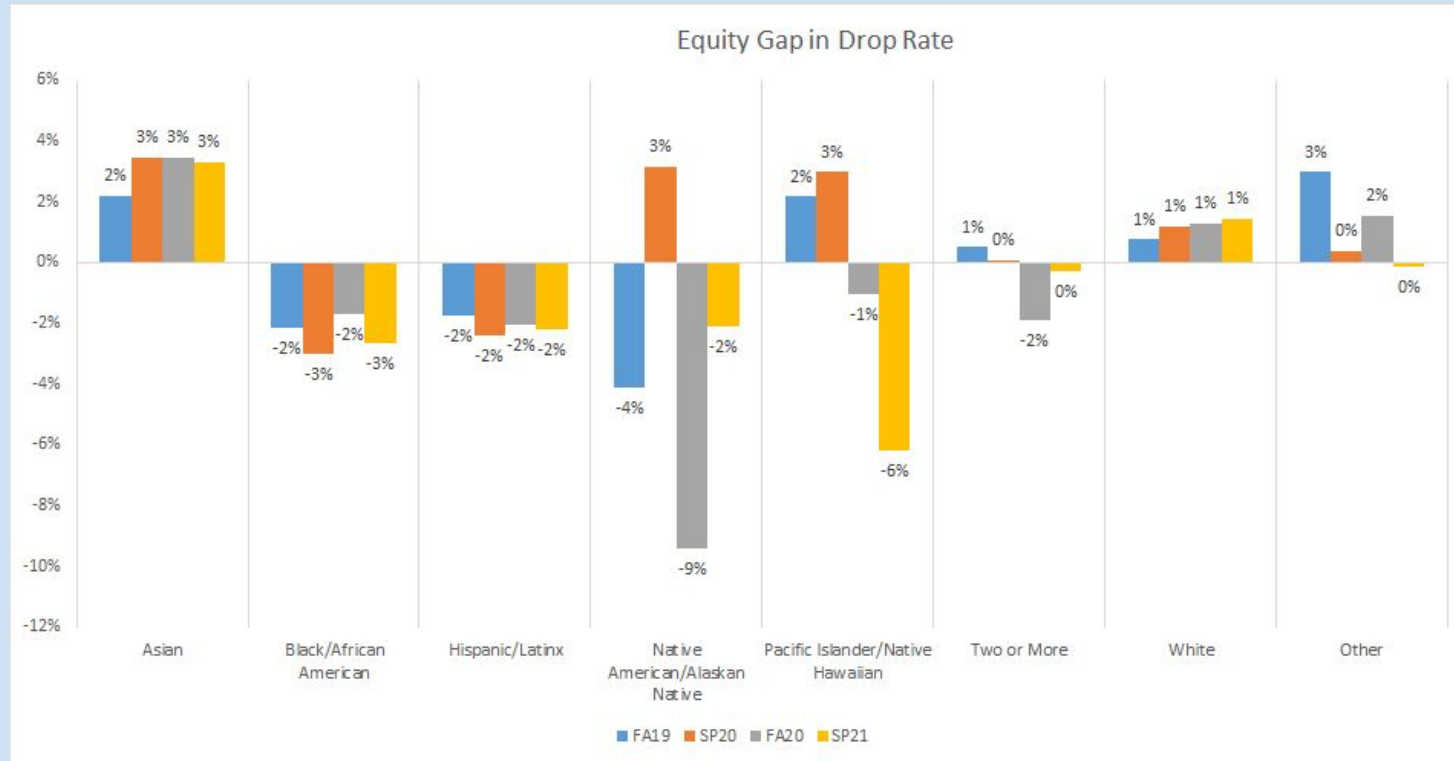
Source: Chancellor's Office Management Information System

Technical Definition

Drop Rate



Dropped All Classes

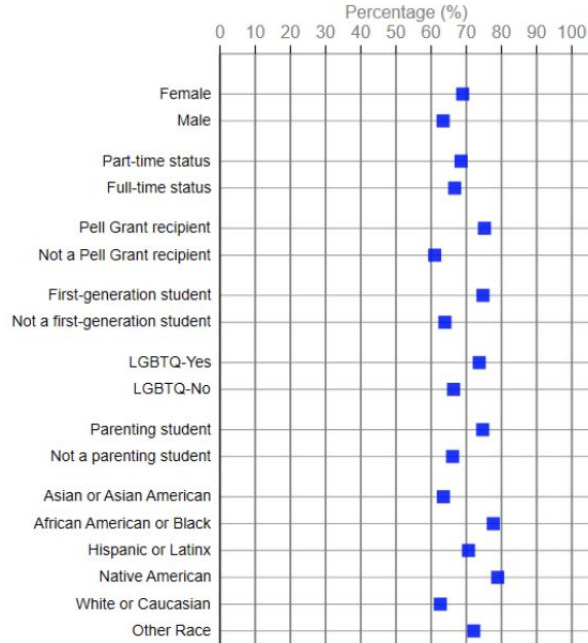


Impact of COVID

- Difficulty concentrating
 - 78% of students reported having difficulty concentrating on classwork
- Loss of income/job
 - 51% of Full Time working students and 39% of Part-time working students lost their jobs
- Food/Housing Insecurity
 - 68% of students reported at least 1 insecurity
- Increased responsibilities to be caretakers
 - 53% had to take care of a family member while in class
- Mental Health Concerns
 - 41% of students reported symptoms of anxiety and 39% reported symptoms of depression

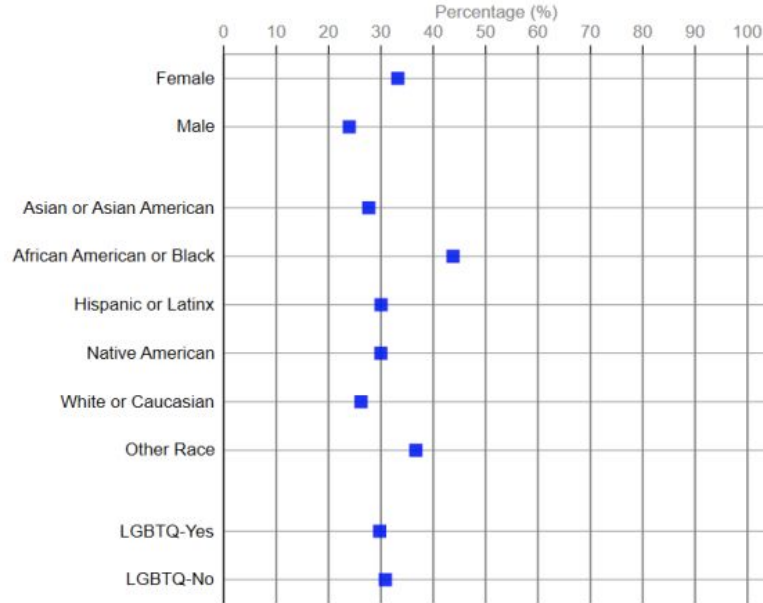
Unequal Impact and Access to Support

FIGURE 11. DISPARITIES IN BASIC NEEDS INSECURITY AT SAN DIEGO MESA COLLEGE



Source: 2020 #RealCollege Survey
 Notes: Classifications of gender identity and racial/ethnic background are not mutually exclusive. Students could self-identify with multiple classifications. First-generation students are defined as students whose parents' highest level of education completed is a high school diploma or GED. Numbers are rounded to the nearest whole number.

FIGURE 16. GAPS IN THE USE OF CAMPUS SUPPORTS AMONG STUDENTS AT SAN DIEGO MESA COLLEGE WHO EXPERIENCED ANY BASIC NEEDS INSECURITY



Source: 2020 #RealCollege Survey

Notes: Classifications of gender identity and racial/ethnic background are not mutually exclusive. Students could self-identify with multiple classifications. Numbers are rounded to the nearest whole number.

Planning for the Future

EQUITY AND EXCELLENCE



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.



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 justice and sustainability, reduce Mesa College's carbon footprint, 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.



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.

Roadmap to Mesa2030

Mesa2030 Meta-goal: Equity and Excellence	Strategic Objectives 2021-2026	College-wide Progress Measures
Completion Mesa College will institutionalize <i>(or Mesa-nize)</i> 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.	<ol style="list-style-type: none">1. Develop pathways that provide students with clarity about degree, certificate, and transfer requirements.2. Develop cross-functional teams that support student success and include integrated career and transfer counseling.3. Design and promote programs and services that intentionally target a reduction in equity gaps in completion outcomes.4. Support students' access to resources to mitigate the impact caused by technological and basic needs insecurity.	<ol style="list-style-type: none">1. Transfer-level Mathematics and English Year 12. Degree Completion Rates within 2, 3, and 4 years3. Transfer Rates within 2, 3, and 4 years4. Bachelor's degrees (volume)5. Associate degrees (volume)6. Credit certificates (volume)7. 9 or more career education units (volume)8. Time to completion9. # Units to completion10. Stand Data, Technology loaner data, Emergency funds usage

Mesa2030 Meta-goal: Equity and Excellence	Strategic Objectives 2021-2026	College-wide Progress Measures
<p>Pathways and Partnerships</p> <p>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.</p>	<ol style="list-style-type: none"> 1. Develop and implement frameworks to create communities that can provide more targeted delivery of educational resources and support services. 2. Expand partnerships with K-12 institutions to enhance program offerings and increase access for minoritized students. 3. Increase community engagement, experiential learning, integrated career planning, and workforce training to prepare students for future careers. 4. Expand intersegmental pathways to create a seamless transition between Mesa and k-12, non-credit, Universities, and careers. 5. Develop and implement technologies, including website redesign, that will make pathways information available to students so that they can effectively utilize this information in their educational and career planning. 	<ol style="list-style-type: none"> 1. Transfer-level Mathematics and English Year 2. College & Career Access Pathway (CCAP) enrollment 3. College & Career Access Pathway (CCAP) successful course completion 4. Transfer Rates within 2, 3, and 4 years 5. Transfer Volume 6. Livable wage job placement 7. Unit Completion in Term 1 8. Unit Completion in Year 1 9. Fall to Spring Retention

Four Pillars of Guided Pathways

Clarify the Path



Create Clear
Curricular
Pathways to
Employment
and Further
Education

Enter the Path



Help Students
Choose and
Enter Their
Pathway

Stay on the Path



Help Students
Stay on
Their Path

Ensure Learning



Follow Through, and
Ensure that Better
Practices are
Providing Improved
Student Results.



Clarify the Path

1. Develop pathways that provide students with clarity about degree, certificate, and transfer requirements.
2. Develop cross-functional teams that support student success and include integrated career and transfer counseling.
3. Develop and implement technologies, including website redesign, that will make pathways information available to students so that they can effectively utilize this information in their educational and career planning.

Enter the Path

1. Expand partnerships with K-12 institutions to enhance program offerings and increase access for minoritized students.
2. Increase community engagement, experiential learning, integrated career planning, and workforce training to prepare students for future careers.
3. Expand intersegmental pathways to create a seamless transition between Mesa and k-12, non-credit, Universities, and careers.
4. Develop and implement technologies, including website redesign, that will make pathways information available to students so that they can effectively utilize this information in their educational and career planning.

Stay on the Path

1. Design and promote programs and services that intentionally target a reduction in equity gaps in completion outcomes.
2. Support students' access to resources to mitigate the impact basic & technology needs insecurity has on a student's ability to pursue their education.
3. Develop cross-functional teams that support student success and include integrated career and transfer counseling.
4. Develop and implement frameworks to create communities that can provide more targeted delivery of educational resources and support services.

Ensure Learning

- This is where data collection and analysis plays a key role.
- Let's look at some examples.



Reflecting on our Work

Examples from the field

Instruction

Student Services

Athletics

A Year in Distance Ed Through a Chemistry Lens

The 😊:

- We have worked tirelessly to create content for an online environment.
- We have provided hybrid lab experiences safely, and successfully, in general and organic chemistry.
- We have sifted through a tremendous amount of online content/programs to find adequate resources for our labs, lectures, assessments, and academic integrity.
- We have some VERY tenacious students!

The 😞:

- Guided, hands-on learning opportunities, such as lab, are critical to student understanding, success, and scaffolding future learning skills.
- Maintaining academic integrity in online spaces is REALLY challenging. Articulation of courses depends on ensuring that integrity is maintained and that students are prepared for four year schools or workforce.
- The expansion of offerings in low unit support courses that pair with chemistry STEM gateway courses was postponed. These originated as grant supported, faculty lead, topic based, face-to-face workshops and significantly reduced equity gaps.
- Chemistry looks forward to returning to campus soon to strengthen our pursuit of equity and excellence!*

Student Drops in Math - Not just a Math problem

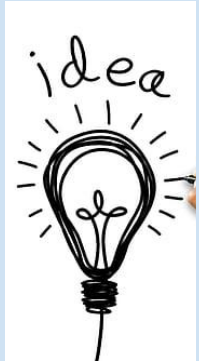
Reflection:

- First two weeks - students tend to switch courses or sections (wrong placement?)
- After two weeks - still seeing drops, but not across the board (section related)
- Instructors who have been innovative in creating the online environment have retained more students



Solutions?:

- ❑ Ensure students have appropriate information math course for their majors (Pathways!)
- ❑ Development of Course Coordinators and additional Professional Learning
- ❑ Take advantage of hybrid options and technology resources as we transition to a new normal



Student Services

Call to Action

SAN DIEGO MESA COLLEGE

Dr. Ashanti Hands, Vice President Student Services



1973-2020

Student Services Call to Action Goals 2020/21

Marketing Materials

Admissions (Resource List)
Assessment (Clarity of Process)

Student Engagement/Experience

AVANZA (Intentional Engagement)
Counseling (Welcoming Environment)

Increase Participation

CaWorks (Outreach)
Career & Peer Ambassador (Career Exploration)
Student Health Services (Individual and Group Mental Health)
Extended Opportunity Programs & Services (Outreach)
Evaluations (Degree/Certificates)
Financial Aid (FAFSA, DREAM Act)
Outreach/Promise (Outreach/Partnerships)
Student Affairs/Associated Students (AS/Scholarships)
Veterans (VA Workstudy)

Professional Development/Awareness

Counseling (Open-house)
Disability Support Programs & Services (Workshops)
The Stand: Basic Needs (Professional Learning)

Removing Barriers

Counseling (Technology)
Evaluations (Petitions)

Programs/Activities/Plans

Evaluation (Graduation Party)
Transfer (Workshops and Partnerships with Puente, UMOJA)
Transfer/Career/Evaluations (Events and Plans)

sdmesa.edu/blacklivesmatter
sdmesa.edu/student-services

#BlackLivesMatter

SAN DIEGO MESA COLLEGE

Student Services | Call to Action

Below are steps that Student Services will take to bring us closer to being the leading college of equity and excellence with a focus on Black students. We share these goals to tell our story, invite others to engage our journey and to hold ourselves accountable for what we have committed to do.

**BLACK
LIVES
MATTER**
SAN DIEGO MESA COLLEGE

Admissions

Admissions will learn from experts in anti-racism, implicit bias, and equity during department meetings and professional learning opportunities; use applications data and create a resource list to support Black students with individualized suggestions for services and resources.

AVANZA: Peer Navigator & CRUISE Programs

As learners, listeners, and advocates, Peer Navigators will be intentional about engaging with Black student CRUISEs to best support them throughout their Mesa journeys.

Career Center

The Career Center and Peer Ambassadors will encourage Black and Latinx students, identified, in part, through partnerships with programs and services, to explore careers at events and through presentations, counseling, and peer-to-peer educational opportunities.

DSPS

DSPS will provide opportunities for campus community members to educate themselves about 1) the intersection of racism and disabilities; and 2) the impacts of racism on individuals with disabilities at San Diego Mesa College.

Assessment & Testing

Assessment and Testing will improve connections to new Black students by creating infographics to make the assessment & testing process more clear and approachable.

CaWORKS

CaWorks will conduct outreach to eligible Black students to invite them into the program and ensure their basic needs are met. CaWorks will then be intentional about working with its Black students holistically.

Counseling

Counseling is
1) hosting a virtual open house in Canvas to support instructional faculty, in particular, by informing them of available counseling resources that help Black students achieve equitable outcomes;
2) seeking to break down technology barriers students encounter when seeking counseling services;
3) working to create a positive and welcoming (non-"dmv" or transactional) experience for students coming to the Counseling office.

EOPS & Special Programs

The EOPS & Special Programs office will conduct outreach to program-eligible prospective, new, and continuing Black students.

Financial Aid

The Financial Aid Office seeks to increase the number of Black students that participate, complete and submit the FAFSA and/or CA Dream Act application.

Outreach

Outreach will collaborate with the Black Faculty Collaborative Counselor Liaison to best support our Black Promise students and increase Black student participation in the Promise led events.

Student Health Services Mental Health

Through intentional outreach, Student Health Services seeks to increase the participation of Black students in individual and group mental health services.

Transfer Center

The Transfer Center will partner with Umoja, Puente, EOPS/Special Programs, DSPS and Veterans to design and provide a transfer related workshop for each program during the Fall 2021 transfer season.

Veterans, Records & VSC

The Veterans Office will increase the number of Black student veterans participating in the VA work-study program.

Evaluations

To increase the percentage of Black students obtaining a degree/certificate, Evaluations will 1) host a Graduation Application Party to explain the application process, the importance of earning a degree and/or certificate, and the importance of participating in the Commencement Ceremony and the Rite of Passage end-of-the-year celebration; and 2) help remove structural barriers created by some student petitions.

Student Affairs

Student Affairs and Associated Students seek to increase Black student representation on the Associated Students board by at least 15%. Student Affairs will also conduct intentional outreach to increase the number of Black students who submit scholarship applications.

The Stand: Basic Needs

Student Services professionals working with The Stand/Basic Needs office will participate in professional learning related to anti-racism and equity, for example, to support Black students.

Transfer, Career, Evaluations

The Transfer, Evaluations, and Career Office will create an Antiracism, Diversity, Equity, and Inclusion Action Plan.

Inspect what you Expect.

Start where you are. Use what you have. Do what you can.- Arthur Ashe

Purpose beyond percentages



Strengthen Connection to Mesa Student Health Services



Build the collective network with relevant community-based programs



Provide culturally relevant options for therapy

EOPS Call to Action:

EOPS will increase the eligibility for Black students.

- 2018-2019- 72 students identified as African American (Source: Data Dashboard)
- 2019-2020- 80 students identified as African American (Source: Data Dashboard)
- 2020-2021- As of 11/12/20- Received 970 applications- 89 Self-Identified as- African, African American, Black, African-American/White/Filipino, Afro Caribbean, Black/African American/White, Black/Pacific Islander, Black/Mexican/Irish, African/Native American, African/Portuguese, African American/Mexican American (Source: Fall 2020 EOPS Online Application)
 - o 52 Ineligible
 - (Over Income, Missing Transcripts/FA, Record at City/Miramar)
 - o 37 Eligible



SAN DIEGO MESA COLLEGE
Extended Opportunity Programs and Services

Enter the Path: Outreach



Path to Mesa

During our Info Nights "Path to Mesa," we will share a Mesa Academy recording to highlight



UMOJA Info Sessions

Arrange special UMOJA/Mesa Academy sessions w/our feeder schools. Have a BFCC staff speak



Ambassador Training

A training session for OAs to meet Connect them to a Mesa Academy with someone from the BFCC to learn more about UMOJA/Mesa that will intentionally serve Black and



Counselor Connection

Counselor early on Create a pipeline that will intentionally serve Black and

CEC Templates

Random Act of Kindness or You Matter (your choice) Email from Counselors:

Insert image somewhere (Counselor personalizes their image)

Dear: _____ (Mesa Student Name),

My name is _____ (Counselor Name) and I am a counselor at San Diego Mesa College and I wanted to personally welcome you to our college community. Even though it has been a difficult year, you have found how to stay strong and continue moving forward. The decision of attending college was not an easy one but it was an important one.

If you have any questions, please reach out to us and visit our Counseling Department Website or call us at 619-388-2672 or email us at sdmesafollowup@gmail.com. On the webpage, it provides instructions on how to see us in a remote/virtual capacity.

We are here to support you and help you build your future.

You matter!

Happy New Year and we look forward to meeting with you.

_____, (Counselor Name) the Mesa Counseling Department

Make it difficult for students to quit!

Black Faculty, Staff and Administrators

Unity Gathering

An opportunity to celebrate and connect as a community

A place where YOU can FREELY speak YOUR truth and voice YOUR concerns

BLACK Forum

BlackSpeak
Express yourself
Speak your truth

Zoom ■ 98774762253

Even/Wednesday at 3:00 - 3:45pm

Black Student Success Week
April 20th - April 26th, 2021

Monday, April 20th	Tuesday, April 21st	Wednesday, April 22nd
Black Student Success Week Kick-off Event	Black Student Success Week Kick-off Event	Black Student Success Week Kick-off Event
Black Student Success Week Kick-off Event	Black Student Success Week Kick-off Event	Black Student Success Week Kick-off Event
Black Student Success Week Kick-off Event	Black Student Success Week Kick-off Event	Black Student Success Week Kick-off Event

Share your unique Black Experience
Share your personal Point of View
Share Challenges you faced
Share Solutions you have found
Share Insights you have gained
Share YOUR SUCCESS



SAN DIEGO MESA COLLEGE | Student Health Services

Call with any questions and/or to request Disability accommodations, 619-388-2724

What have we done?

- Recruitment
 - Emails from me
 - Personally invited them to apply
- Increased number of Black students
 - From 1 to 3 on contract with the VA
 - 1 waiting to be placed, 1 to be interviewed



General Counseling VOICE form

The VOICE form is a feedback questionnaire to empower students self-advocacy and assist General Counselors as they strive towards excellence in equitable services. WE GREATLY APPRECIATE YOUR VOICE, TIME AND EFFORT IN COMPLETING THIS FORM

Transfer, Career, Evaluations, Anti Racism, Diversity, Equity, and Inclusion Action Plan

RECRUITMENT & RETENTION PRACTICES

We will develop and implement a retention development plan and recruit new Black students and staff members. We will also develop a plan to recruit new Black students and staff members. We will also develop a plan to recruit new Black students and staff members.

PROGRAMS & SERVICES

The Transfer Center and our department will continue to provide support and resources for Black students and staff members. We will also develop a plan to recruit new Black students and staff members. We will also develop a plan to recruit new Black students and staff members.

TRAINING AND DEVELOPMENT

All faculty, staff, and students will receive training and development opportunities. We will also develop a plan to recruit new Black students and staff members. We will also develop a plan to recruit new Black students and staff members.

SAN DIEGO MESA COLLEGE

Student Services Division
FEEL, HEAL, & BE REAL

Helping our Black students succeed

To sign up for one-on-one help, visit <http://bit.ly/FAcheck>



TRANSFER WORKSHOPS

QUESTIONS ABOUT THE TRANSFER PROCESS?

JOIN ME WEDNESDAY 12PM TO 1PM FOR LIVE ZOOM TRANSFER WORKSHOPS

THE TRANSFER CENTER CAN HELP!

GET THE BOOST YOU NEED TO ACHIEVE TRANSFER SUCCESS!

Topics to include:



Increasing Number of African American/Black Applicants



Expanding Outreach & Support Programs



Restructuring Workshops



Intentional Promotion

LET'S COMMIT

SAN DIEGO MESA COLLEGE

March 22nd - April 19th

21-DAY EQUITY CHALLENGE

Where the objective is to learn, connect and grow together as a community.



What We Are Learning

- You have to inspect what you expect.
- Start where you are. Use what you have. Do what you can. And, allow coaching to take you further.
- Intentionality is key - Ex. Calling out Black Student, Creating space for ongoing discussion and dialogue and Create space for people too see themselves in the work
- It's ok to be uncomfortable.
- Just because you build it, doesn't mean they will come.
- Assessment is critical: Plan. Do. Check. Act.
- We all have agency when it comes to supporting our Black Students
- Cultural shifts are taking place
- Values: partnership, relationships, vulnerability and courage
- Celebrate successes
- This work is never ending and takes time and energy. Our Black students are worth the time, effort and attention.
- Doing what's right in the face of adversity, getting past excuses to find personal meaning and making a difference for our Black students takes courage.

OPP- OLYMPIAN PATHWAYS PROTOTYPE

PRESENTATION TO PRESIDENT'S
CABINET RETREAT
05/04/2021

DR. RYAN SHUMAKER, DEAN OF EXSC, HEALTH
EDUCATION, DANCE, & ATHLETICS
DR. AILENE CRAKES, DEAN OF STUDENT DEVELOPMENT





Providing intrusive support services to address inequities in pathways

Deploying an integrated proactive system of services

**OPP - OLYMPIAN PATHWAYS
PROTOTYPE**



PROVIDING SUPPORT FOR STUDENT-ATHLETES

Dean/AD

**Head
Coach**

**SA
Counselor**

**Student
Services**

ART

STUDENT SUCCESS TEAMS APPROACH

Dean/AD

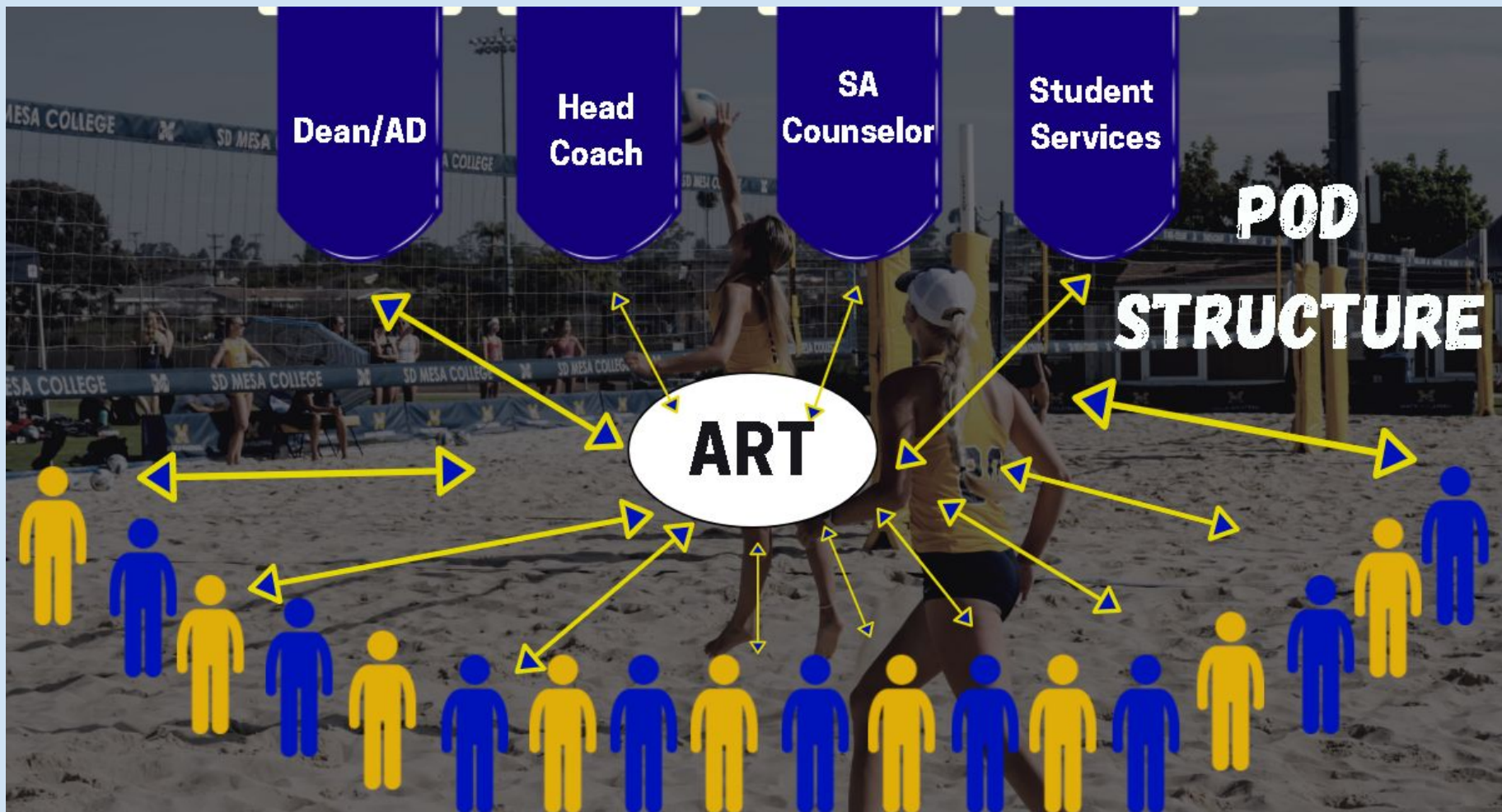
**Head
Coach**

**SA
Counselor**

**Student
Services**

**POD
STRUCTURE**

ART



How and when it all began



CONSULT

- Student Services
- Instruction
- Institutional Effectiveness

PRESENT

- Constituents
- School Meetings
- Departments
- Faculty, Staff, Admin

EQUITY FOCUS

- Student-centered
- Normalize help seeking behavior
- Intrusive Support

PROGRAM COMPONENTS



OPP- OLYMPIAN PATHWAYS PROTOTYPE

- ART Check Point Form – Weeks 1, 8, 16
- Olympians Contact Tracker
- ART Grades/Worksheet Template
- Access to Resources
- Check-ins with Ryan and Ailene
- Support from all areas

Check-ins w/ Ryan & Ailene
WE ARE HERE TO HELP!
SPRING 2021



STOP BY & SAY HI.
ASK QUESTIONS,
LET US KNOW HOW
YOU'RE DOING

ART CHECK-INS

- Thursday, 3/11/21, 2-3 PM
- Monday, 3/22/21, 1-2 PM
- Wednesday, 4/14/21, 12-1 PM
- Thursday, 5/6/21, 10-11
- Thursday, 5/27/21, 10-11

SAN DIEGO
MESA COLLEGE

<https://www.sdmesa.edu/>

PRESENTERS



TRAINING/WORKSHOPS



EXAMPLES OF TOPICS

Equity, Basic Needs, Direct Support, Counseling, How to Access Services & Support, Mesa Journeys, CARE, NextUP, FAST, Borderless Scholars, Project Restart, STAR TRIO, DSPS, Tutoring, LOFT, Canvas, Financial Aid, Accounting, QPR, Admissions, Residency, Campus Solutions, Promise, BFCC, Counseling, MAAP, Student Affairs, Scholarships, Student Rights, Responsibilities, & Complaint Process, Campus Wide Events, Leadership Engagement, Title IX, Scholarships, Transfer, Career, Evaluations

Warm Welcome from Student Affairs

Victoria Kerba Miller, Dean of Student Affairs

Claudia Perkins, Student Rights and Responsibilities Coordinator

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

Equity
Conversations

FEEDBACK & LESSONS LEARNED



Buy-in from
Coaches & ARTs



Persistence in
Follow-up,
Student
Responses



Forms &
Tracking



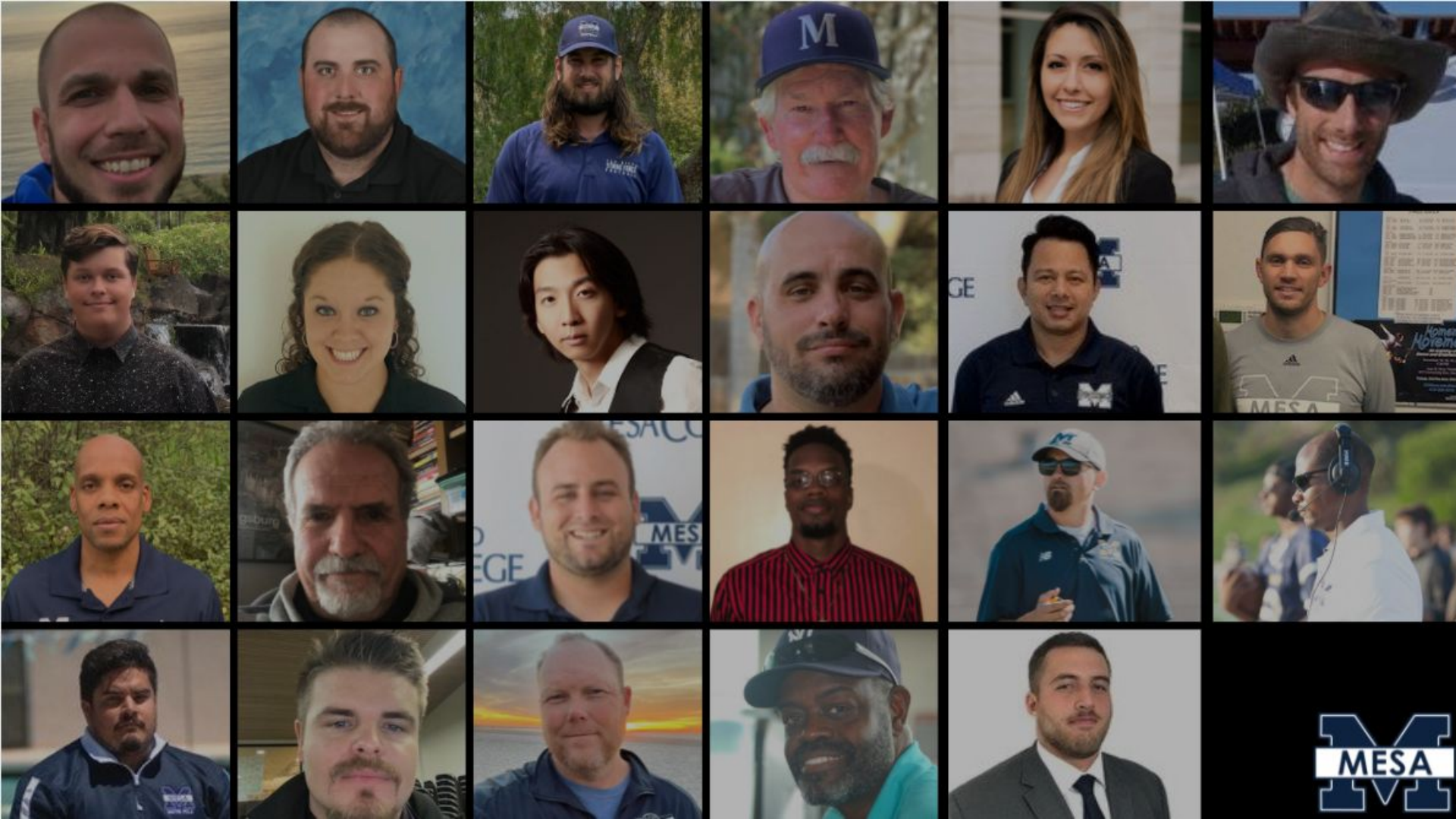
Equity-Minded
Approaches



Resources for
ARTs



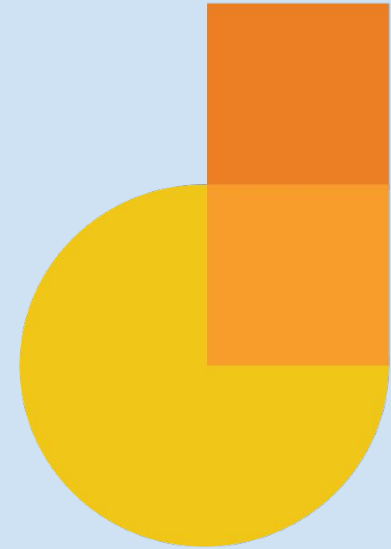
Regular
Contact Support,
Check-ins



Breakout Questions

1. What have I/we learned?
2. What have I/we done to support equity in my/our spaces?
3. What am I/we thinking about doing to continue to support equity and success in my/our space?
4. What is the work I/we still need to do?

Click in Jamboard logo



Inspiration for next steps

SST Goals

Directed- students have a goal and know how to achieve it

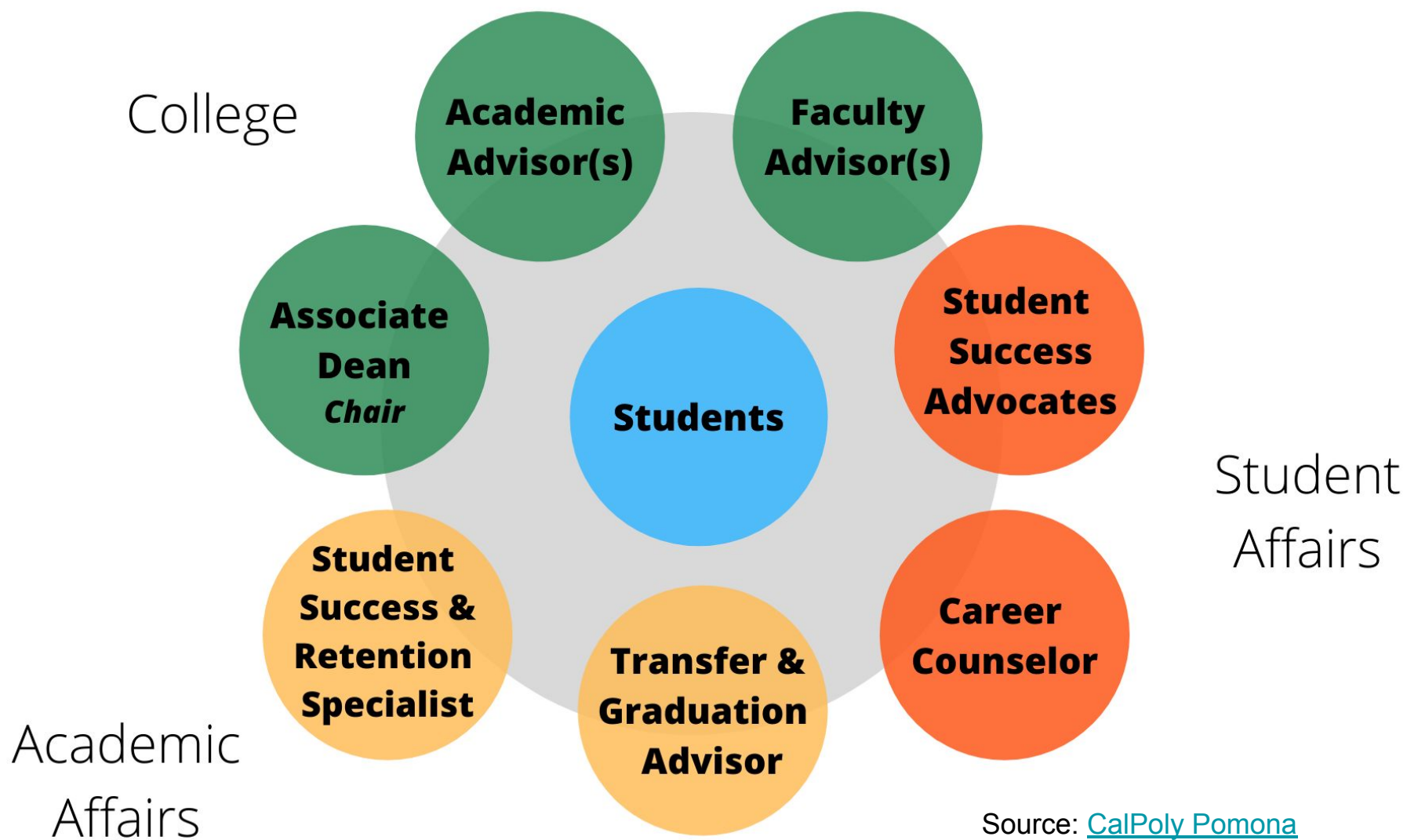
Focused- students stay on track, keeping their eyes on the prize

Nurtured- students feel somebody wants and helps them to succeed

Engaged- students actively participate in class and extracurriculars

Connected- students feel like they are part of the college community

Valued- students' skills, talents, abilities and experiences are recognized, they have opportunities to contribute on campus and feel their contributions are appreciated

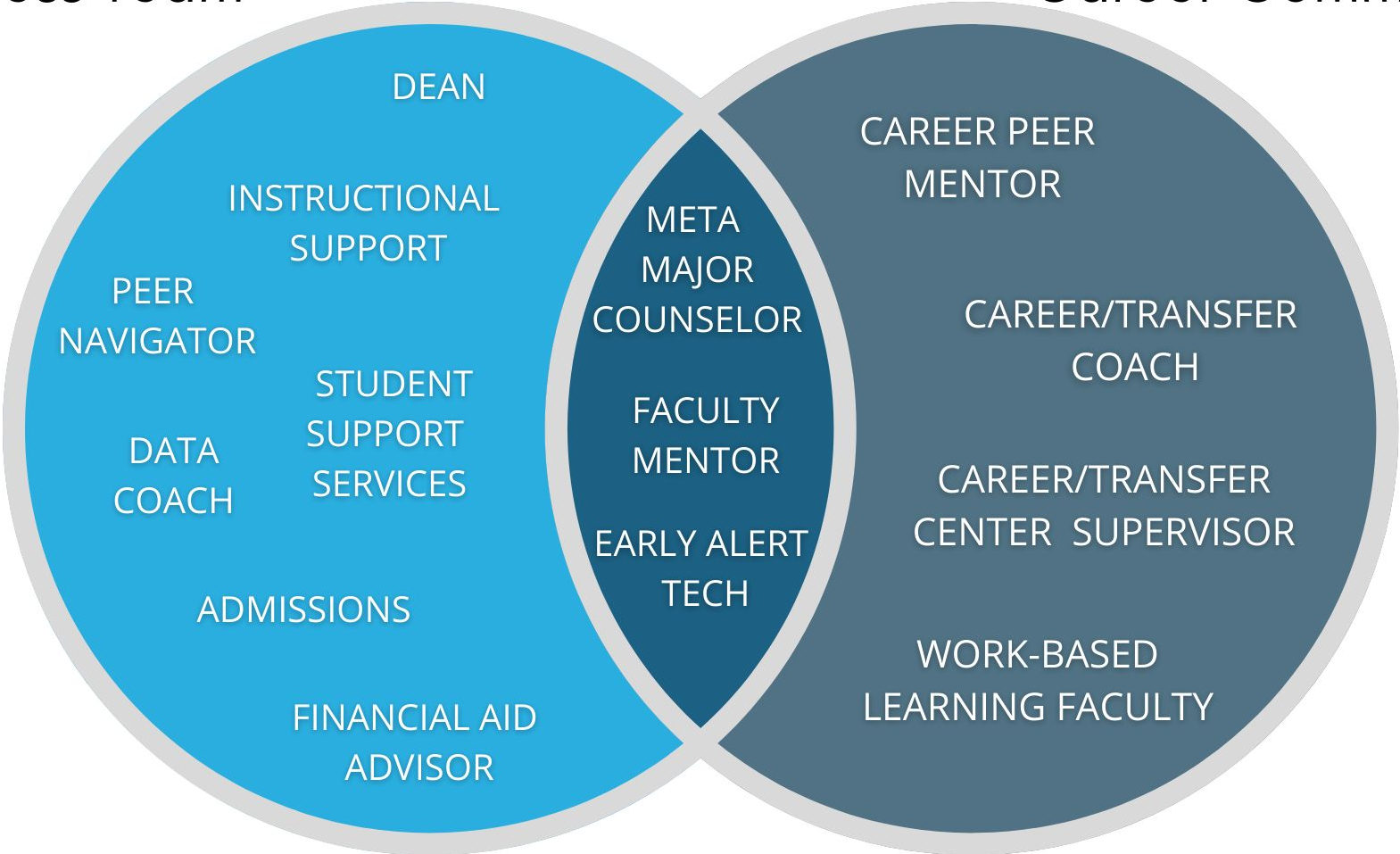


The College-Based Student Success Team

College	Academic Affairs	Student Affairs
Associate Dean Academic Advisor(s) Faculty Advisor(s)	Student Success & Retention Specialist Transfer & Graduation Advisor	Student Success Advocates Career Counselor
<ul style="list-style-type: none">• Strategic leadership• College-specific interventions• Metrics, tracking and accountability	<ul style="list-style-type: none">• Strategic direction• Data-driven plans• Training and resources• Metrics, tracking and accountability	<ul style="list-style-type: none">• Student development• Co-curricular engagement• Holistic support and resources

Success Team

Career Community



Breakout Questions

1. What student groups are teams structured around?
2. What is the goal of student success teams?
3. Who's on the team and what are they doing?
4. How can I contribute to student success teams?



Wrap-up

Dr. Pam Luster