

PRESIDENT'S CABINET RETREAT

December 1, 2020
2:15 - 5:00 p.m.



SAN DIEGO MESA COLLEGE

Welcome

Today's Agenda:

- 1) President's Introduction and updates (15 minutes)
- 2) Accreditation Report 2nd read (15 minutes)
- 3) Pathways knowledge-sharing and updates (30 minutes)
- 4) Mesa2030 knowledge-sharing and updates (30 minutes)

BREAK

- 5) Pathways and Mesa2030 Goals Activity (30 Minutes)
- 6) Mesa2030 Facilities Planning and Pathways Activity (40 minutes)
- 7) Wrap-Up (15 Minutes)

Follow along and follow-up

All materials for this Retreat can be found at:

<https://bit.ly/PcabRetreat2020>



#MesaPcabRetreat2020

@sdmesacollege

@SDMesaPrez



President's Update

Accreditation Report 2nd Read

Setting the Scene

Mesa Pathways

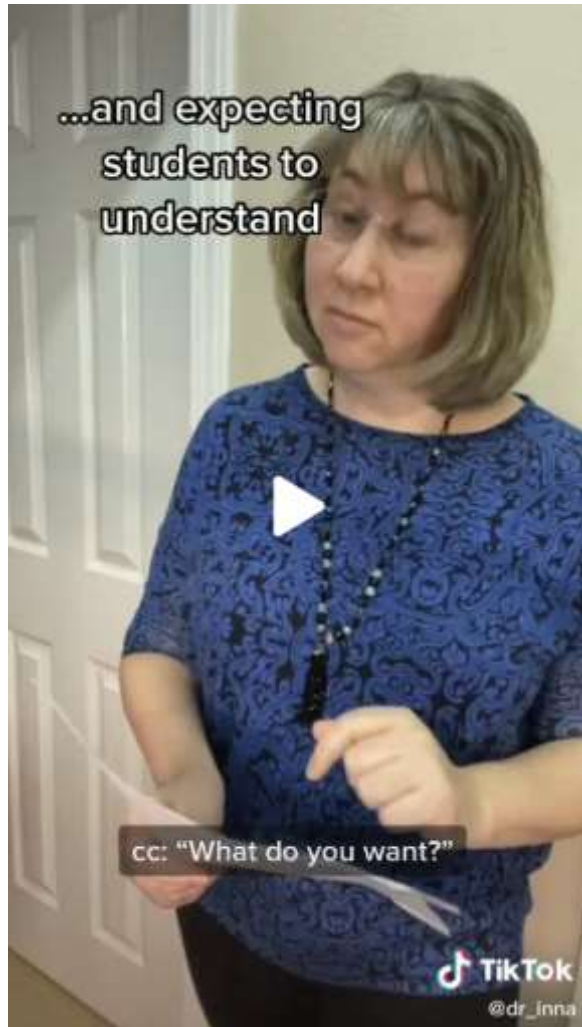
Isabel O'Connor
Howard Eskew
Marisa Alioto
Toni Parsons
Dani Perez Padilla

Pathways Communication Accomplishments



- Funding Request Form
- Communication Plan
 - Work Group Report
 - Monthly Report
 - Mesa Pathways Email Address
- Resource Templates
 - Event Flyers
 - Work Group Report
 - Monthly Report
 - Newsletter
- Website
- Looking at Written Language Workshop
- Glossary

Pathways Communication Road Ahead



- Using Plain Language
 - Workshops
 - Canvas - Badge Program
 - Plain Language Articles
- Glossary
 - Clean up
 - MPC Second Reading Approval
 - Continue to Refine



Mapping Accomplishments

SAMPLE PATHWAY

MAJOR: **Geography (GEOG)**

TRANSFER TO: **SDSU**

GENERAL EDUCATION: ☐ DISTRICT ☒ CSU ☐ IGETC-CSU ☐ IGETC-UC ☐ OTHER

YEAR 1	SEMESTER 1 - FALL			NOTES
	COURSE	TITLE	UNITS	
	ENGL	101 or 105	3	1) This map fits the AA and ADT in geography requirements and SDSU's preparation for the major requirements for their General Geography emphasis. SDSU offers five additional geography degrees—see a counselor for additional course requirements. See a counselor for the requirements at other CSUs and the UC requirements. Also, an AA degree in geography may be recommended for urban studies, urban planning, or urban sustainability majors. 2) Utilize STEM Center, MT2C, and Writing Center services. 3) Utilize free student support services such as The Stand, the Veterans Resource Center, Student Health Services, etc. 4) Contact wray@sdccd.edu to learn about internship, volunteering, and transfer opportunities for geography majors.
	MATH	119	3	
	GEOG	102 or 104	3	
	-	AREA E	3	
	-	AREA C2	3	
	TOTAL UNITS FOR SEMESTER		15	
YEAR 1	SEMESTER 2 - SPRING			NOTES
	COURSE	TITLE	UNITS	
	GEOG	101	3	1) Meet with a counselor to create a comprehensive education plan—include options to apply to other public universities in California such as Cal Poly Pomona, UCLA, UC, Berkeley, UC, Santa Barbara, CSU-Northridge, or Humboldt State. (Refer to www.sdsu.edu for listing of geography programs.) Note that some of SDSU's degrees require additional math and science courses. Additionally, some preparation for the major requirements for some of SDSU's geography majors are only offered at Moorpark College and City College. 2) If needed, complete three semesters of a language other than English. It is required for the BA degrees offered at SDSU. Four years of a single language other than English in high school satisfies this requirement. 3) Attend a career planning workshop and/or meet with the internship coordinator. 4) Join a student club, such as TerraMesa—the environmental sustainability and conservation club (info@terramesa.org). 5) May complete EDUC 100 (1 unit tutor training) and apply to become a GEOG tutor.
	GEOG	101L	1	
	GEOG	102 or 104	3	
	-	AREA A3	3	
	-	AREA C1	3	
	TOTAL UNITS FOR SEMESTER		13	
YEAR 1	SEMESTER 3- SUMMER			NOTES
	COURSE	TITLE	UNITS	
	DISG	104	3	1) Meet with a counselor to ensure that degree requirements and courses on the comprehensive education plan have not changed.
	-	AREA A1	3	
	TOTAL UNITS FOR SEMESTER		6	
	CUMULATIVE UNITS YEAR 1		34	
YEAR 2	SEMESTER 4- FALL			NOTES
	COURSE	TITLE	UNITS	
	-	AREA B2	3	1) In August, contact wray@sdccd.edu to attend a meeting with SDSU's undergraduate advisor in geography. 2) Prepare transfer application. Note: If any of your transfer credits are outside of SDSU's service area, apply as a general geography major with the ADT.
	-	AREA D US-1X/US-2/US-3	3	
	-	AREA C1 or AREA C2	3	
	-	GE Elective (or language requirement, if unmet)	3	
	-	GE Elective or Work Experience	3	
	TOTAL UNITS FOR SEMESTER		15	

- 58 maps have been signed and submitted
- Shout outs to several departments that turned in multiple maps.
- Special shout out to Music (7 maps) and Exercise Science/Dance (6 maps)

Educational Goals Framework

- Organized along Mesa Journeys question “What is your educational goal?”
- Once students identify their particular goal, they would then be directed to a variety of services that will help them achieve their educational goal.
- In this way, students would be given a customized set of resources based on their individual needs rather than a one-size-fits-all approach that assumes all students want the same thing from their educational experience.
- As student goals change, they would be able to access additional services to facilitate these new goals.



The role of the **Onboarding and Career Exploration** Workgroup is to make improvements to the student experience in four areas:

- 1** Student **onboarding, outreach**, and recruitment.

Highlight of progress:

Developed a web page of online resources for students to prepare for a virtual fall 2020

- 2** Student **intake** that connects them to programs & support services

Highlight of progress:

Conducted an assessment of the effectiveness of the *MESA JOURNEYS* intake tool





3

Differentiated new student **orientations**.

Highlight of progress:

Conducted a campus wide orientation inventory
Moved in-person CRUISE to virtual format

4

Career exploration and planning

BEFORE education planning.

Highlight of progress:

Began the creation of a career canvas shell
Offered career dev. professional learning
Faculty statewide career exploration research
Developed career interest survey

NEXT STEPS: Collaborate with other workgroups
such as the Guided Majors and Mapping and
Continuing Education.

WORKGROUP CHARGE: *CREATE A PATHWAYS FRAMEWORK DESIGNED FOR STUDENTS IN OUR SISTER COLLEGE –*

SAN DIEGO CONTINUING EDUCATION.

Curricular alignment from non-credit to credit

- Math, English, and ELAC (including placement)
- CTE areas shared by both colleges (e.g.

Outreach and marketing

- Faculty to faculty partnerships
- Classroom visits
- Why a college degree?

Orientation and Career Exploration

- Needs of CE students
- Financial Aid

Student Support Services – specific to CE students

- child care
- financial aid
- citizenship
- class materials and supplies
- others services as offered on the CE website:
 - Application/Registration
 - Associated Student Body (ASB)
 - CalWORKS
 - Career and College Transition Centers and Services
 - Counseling and Support services
 - Disability Support Programs and Services (DSPS)
 - Orientation
 - Rising to Success
 - San Diego Gateway to College and Career
 - San Diego Promise
 - Student Attendance Card
 - Testing
 - Transcripts
 - Veteran's Services

Membership recommendations

- Counseling faculty
- Math, English, ESL faculty
- Continuing Education Pathways coordinator(s)
- Continuing Education faculty
- Outreach
- CTE faculty – particularly from overlapping programs
- Financial Aid
- Career Center
- DSPS/EOPS/STAR TRIO representatives

PAIRS - What we have done and where we are going!

- Merged the Basic Skills Committee with the Mesa Pathways Proactive and Integrated Support work group
 - Increases communication between two large campus groups
 - Increases collaboration among classroom faculty, student support, academic support, and students
- Four Work Areas
 - Gap Analysis: Inventory and Analysis of Current Services
 - Tech: Canvas Hub, Early Alert, etc
 - Communication: Connect Groups (Students, Instruction, Academic & Student Support)
 - Students: Zoomed in Support for Specific Student Groups

Other Pathways Projects

★ We are down with OPP!

- **Olympian Pathways Prototype**
- **“Student Success Teams” for athletes**
- **Dr. Ailene Crakes and Dr. Ryan Shumaker**

★ Curriculum for Equity and Excellence Redesign

- **Cultural relevance across the curriculum**
- **Dr. Chris Sullivan and Dr. Janue Johnson**



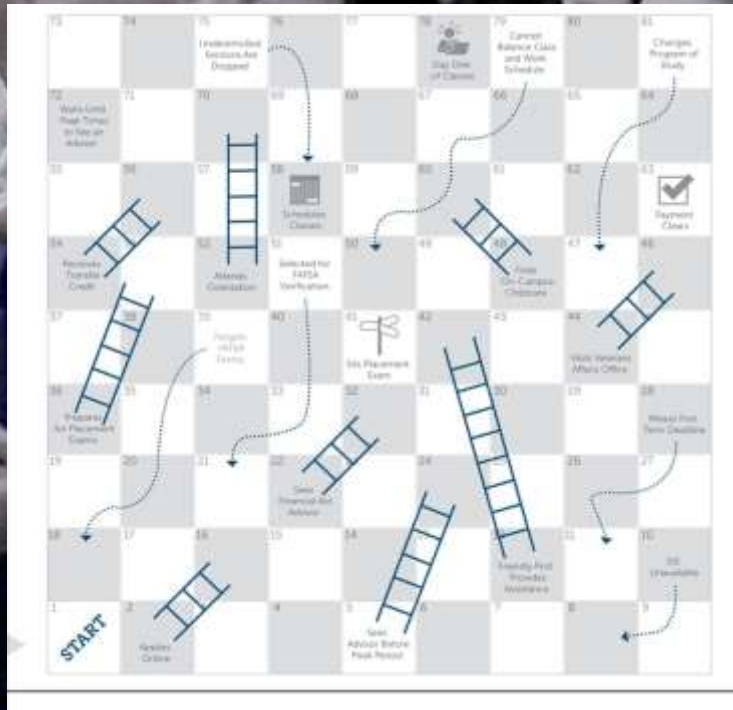
Future Projects

- ❑ **Student Success Teams - A diverse team of people including faculty, counseling, student peers, classified professionals, etc. whose purpose is to support a community of students as they navigate their pathway at Mesa. (Pillar 2 and 3)**
- ❑ **Areas of Interest - Sorting our 191 degrees and certificates into curricular and/or career related areas of common interest. (Pillar 1 and 2)**
- ❑ **Technology - Developing or purchasing a web-based, front-facing system for students. (Pillar 1, 2, and 3)**

Because at Mesa we recognize that the educational journey for some students can be lengthy, confusing, costly and/or inequitable.

4.2

Average number of years for students to complete an Associate's Degree!



97

Average number of units students complete in attaining an Associate's Degree!

For Students of Color, 1st Generation College Students, Non-traditional Students, and other disproportionately impacted groups, these numbers are even larger.

Student Voices



I wish I had gotten more help right away in Mesa. I feel like counseling is so overwhelmed constantly by appointment requests that it is hard to get the proper guidance needed. You're not even allowed to make an appointment until after a semester has been completed, which is 6 months down the drain if you picked the wrong major by accident, like myself. At this rate, I pretty much have started down a different degree than I originally planned due to the math requirements for my originally intended major taking over two years.. So proper counseling as a newly enrolled student would have saved me a lot of grief.

Educational journeys can be inequitable, but it is up to us as pathway fellows to meet all students where they are at and help them with their own needs.

During my journey at Mesa it came to my attention that there are a lot of students who even after being at Mesa for more than 2 years they weren't aware of the wonderful resources made available to them. For example not many students know about Star Trio where if you apply to the program & get accepted they give you free school supplies like scantrons, notebooks, bluebooks, etc. all of this helped me a lot financially because school supplies does get pricey. Another example would be how not many students in DSPS don't know how there is a section in the LRC at Mesa for them to go to get free printing, request books in PDF forms, etc.

WHEN I FIRST STARTED MY COLLEGE JOURNEY BACK IN 2012 I DIDN'T HAVE A CLEAR PATH TO TAKE. MY FIRST COUNSELOR DIDN'T TELL ME WHAT CLASSES SATISFY A DEGREE AND I DIDN'T KNOW WHAT QUESTIONS TO ASK SO I TOOK WHAT EVER CLASSES SOUNDED FUN. NOT KNOWING THAT THEY STARTED ACCUMULATING UNITS AND THAT THERE WAS A LIMIT FOR FINANCIAL AID. WHEN I FINALLY FOUND THE MAJOR THAT I LIKED I DIDN'T QUALIFY FOR FINANCIAL AID ANYMORE. THERE WERE A LOT OF PROGRAMS LIKE EOPS AND OTHERS THAT I DIDN'T KNOW ABOUT OR HOW TO APPLY UNTIL IT WAS TOO LATE. I'VE BEEN SEEING MANY COUNSELORS BUT NEVER ESTABLISHED ONE THAT WOULD BE WITH ME THROUGHOUT THIS JOURNEY OR KNOWS WHAT I'VE BEEN THROUGH.

MESA 2030

VISIONING 10 MORE YEARS AS THE LEADING COLLEGE OF EQUITY + EXCELLENCE

A group of nine diverse students, five men and four women, are walking hand-in-hand in a line across a paved area. They are all wearing dark blue polo shirts with white vertical stripes on the sleeves and a small logo on the chest. The students are smiling and looking towards the camera. In the background, there is a modern university building with large windows and concrete structures, and some green trees on the right side.

Knowledge Sharing and Updates

A close-up photograph of multiple hands of various skin tones stacked together in a circular formation, symbolizing teamwork and collaboration. The hands are wearing various accessories like watches and wristbands. The text "Planning Process" is overlaid in the center.

Planning Process

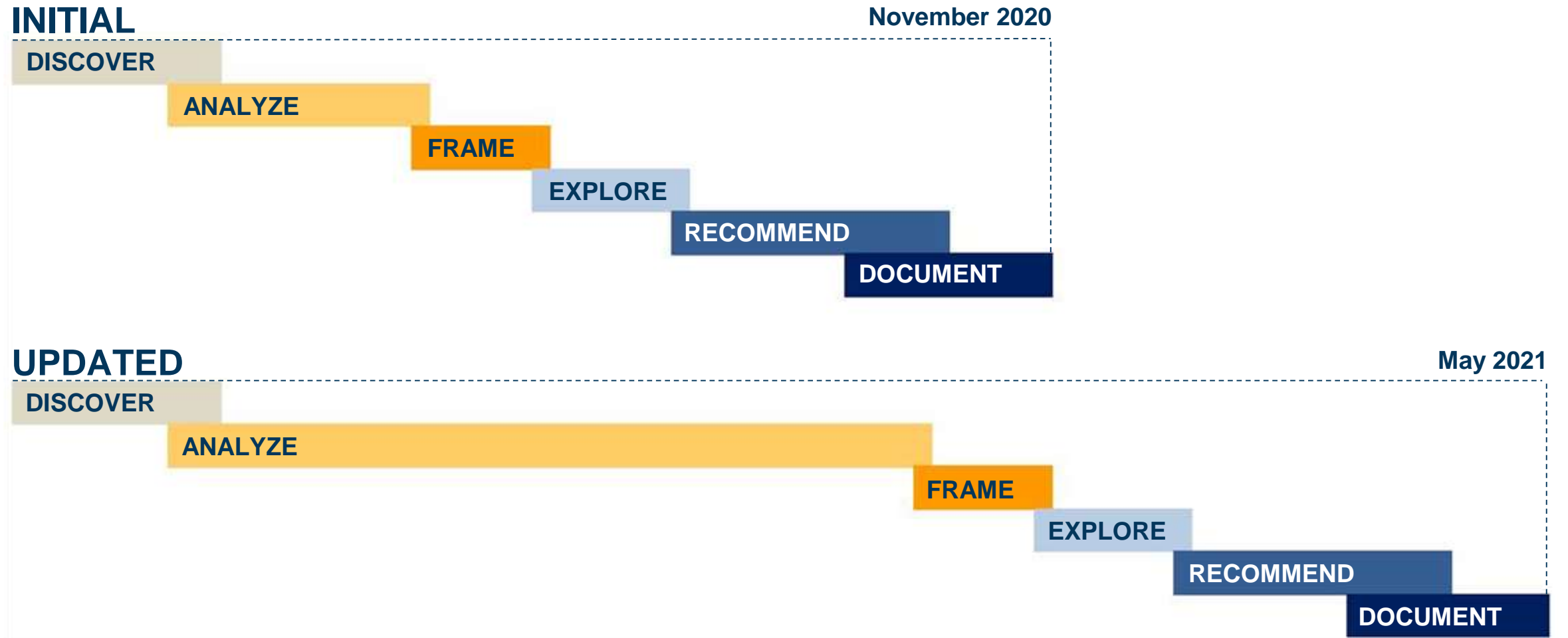
PLANNING PROCESS

6 STEPS



PLANNING PROCESS

MESA 2030 TIMELINE



Campus Engagement

Open the gym up for students to utilize who aren't in ex. science classes = healthier student population!

Student housing & parking

SINGLE-USE
PLASTICS
MORE REFILL
STATIONS

TASK FORCE MEETINGS

NOV 19, 2019

JAN 30, 2020

FEB 18, 2020

APR 21, 2020

SEP 01, 2020

SEP 15, 2020

OCT 20, 2020

NOV 03, 2020

NOV 17, 2020



FALL SHARING SESSION

DECEMBER 4, 2019

269

STUDENTS

107

FACULTY / STAFF / ADMIN



SPRING CONVOCATION

JANUARY 30, 2020

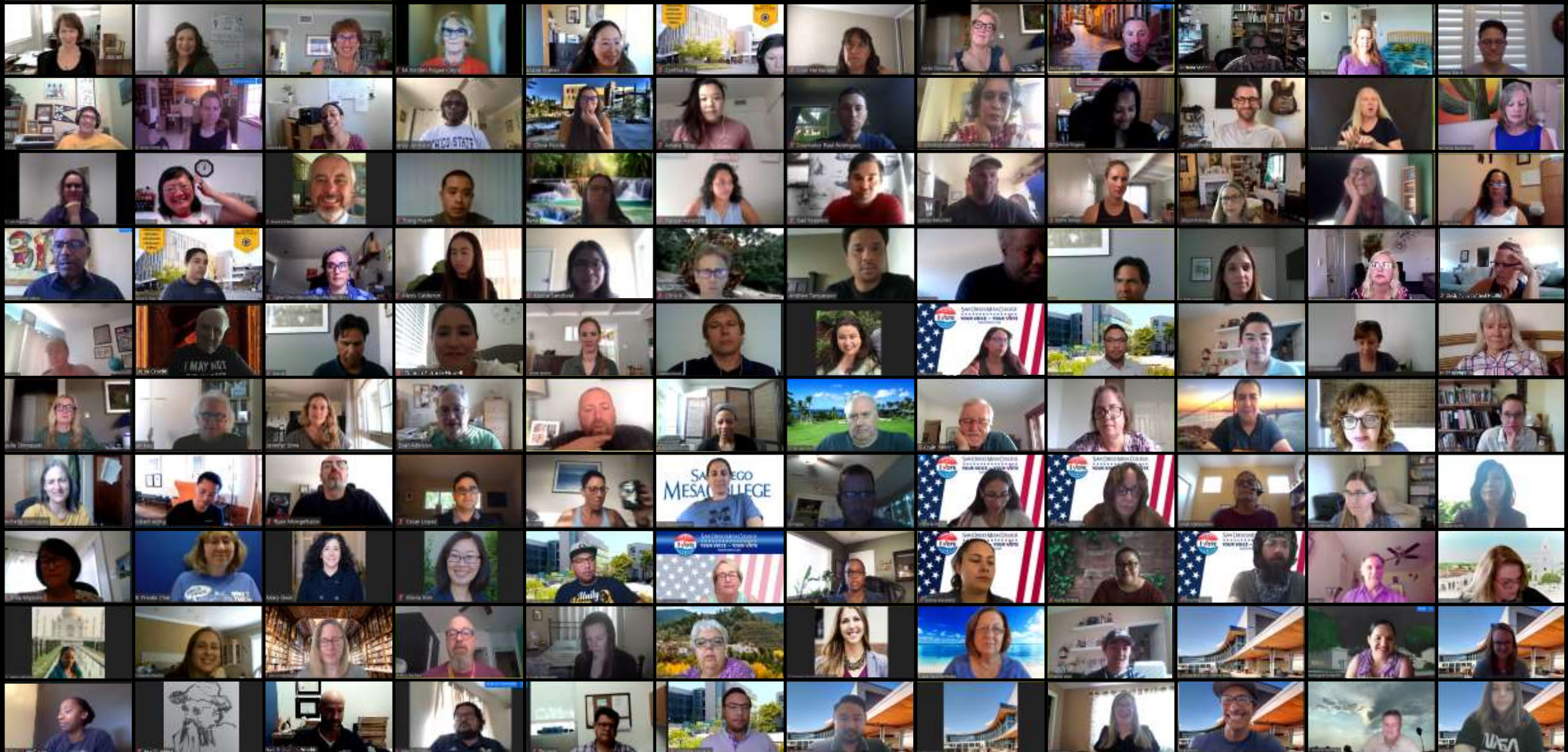
46

FACULTY / STAFF / ADMIN



DEPARTMENT & PROGRAM INTERVIEWS

124 Participants
14 Interviews



CAMPUS + COMMUNITY ENGAGEMENT

CAMPUS COMMUNITY FORUM
October 27



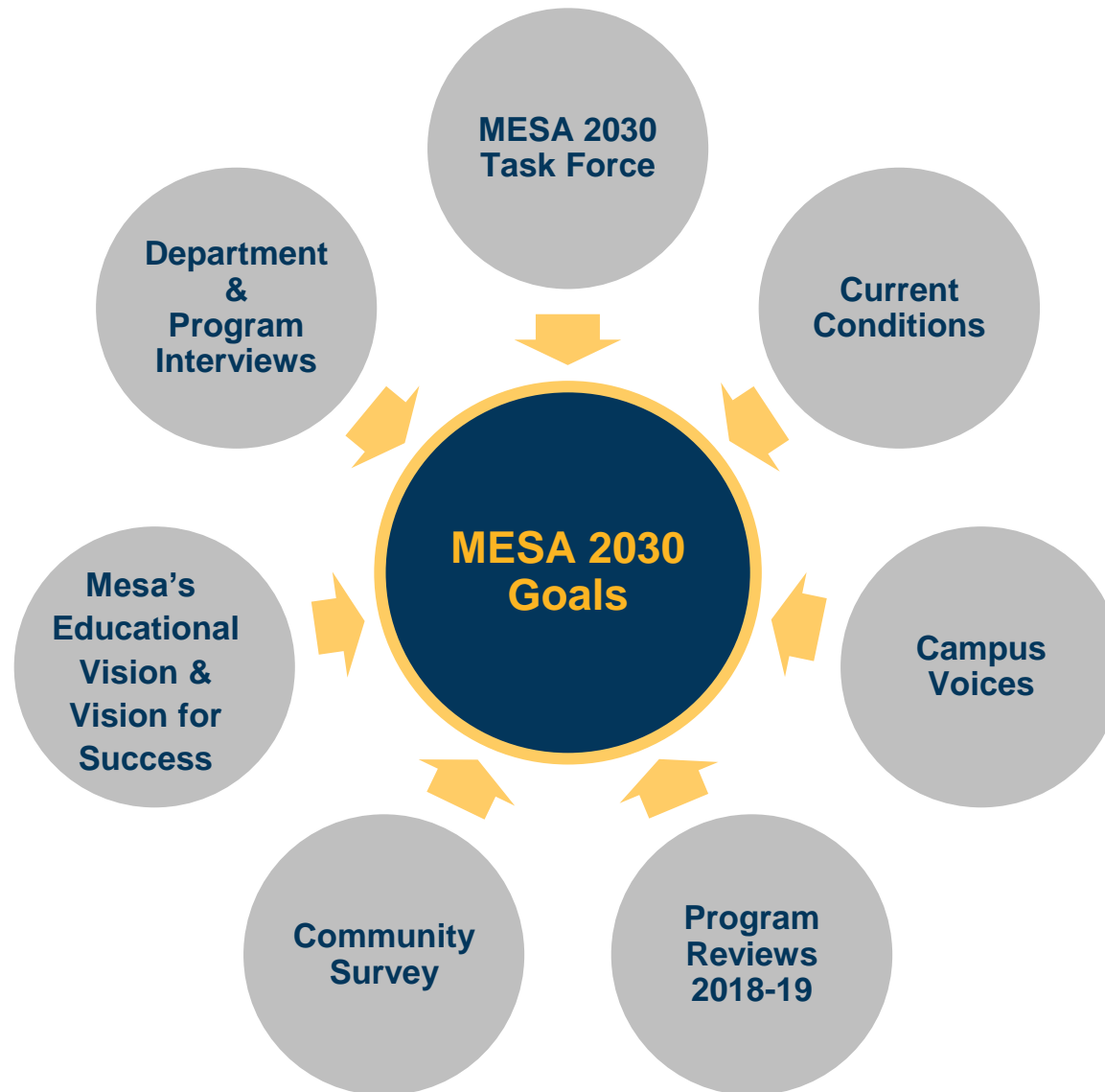
DISTRICT BOARD MEETING
November 12



MESA 2030 Goals



MESA 2030 GOALS: Framework for Long-term Planning



MESA 2030 GOALS: Framework for Long-term Planning



MESA 2030 META-GOAL: 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.

MESA 2030 META-GOAL: Equity and Excellence



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.



MESA 2030 META-GOAL: Equity and Excellence



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.

MESA 2030 META-GOAL: Equity and Excellence



STEWARDSHIP

Mesa College will develop and sustain processes that prioritize environmental sustainability 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.



MESA 2030 META-GOAL: Equity and Excellence



SCHOLARSHIP

Mesa College will prioritize equity and excellence in the classroom by fostering innovation and high-quality, culturally relevant teaching/learning with the priority on those practices that create parity in outcomes across racial/ethnic groups and all disproportionately impacted groups.



MESA 2030 GOALS: Framework for Long-term Planning



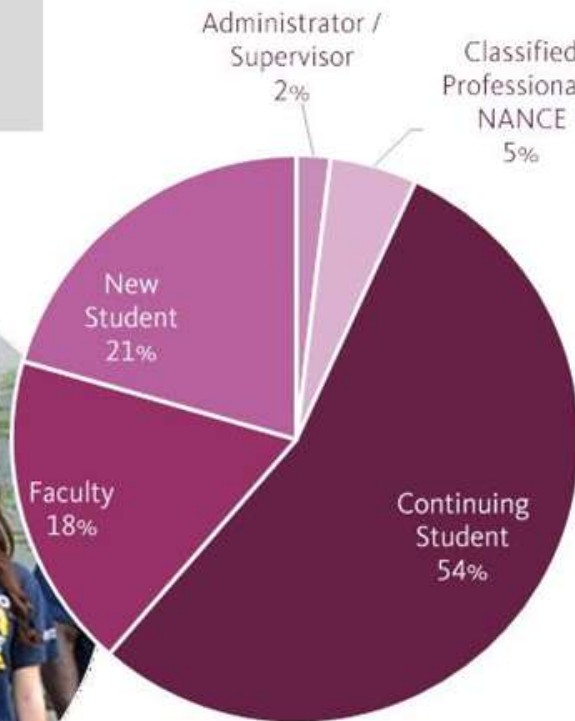
Online Surveys

- Campus (complete)
- Community (opens Dec 4)

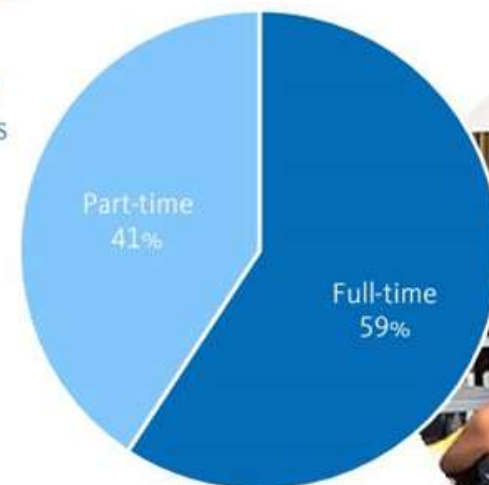


CAMPUS SURVEY - PARTICIPATION

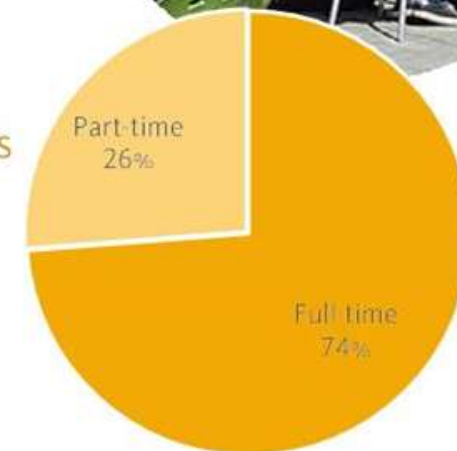
Total
Respondents
827
respondents



Students
621
respondents



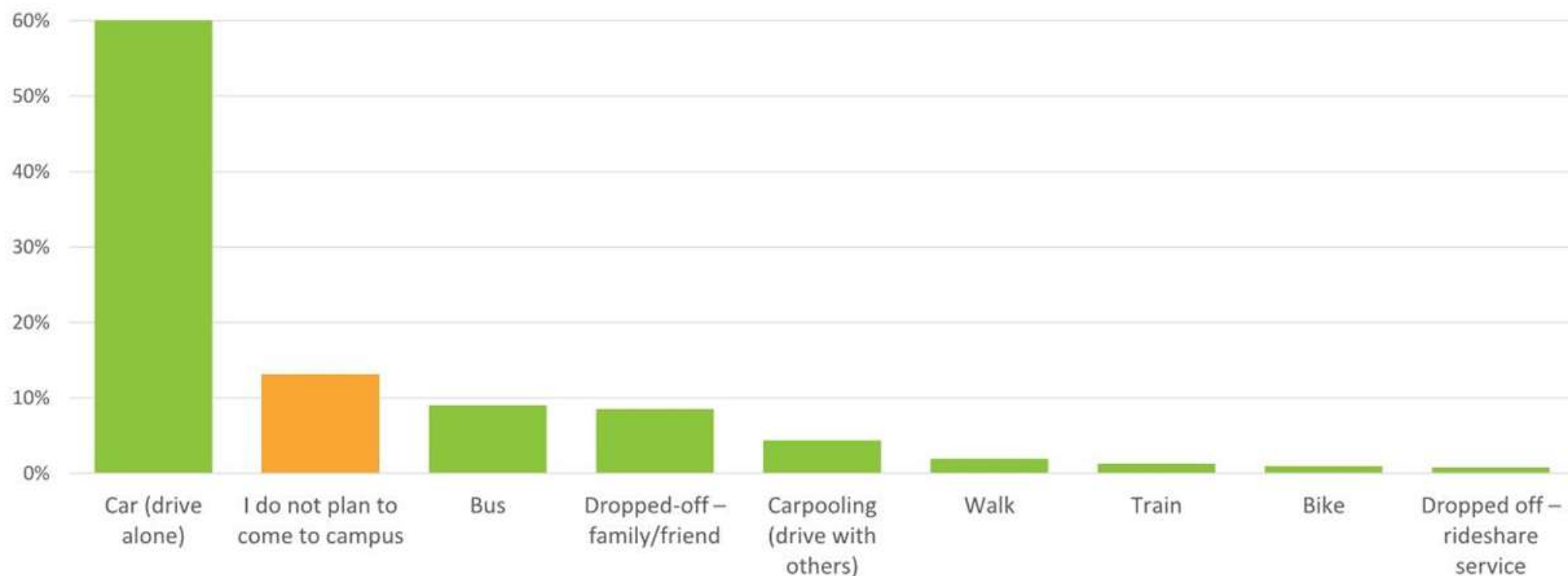
Employees
206
respondents





STUDENT COMMUTE

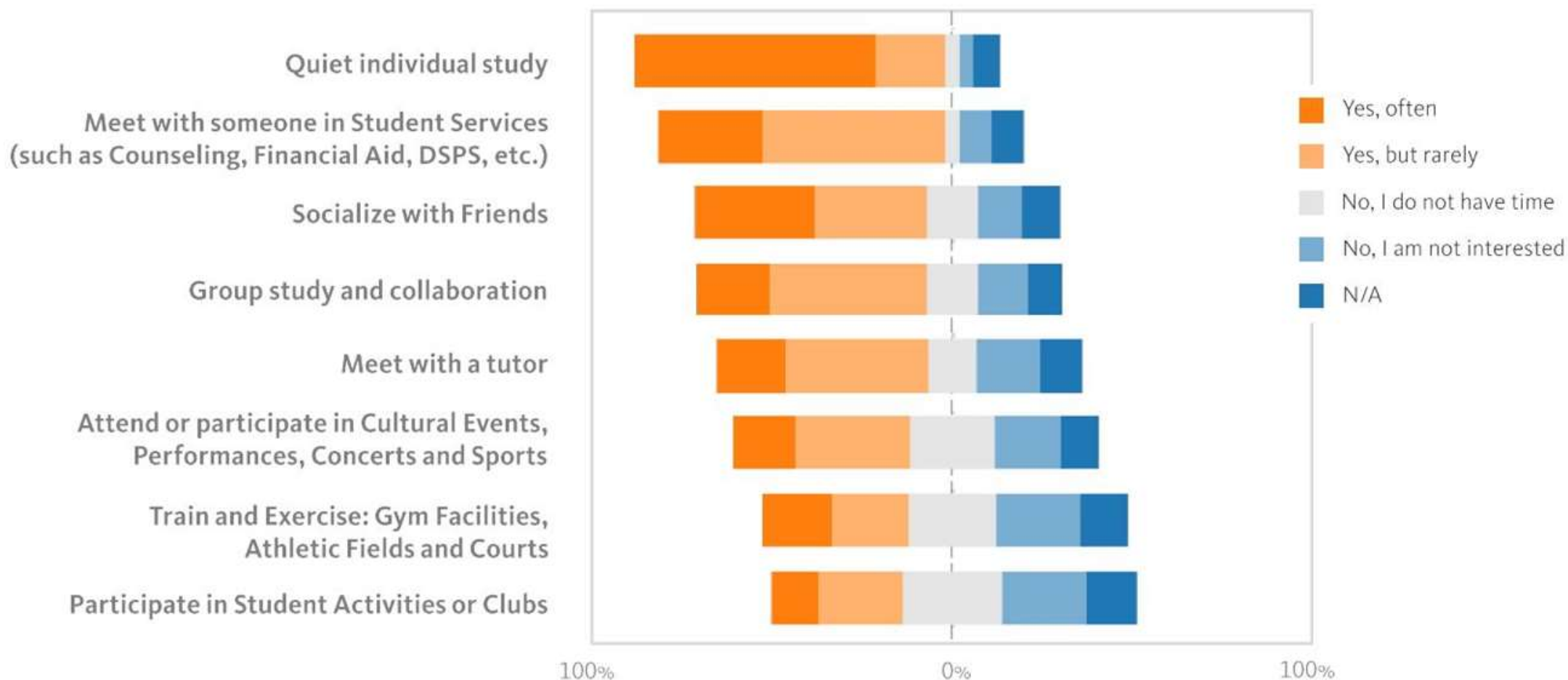
CONTINUING STUDENTS: **When the campus re-opens, how do you plan to commute to and from campus?**
NEW STUDENTS: **If you have never been to campus, how do you anticipate getting there?**





STUDENT ACTIVITIES

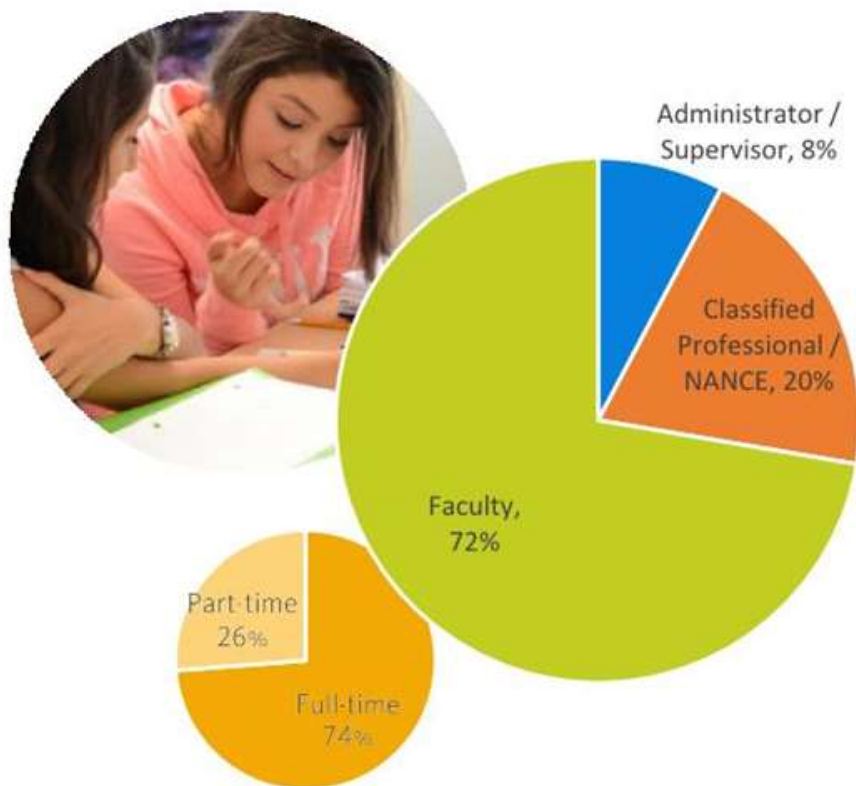
CONTINUING STUDENTS: **When you return to campus, do you plan to engage in the following activities?**
NEW STUDENTS: **If you have never been to campus, do you anticipate you will engage in the following activities?**



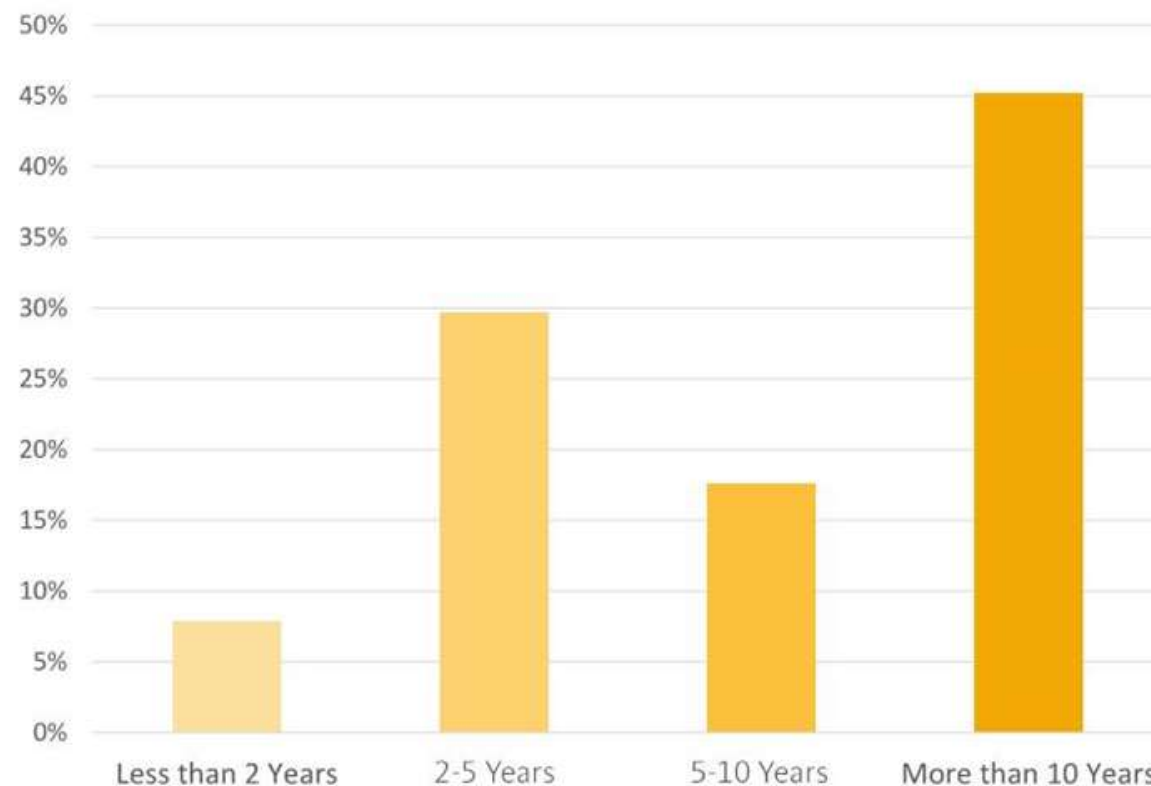


FACULTY, STAFF, ADMINISTRATORS

Which of these options best describes your role at Mesa College?



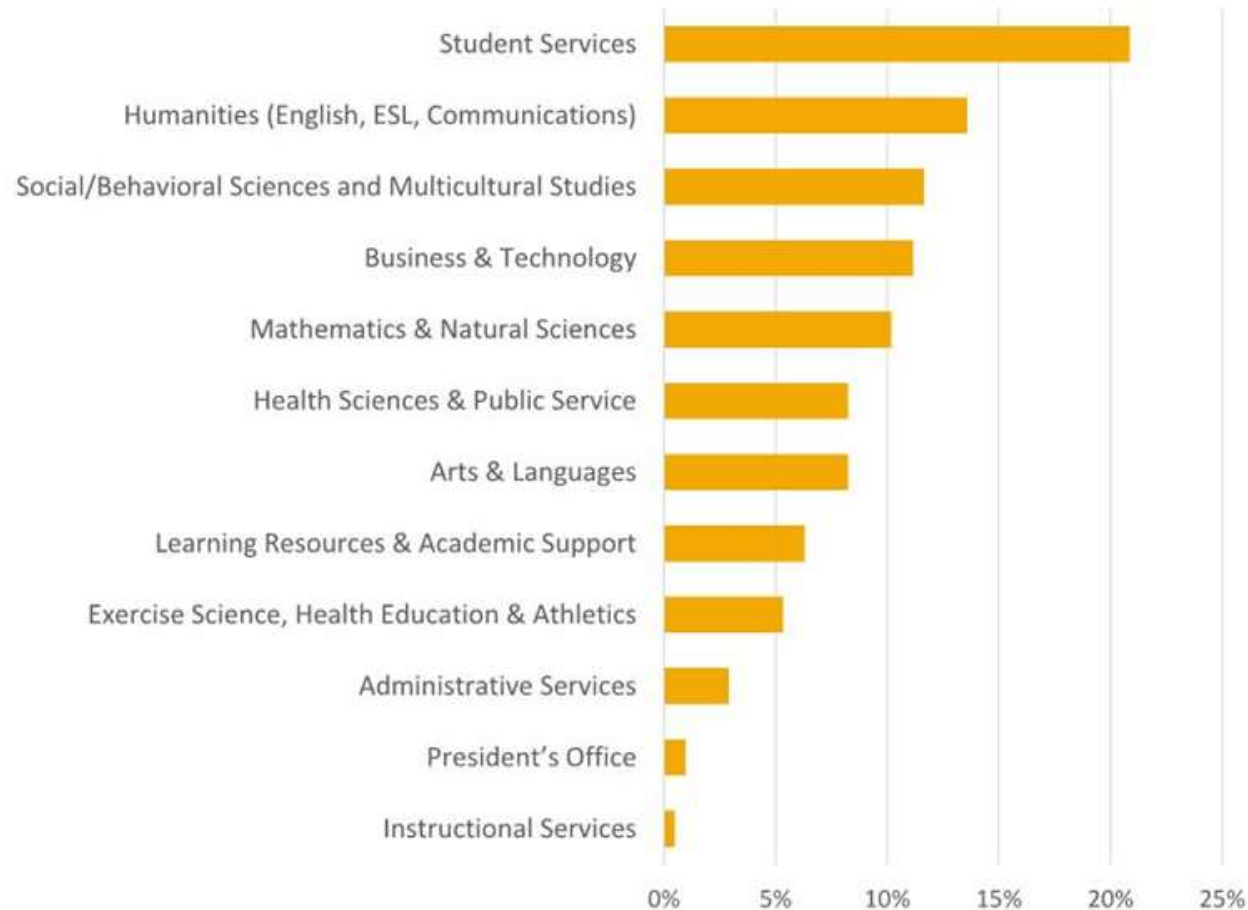
How long have you been working at Mesa College?



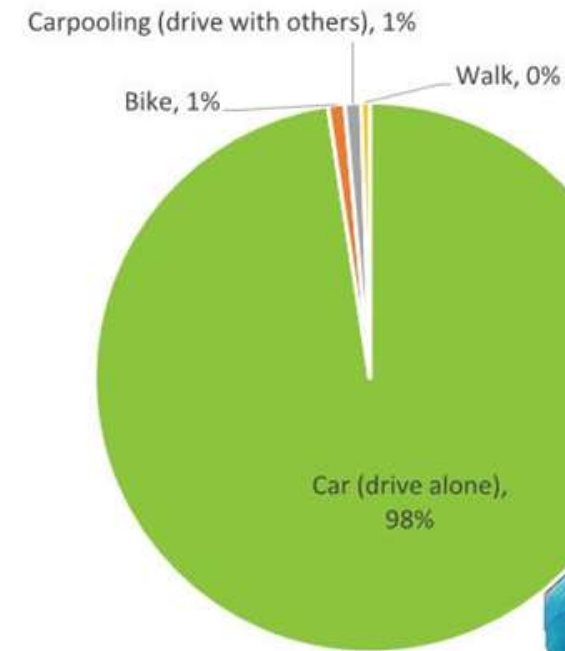


FACULTY, STAFF, ADMINISTRATORS

What area of Mesa College do you work in?



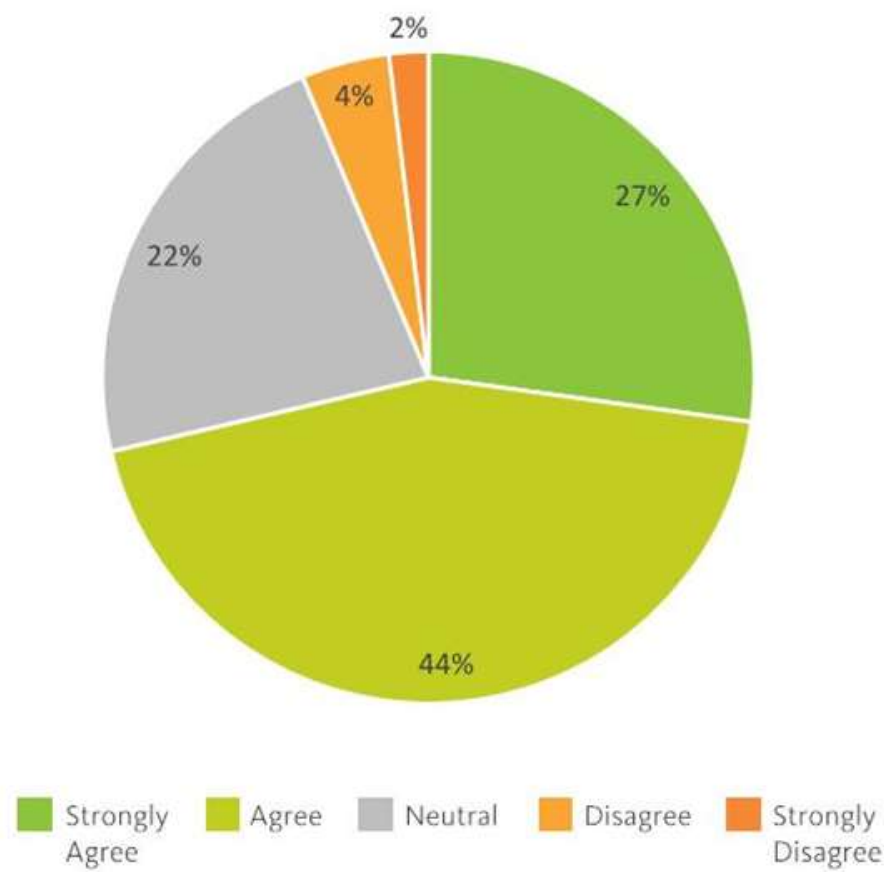
When the campus re-opens, how do you plan to commute to and from campus?





FACULTY, STAFF, ADMINISTRATORS

I feel a sense of belonging at Mesa College



By Length of Employment

Greatest sense of belonging:
Those who have worked at Mesa **less than 2 years**

Least sense of belonging:
Those who have worked at Mesa **more than 10 years**

By Employee Status



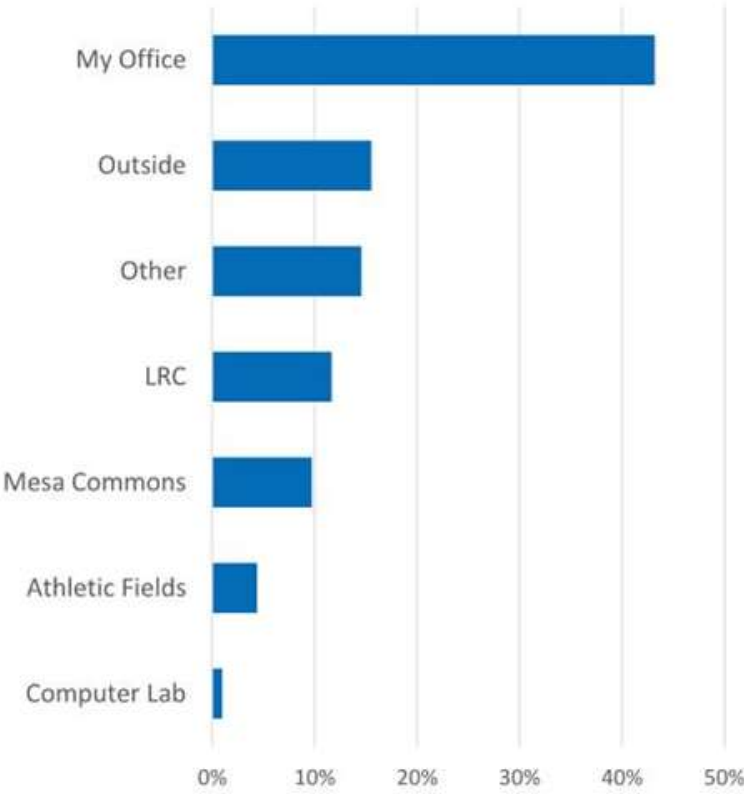
By Department





FACULTY, STAFF, ADMINISTRATORS

What is your favorite place on campus to meet with students outside of class?



By Employment Status

49% of **full-time** employees prefer to meet with students in their office, compared to **26%** of **part-time** employees

By Length of Employment

Those who have worked at Mesa **0-5 years** are more likely to meet students in the **LRC**.

Those who have worked at Mesa **more than 5 years** are likely to meet students **outside**.

By Department: Top Location

Arts & Languages	LRC & Outside
Business & Technology	Commons & Outside
Exercise Science, Health Education & Athletics	Athletic Fields
Health Sciences & Public Service	My Office
Humanities (English, ESL, Communications)	My Office
Learning Resources & Academic Support	LRC
Mathematics & Natural Sciences	My Office
Student Services	My Office
Social/Behavioral Sciences and Multicultural Studies	My Office



FACULTY, STAFF, ADMINISTRATORS

What is your favorite place on campus to meet with students outside of class?



OTHER

Design Center

Building hallways,
since there is no
space elsewhere

Adjunct office in SB 100

Small meeting room
in the S building

They have all been
destroyed because of
recent construction

Art Gallery

Zoom
(6 respondents)

FAST Center

Student Services Building

MS building

The biology building
and the courtyard in the
back of the building

3rd floor lobby of SSB

No places to meet in the
Continuing Education
Building, since hallways are
exposed to the outdoors

Career Center

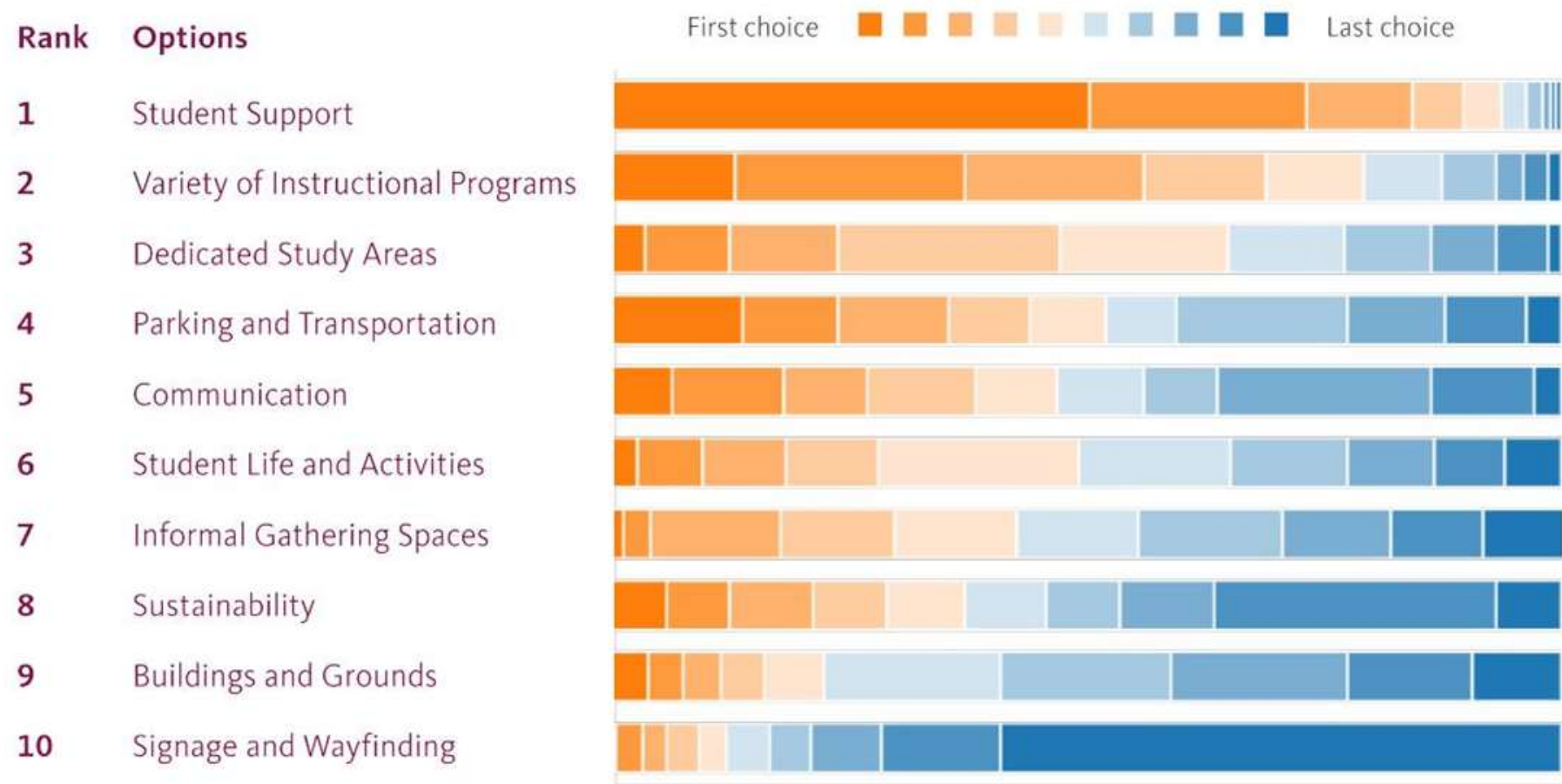
Lobby





ALL RESPONDENTS – MESA 2030

Mesa College is developing a master plan for the next ten years –
in your opinion, what should Mesa College focus on?





Break...
See you in 10 minutes
When we get back we will go into breakouts

Pathways and MESA 2030 Goals

1. Using the Pathways Projects Handout, align each activity under the Mesa2030 Goal it supports-record on padlet.
1. Pathways is iterative...the more we dive into it, the more work is to be done...what comes next? What could Pathways look like in 5 years? Map these new ideas under the Mesa2030 goals in padlet.

Handouts:

<https://bit.ly/PcabRetreat2020>

Padlet:

<https://bit.ly/PcabRetreatGoals>



MESA 2030 Facilities Planning and Pathways



EQUITY + EXCELLENCE

SCHOLARSHIP



COMPLETION



COMMUNITY



PATHWAYS +
PARTNERSHIPS



STEWARDSHIP



EQUITY + EXCELLENCE

SCHOLARSHIP



COMPLETION



COMMUNITY



PATHWAYS +
PARTNERSHIPS



STEWARDSHIP



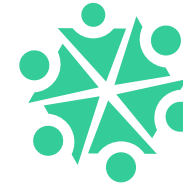
**STUDENT
CENTERED**



**WELCOMING
ENVIRONMENTS**



**CONNECTED
CAMPUS**



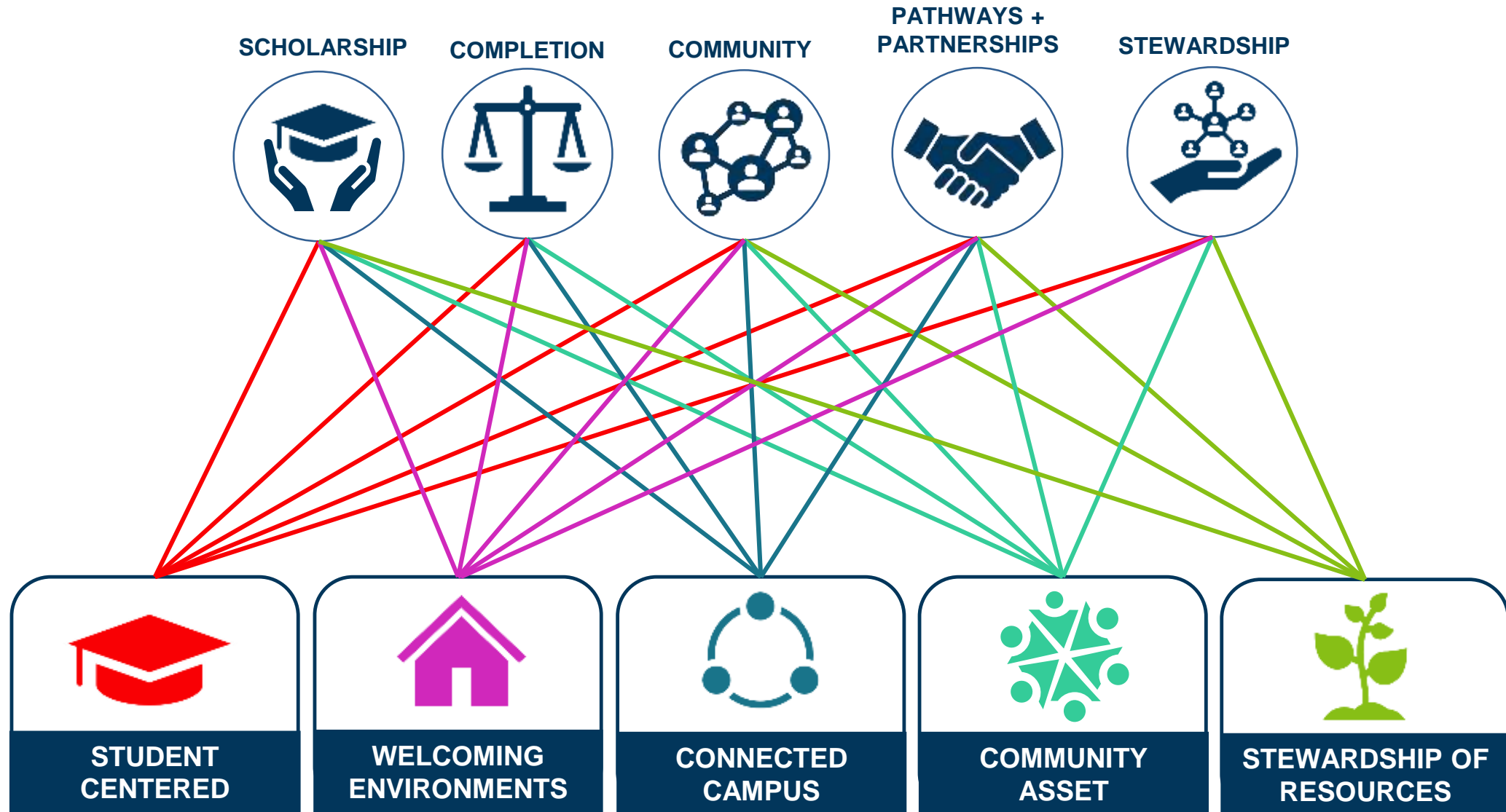
**COMMUNITY
ASSET**



**STEWARDSHIP OF
RESOURCES**



EQUITY + EXCELLENCE



EQUITY + EXCELLENCE



STUDENT CENTERED

- Design campus from students' perspectives
- Inspire a sense of belonging for all
- Place services where students are
- Create equitable facilities across campus
- Support basic needs
- Increase access to faculty + staff



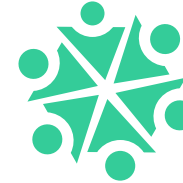
WELCOMING ENVIRONMENTS

- Create welcoming arrival experiences
- Improve navigation + wayfinding
- Provide spaces to study, socialize and rest
- Visibly support equity
- Celebrate the arts and cultural expression



CONNECTED CAMPUS

- Improve connections to all areas of campus
- Clarify circulation paths / improve accessibility
- Inspire collaboration across schools and departments
- Leverage technology to connect the Mesa community



COMMUNITY ASSET

- Welcome the community onto the campus
- Provide spaces for services, events and activities
- Improve access to community resources
- Increase opportunities for collaboration with business + industry



STEWARDSHIP OF RESOURCES

- Replace temporary, inefficient and underperforming facilities
- Develop flexible, multipurpose spaces
- Maximize efficiency and utilization
- Maximize state funding opportunities
- Create a sustainable campus



MESA 2030 Facilities Planning and Pathways

Brainstorm Time! Given everything you've learned today...

- 1. What can our physical spaces look/feel like?**
- 1. What can our virtual spaces look/feel like?**
- 1. Record your group's ideas on the padlet under the Facilities Planning Principle it aligns with**

Padlet:

<https://bit.ly/PcabRetreatFacilities>



Wrap-up

