Preview

Status: Approved

Details

College

San Diego Mesa College

Assurances

Guided Pathways

I have read and adhere to the Guided Pathways Legislation and Goals.
Yes

Student Success Metrics

I am familiar with the Student Success Metrics.
Yes

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02/14/2022 06:26 PM PST

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02/12/2022 10:11 AM PST

Data Sharing

The Student Success Metrics (SSM) will be shared with the campus stakeholders as part of the Guided Pathways process.

SSM Data Sharing

I agree with the SSM data sharing.
Yes

Pillar 1. Clarify the Path

Practice A

Programs are organized and marketed in broad career-focused academic and communities or "meta-majors". (Note: This practice was added to the SOAA in February 2019).

Scale of Adoption at Our College

Scaling in progress

Progress to Date

Progress to Date Implementing Practice *

Academic and Career Pathways (ACP's). We are currently finalizing the descriptions of these Pathways and are in the process of planning how to most effectively market these to students.

In addition, the workgroup has identified a series of six Student Goals based on the student's reason for attending Mesa. These will serve as a "First doo" method of sorting students so as to deliver them the resources that will be most useful to them in navigating their journey at Mesa.

CCE Mesa Pathways workgroup was formed in Fall 2021 This workgroup is currently developing content for a webpage to support students who are transitioning from the College of Continuing Education (CCE) to Mesa College

The Pathways Fellows (students) were instrumental in developing our Academic and Career Pathways which will be the basis for web and marketing campaigns.

Timeline for Progress to Date

Term and Year

Spring - 2022

Next Steps

Timeline for Next Steps

Next Steps Toward Implementing Practice at Scale *

A workgroup is developing descriptions of the ACP's to be displayed on the Campus website.

A separate workgroup is also currently planning how these ACP's will be displayed as part of a broader effort to redesign the College's website to be more student focused in accordance with Guided Pathways principles.

Currently the workgroup is surveying students from CCE; here is a link to the survey: LINK.

Once the survey is complete, present results to the CCE Mesa Pathways workgroup.

Develop webpage content to our Mesa Communications Department by the end of Fall 2021.

Term and Year

Spring - 2022

Term - Detail (optional)

Not Entered

Support

✓ Check this box if support is needed to advance this work

Challenge or barrier you are running into. *

Time. Money. Need for more robust cooperation between the workgroups.

Clearer guidance on website redesign and software that would be available/implemented by the campus or district.

Support Needed - Detail *

ESU's or Release Time so faculty and classified professionals can devote more time and energy to this work.

Type(s) of Support

- Connections with other Guided Pathways teams
- Technology support

Practice B

Every program is well designed to guide and prepare students to enter employment and further education in fields of importance to the college's service area.

Scale of Adoption at Our College

Scaling in progress

Progress to Date

Progress to Date Implementing Practice *

Mapping of programs concluding, curriculum clean up complete.

Timeline for Progress to Date

Term and Year

Spring - 2021

Next Steps

Timeline for Next Steps

Next Steps Toward Implementing Practice at Scale *

Designing a system to incorporate maps with Academic and Career Pathways to increase student completion and success.

Term and Year

Spring - 2022

Term - Detail (optional)

Not Entered

Support

No support requested

Practice C

Detailed information is provided on the college's website on the employment and further education opportunities targeted by each program.

Scale of Adoption at Our College

Scaling in progress

Progress to Date

Progress to Date Implementing Practice *

Program webpages are being updated with employment info for CTE programs. A Career Interest Survey website is being created and will be available to students.

Website redesign underway to make website student facing. Meta-majors marketing is occurring for Career Ed/Allied Health programs.

RIASEC career assessment tool for students in development to be available on webpage to connect students to academic programs. Career/WBL Canvas Shells developed for student use. Anticipated RIASEC tool launch Fall 2022.

Eight Academic and Career Pathways that include all programs offered have been identified and will be incorporated into the website redesign.

Timeline for Progress to Date

Term and Year

Spring - 2022

Next Steps
Timeline for Next Steps

Next Steps Toward Implementing Practice at Scale *

Go live with the website changes, updates, and refine as needed. Aniticpated RIASEC tool debut in Fall 2022.

Term and Year

Spring - 2022

Term - Detail (optional)

Not Entered

Support

✓ Check this box if support is needed to advance this work

Challenge or barrier you are running into. *

Mesa only has 1 web designer for the campus.

Continual testing of RIASEC tool needed,

Support Needed - Detail *

Additional web designer support, possibly hourly support.

Type(s) of Support

- Other

Practice D

Programs are clearly mapped out for students. Students know which courses they should take and in what sequence. Courses critical for success in each program and other key progress milestones are clearly identified. All this information is easily accessible on the college's website.

Scale of Adoption at Our College

Planning to scale

Progress to Date

Progress to Date Implementing Practice *

Maps have been collected for all programs at Mesa.

We are currently reviewing the maps and investigating technology to determine the best way to make this information available.

Timeline for Progress to Date

Term and Year

Not Entered

Next Steps

Timeline for Next Steps

Next Steps Toward Implementing Practice at Scale *

Investigate technological resources and coordinate with the other colleges in the district.

Choose a plan by the end of Spring 2022. Implementation dependent on choice of technology.

Term and Year

Spring - 2022

Term - Detail (optional)

Not Entered

Support

✓ Check this box if support is needed to advance this work

Challenge or barrier you are running into. *

Maps are quite varied based on the particular needs of individual programs, so it will be challenging to identify a way for presenting these that will still serve the needs of individual programs.

Support Needed - Detail *

Determine a way for presenting the maps that will still serve the needs of individual programs.

Type(s) of Support

- Technology support

Practice E

Required math courses are appropriately aligned with the student's field of study (Note: This essential practice was moved from Area 2).

Scale of Adoption at Our College

Planning to scale

Progress to Date

Progress to Date Implementing Practice *

All maps have are created with focused consideration with the appropriate math courses.

Timeline for Progress to Date

Term and Year

Not Entered

Next Steps

Timeline for Next Steps

Next Steps Toward Implementing Practice at Scale *

All maps have are created with focused consideration with the appropriate math courses.

Term and Year

Spring - 2021

Term - Detail (optional)

Not Entered

Support

No support requested

Pillar 2. Get on the Path

Practice A

Every new student is helped to explore career/college options, choose a program of study, and develop a full-time program plan as soon as possible.

Scale of Adoption at Our College

Not systematic

Progress to Date

Progress to Date Implementing Practice *

Research conducted by two ESU faculty is being incorporated into student success teams.

Students have access to the Mesa Journeys intake survey which connects them to valuable career resources. Assessing existing orientation and info sessions, evaluating intake methods to limit confusion.

Implemented Constant Contact email marketing tool for Mesa Journeys

Implemented Mesa Journey Newsletter to inform students of college events and opportunities. 3 NANCES hired for help redevelop with Mesa Journeys

Student Goals Framework will provide resources to assist students in making these decisions.

Timeline for Progress to Date

Term and Year

Not Entered

Next Steps

Timeline for Next Steps

Next Steps Toward Implementing Practice at Scale *

The Mesa Journeys tool will continue to improve the way it is connecting students to services especially in regard to career exploration.

Continue to develop the student goals framework and identify appropriate support services based on the identified goals of students.

Develop a structure for Faculty Advising where discipline specific faculty who can offer information on programs and career opportunities to students.

Term and Year

Spring - 2022

Term - Detail (optional)

We plan to have a framework decided upon by the end of Spring 2021 to implement by the End of Spring 2022. Develop proposal for discipline-specific faculty advisors by end of Spring 2022.

Support

✓ Check this box if support is needed to advance this work

Challenge or barrier you are running into. *

Need support with funding and release time for faculty and classified professionals involved in the implementation phase of the career exploration model.

Long term funding resources to support the work of discipline specific faculty related to the student goals framework.

Support Needed - Detail *

We need additional faculty and classified professionals to be involved in all stages of implementation. Funding for release time will be needed. One option would be to offer some compensation to increase participation.

Ongoing and continued NANCE support needed to implement vision of Mesa Journeys

Type(s) of Support

- Connections with other Guided Pathways teams
- Technology support
- Other

Practice B

Special supports are provided to help academically underprepared students to succeed in the "gateway" courses for the college's major program areas.

Scale of Adoption at Our College

Planning to scale

Progress to Date

Progress to Date Implementing Practice *

Tutoring, Acceleration / Coreqs in math and English as well as the Mesa Journeys tool.

Timeline for Progress to Date

Term and Year

Not Entered

Next Steps

Timeline for Next Steps

Next Steps Toward Implementing Practice at Scale *

Institutionalize. Scale.

Term and Year

Fall - 2021

Term - Detail (optional)

Not Entered

Support

✓ Check this box if support is needed to advance this work

Challenge or barrier you are running into. *

Funding.

Support Needed - Detail *

Funding faculty training.

Type(s) of Support

- On-campus/individual training

Practice C

Special supports are provided to help academically underprepared students to succeed in the program-relevant "gateway" math courses by the end of their first year. (Note: This practice was added to the SOAA in Februrary 2019).

Scale of Adoption at Our College

Planning to scale

Progress to Date

Progress to Date Implementing Practice *

MMAP Self Placement. Embedded tutors placed in corequisite classes. Elimination of non-transferable pre- requisite has led to X series for math with the tutorial. Work still needs to be done here. Also, the employment of the Mesa Journeys tool.

Timeline for Progress to Date

Term and Year

Not Entered

Next Steps

Timeline for Next Steps

Next Steps Toward Implementing Practice at Scale *

Institutionalize. Scale.

Term and Year

Fall - 2021

Term - Detail (optional)

Not Entered

Support

✓ Check this box if support is needed to advance this work

Challenge or barrier you are running into. *

Funding.

Support Needed - Detail *

Additional training for both student and faculty tutors.

Type(s) of Support

- On-campus/individual training

Practice D

Special supports are provided to help academically underprepared students to succeed in the "gateway" English courses by the end of their first year. (Note: This practice was added to the SOAA in February 2019).

Scale of Adoption at Our College

Scaling in progress

Progress to Date

Progress to Date Implementing Practice *

Tutoring, Acceleration / Corequisites. "ENGL 31" support courses includes additional support and embedded tutoring. Peer Navigators were involved in this effort.

Timeline for Progress to Date

Term and Year

Fall - 2021

Next Steps

Timeline for Next Steps

Next Steps Toward Implementing Practice at Scale *

Institutionalize. Scale.

Term and Year

Fall - 2021

Term - Detail (optional)

Not Entered

Support

No support requested

Practice E

Intensive support is provided to help very poorly prepared students to succeed in college-level courses as soon as possible.

Scale of Adoption at Our College

Scaling in progress

Progress to Date

Progress to Date Implementing Practice *

Tutoring, Acceleration / Corequisites. Outreach programs are in place and strong with lots of support programs for math, English, and STEM programs. Also, Umoja, Puente, EOPS, Former Foster Youth, Veterans programs.

Timeline for Progress to Date

Term and Year

Spring - 2021

Next Steps

Timeline for Next Steps

Next Steps Toward Implementing Practice at Scale *

Institutionalize. Scale.

Term and Year

Spring - 2022

Term - Detail (optional)

Not Entered

Support

✓ Check this box if support is needed to advance this work

Challenge or barrier you are running into. *

Funding.

Support Needed - Detail *

Funding.

Type(s) of Support

- Other

Practice F

The college works with high schools and other feeders to motivate and prepare students to enter college-level coursework in a program of study when they enroll in college.

Scale of Adoption at Our College

Planning to scale

Progress to Date

Progress to Date Implementing Practice *

Outreach continues to hold successful RegFest events.

We will begin the creation of a campus "View Book" that will provide prospective students information about programs and support services. 3 NANCES (Outreach / Promise / Viewbook) hired for help completing this project. Viewbook will reflect the newly established Academic and Career Pathways at Mesa

Virtual CRUISE orientation program successfully implemented during COVID.

CCAP programs work with HSs to motivate and prepare student for college-level coursework.

Timeline for Progress to Date

Term and Year

Not Entered

Next Steps

Timeline for Next Steps

Next Steps Toward Implementing Practice at Scale *

Due to the pandemic a F2F Jumpstart event was not possible. We continue to plan for future F2F events.

CRUISE will continue to assess student need for virtual offerings.

Instructional Deans and Department chairs are discussing the development of pathway maps for CCAP programs.

Term and Year

Spring - 2022

Term - Detail (optional)

The "View Book" timeline is Spring 2021- Spring 2022.

Support

✓ Check this box if support is needed to advance this work

Challenge or barrier you are running into. *

Minimal access to graphic designer due to workload of the campus.

Support Needed - Detail *

We need funding in order to create the "View Book".

Type(s) of Support

- Other

Pillar 3. Stay on the Path

Practice A

Advisors monitor which program every student is in and how far along the student is toward completing the program requirements.

Scale of Adoption at Our College

Planning to scale

Progress to Date

Progress to Date Implementing Practice *

Integrated online/tech support from Canvas student support hub/website/student portal/early alert so that students, faculty, and support services can see progress information at the same time. Conduct a gap analysis on and assess impact of academic and student support services. Improved communication between instructional faculty and student support services, for example combining the former Basic Skills Committee with our Pathways Academic and Student Support committee as well as investigating how to keep students on the path via taking a zoomed-out view working across student groups. Pilot student success teams. Lastly, taking a zoomed in view about how to support specific groups, for example creating a foster friendly environment.

We currently assess student records in CTE programs for completion of degrees and certificates. Students are contacted via email and phone call to apply for graduation if they are complete, or are invited to meet with a counselor if they are one or two courses away from completion.

This happens when students make an appointment or attend a drop-in session or if required through a course.

Timeline for Progress to Date

Term and Year

Not Entered

Next Steps

Timeline for Next Steps

Next Steps Toward Implementing Practice at Scale *

The college is currently investigating frameworks for Student Success Teams. This is currently in the inquiry phase with planned completion of this Phase by the end of Fall 2021.

A workgroup has been developed to solicit feedback on Student Success Team proposals from the campus community. This workgroup will complete this phase by the end of Fall 2021 and make recommendations by early Spring 2022.

Develop a structure of discipline specific faculty who can offer information on programs and career opportunities to students.

Term and Year

Spring - 2022

Term - Detail (optional)

We plan to have a framework decided upon by the end of Spring 2021 to implement by the End of Spring 2022. Develop proposal for discipline-specific faculty advisors by end of Spring 2022.

Support

✓ Check this box if support is needed to advance this work

Challenge or barrier you are running into. *

Cost, implementation, and seamless integration among technologies.

Support Needed - Detail *

Investigate 3rd party software like Starfish.

Type(s) of Support

- Technology support

Practice B

Students can easily see how far they have come and what they need to do to complete their program.

Scale of Adoption at Our College

Planning to scale

Progress to Date

Progress to Date Implementing Practice *

If students have logged in to MySDCCD they can choose a "what if report" or if they meet with a counselor, they can have an official ed plan entered into their MySDCCD account and track progress through Click or tap here to enter text.

This is not student centered. It makes it up to the student to gather information. It needs to be easily accessible to students.

Timeline for Progress to Date

Term and Year

Fall - 2022

Next Steps

Timeline for Next Steps

Next Steps Toward Implementing Practice at Scale *

This will be one of the functions of the Student Success Teams that are discussed in 3a above. This work and the timelines for its completion are the same as what is discussed there.

Term and Year

Spring - 2021

Term - Detail (optional)

Not Entered

Support

✓ Check this box if support is needed to advance this work

Challenge or barrier you are running into. *

Need for Early Alert technology to identify and communicate with students.

Support Needed - Detail *

Determine what technology will best support the Early Alert system.

Type(s) of Support

- Technology support

Practice C

Advisors and students are alerted when students are at risk of falling off their program plans and have policies and supports in place to intervene in ways that help students get back on track.

Scale of Adoption at Our College

Planning to scale

Progress to Date

Progress to Date Implementing Practice *

Integrated online/tech support from Canvas student support hub / website/ student portal/ early alert so that students, faculty, and support services can see progress information at the same time. Conduct a gap analysis on and assess impact of academic and student support services. Improved communication between instructional faculty and student support services, for example combining the former Basic Skills Committee with our Pathways Academic and Student Support committee as well as investigating how to keep students on the path via taking a zoomed-out view working across student groups. Pilot student success teams. Lastly, taking a zoomed in view about how to support specific groups, for example creating a foster friendly environment.

There is no alert system to trigger a response. Faculty can drop students which may alert a student who then seeks support. Students are informed of academic status issues once grades are posted. Holds are made and students are then forced to seek help. Students in the Promise program fill out self-report which may encourage them to reach out for help.

Timeline for Progress to Date

Term and Year

Not Entered

Next Steps

Timeline for Next Steps

Next Steps Toward Implementing Practice at Scale *

Same details as discussed in 3a above.

Term and Year

Spring - 2021

Term - Detail (optional)

Not Entered

Support

✓ Check this box if support is needed to advance this work

Challenge or barrier you are running into. *

Cost, implementation, and seamless integration among technologies. Also identify and secure long-term funding for software to institutionalize the system.

Support Needed - Detail *

Investigate 3rd party software like Starfish.

Type(s) of Support

- Technology support

Practice D

Assistance is provided to students who are unlikely to be accepted into limited-access programs, such as nursing or culinary arts, to redirect them to another more viable path to credentials and a career.

Scale of Adoption at Our College

Not systematic

Progress to Date

Progress to Date Implementing Practice *

Research conducted by two ESU faculty for Career Planning is being incorporated into student success teams.

Mesa College's current system assists students with viable alternative options for students in limited access programs such as Allied Health. Looking at the current model to assess how to expand best practices and other tools for disciplines to reach all students and assist them in developing the best plans for their students.

Timeline for Progress to Date

Term and Year

Not Entered

Next Steps

Timeline for Next Steps

Next Steps Toward Implementing Practice at Scale *

The Mesa Journeys tool will continue to improve the way it is connecting students to services especially in regards to career exploration at the onset of the educational journey. A new workgroup is planned to explore how to develop a system to support discipline and students with developing viable pathways for credentials and careers.

Term and Year

Spring - 2022

Term - Detail (optional)

Not Entered

Support

✓ Check this box if support is needed to advance this work

Challenge or barrier you are running into. *

Need support with funding and release time for faculty and classified professionals.

Support Needed - Detail *

We need additional faculty and classified professionals to be involved in all stages of implementation. Funding for release time will be needed.

The Mesa Journeys tool needs a communication platform for better reach to students.

Type(s) of Support

- Connections with other Guided Pathways teams
- Technology support
- Other

Practice E

The college schedules courses to ensure students can take the courses they need when they need them, can plan their lives around school from one term to the next, and can complete their programs in as short a time as possible.

Scale of Adoption at Our College

Planning to scale

Progress to Date

Progress to Date Implementing Practice *

Once all the maps are completed, it will be easier to coordinate scheduling of courses, including those in highly impacted areas.

This is being addressed but not at the scale need to plan according to degree completion and transfer timelines.

Timeline for Progress to Date

Term and Year

Not Entered

Next Steps

Timeline for Next Steps

Next Steps Toward Implementing Practice at Scale *

Identify a system that will support enrollment management efforts based on the program maps and students course progression.

Term and Year

Spring - 2022

Term - Detail (optional)

Not Entered

Support

✓ Check this box if support is needed to advance this work

Challenge or barrier you are running into. *

Long-term funding for software and maintenance.

Support Needed - Detail *

Identify and select technology that will support the scheduling of courses based on program maps and students course progression.

Type(s) of Support

- Technology support

Pillar 4. Ensuring Learning

Practice A

Program learning outcomes are aligned with the requirements for success in the further education and employment outcomes targeted by each program.

Scale of Adoption at Our College

At scale

Progress to Date

Progress to Date Implementing Practice *

This is being completed through our assessment process particularly in our CLOs and PLOs.

Faculty engage in constant reassessment of their courses and outcomes to comply with articulation and workforce needs.

Timeline for Progress to Date

Term and Year

Fall - 2018

Next Steps

Timeline for Next Steps

Next Steps Toward Implementing Practice at Scale *

Ask programs to review PLOs to ensure alignment with the requirements for successful targeted outcomes are achieved for further education and or employment.

Term and Year

Spring - 2022

Term - Detail (optional)

Spring 2022

Support

No support requested

Practice B

Instruction across programs (especially in program introductory courses) engages students in active and applied learning, encouraging them to think critically, solve meaningful problems, and work and communicate effectively with others. (Note: This practice was added to SOAA in February 2019).

Scale of Adoption at Our College

Scaling in progress

Progress to Date

Progress to Date Implementing Practice *

The Pathways Fellows (students) are collaborating with Instruction and have been approved to participate in committee efforts to humanize online teaching from students' points of view. The Fellows will also join our OER group with other student leaders to help support accessible and low-cost learning materials.

Active and applied learning strategies are inherent within the course content of introductory courses in some disciplines. At varying levels, students are actively engaged in applied learning, which is demonstrated through artifacts which incorporate problem solving, critical thinking, and effective communication skills. Central to the college's mission is the achievement of its ILO's which include critical thinking, communication skills, and global consciousness. All academic programs align their PLOs, course-level outcomes (CLOs), and instruction to these campus-wide goals.

Timeline for Progress to Date

Term and Year

Fall - 2018

Next Steps

Timeline for Next Steps

Next Steps Toward Implementing Practice at Scale *

The Mesa Online Success Team (MOST) and OER/ZTC committees (work groups, task forces) are currently forming.

Continue to ensure that students are engaged in active and applied learning as demonstrated through artifacts that incorporate problem solving, critical thinking, and effective communication skills. Continue to provide faculty with professional learning opportunities that address active and applied learning pedagogies, where appropriate.

Term and Year

Fall - 2021

Term - Detail (optional)

Not Entered

Support

No support requested

Practice C

Students have ample opportunity to apply and deepen knowledge and skills through projects, interships, co-ops, clinical placements, group projects outside of class, service learning, study abroad, and other experiential learning activities that program faculty intentionally embed into coursework.

Scale of Adoption at Our College

Not systematic

Progress to Date

Progress to Date Implementing Practice *

Faculty and Classified professional training for Career Development/Exploration is being offered every semester.

Mesa Journey's Newsletter used to inform students about college events and opportunities.

Canvas shell for faculty on Career Development resources have been created.

Mesa College has a robust WBL program that integrates a continuum of experiential activities into the curriculum. Allied Health programs include directed clinical practices as a part of degree requirements. Work Experience courses are required for many CE programs and are available for students in any career path or major.

Timeline for Progress to Date

Term and Year

Not Entered

Next Steps

Timeline for Next Steps

Next Steps Toward Implementing Practice at Scale *

Mesa Journeys tool will continue to be redeveloped. Seeking ways to help students document accomplishments and activities outside of the classroom.

Continue to offer professional learning opportunities for the campus. Complete the creation of the Canvas shell.

Term and Year

Spring - 2022

Term - Detail (optional)

Spring 2022 will mark the start of redevelopment.

Support

✓ Check this box if support is needed to advance this work

Challenge or barrier you are running into. *

Mesa only has one developer.

Support Needed - Detail *

Campus-wide collaboration.

Type(s) of Support

- Technology support
- Other

Practice D

Faculty/programs assess whether students are mastering learning outcomes and building skills across each program, in both arts and sciences and career/technical programs.

Scale of Adoption at Our College

Scaling in progress

Progress to Date

Progress to Date Implementing Practice *

Class, program, and institutional learning outcomes are assessed across the campus, but not sure there is an assessment of building skills across all programs. Most CTE programs are required to do this for funding and

accreditation standards.

Programs assess outcomes as part of the program review process. Data is disaggregated so it can be analyzed through an equity lens. Departments have outcome assessment meetings during FLEX week.

Timeline for Progress to Date

Term and Year

Spring - 2019

Next Steps

Timeline for Next Steps

Next Steps Toward Implementing Practice at Scale *

Create systematic opportunities for programs to review assessment tools that provide equitable opportunities for students to demonstrate mastery in respective programs.

Term and Year

Fall - 2021

Term - Detail (optional)

Not Entered

Support

No support requested

Practice E

Results of learning outcomes assessments are used to improve teaching and learning through program review, professional development, and other intentional campus efforts.

Scale of Adoption at Our College

At scale

Progress to Date

Progress to Date Implementing Practice *

All programs are continually reassessing this information through the annual Program Review process.

We have a robust assessment program that informs professional development opportunities. The college is embarking on a cultural audit of the curriculum, as well as many activities designed to address systemic racism.

Budget and resource allocation requests are related to the outcomes data. We have also created a CANVAS shell on authentic outcomes assessment.

Timeline for Progress to Date

Term and Year

Fall - 2018

Next Steps

Timeline for Next Steps

Next Steps Toward Implementing Practice at Scale *

Continue all current efforts and the conversations generated from outcomes assessment, to ensure continuous improvement.

A work group has been established to develop the processes and training for the cultural audit of the curriculum. Currently, the campus offers several outstanding professional development opportunities for the campus to participate

in addressing systemic racism.

Term and Year

Fall - 2021

Term - Detail (optional)

Not Entered

Support

No support requested

Practice F

The college helps students document their learning for employers and universities through portfolios and other means beyond transcripts.

Scale of Adoption at Our College

Not systematic

Progress to Date

Progress to Date Implementing Practice *

Occurs in only a few programs. College introduced Portfolium through WBL Department for implementation. As of now, information about such practices has not been fully disseminated across campus.

Timeline for Progress to Date

Term and Year

Not Entered

Next Steps

Timeline for Next Steps

Next Steps Toward Implementing Practice at Scale *

Review and assess use of Portfolium by campus and develop plan for promoting and encouraging use of this technology. The college will encourage disciplines to explore the current WBL recommendations and other such possibilities.

Term and Year

Spring - 2021

Term - Detail (optional)

Not Entered

Support

No support requested

Practice G

The college assesses effectiveness of educational practice (e.g. using CCSSE or SENSE, etc.) and uses the results to create targeted professional development.

Scale of Adoption at Our College

Not systematic

Progress to Date

Progress to Date Implementing Practice *

College has Faculty and Classified Professional Development Committees who assess educational practices and uses results to create opportunities for professional development. Currently, the committees primarily use a campus survey as means of data gathering. In Spring 2019, IR deployed a survey to all graduates assessing ILOs, program and service engagement, and campus climate. The college does not use standardized measurements in this area

Timeline for Progress to Date

Term and Year

Not Entered

Next Steps

Timeline for Next Steps

Next Steps Toward Implementing Practice at Scale *

The Committees will continue to administer and analyze the results of campus surveys to determine the professional learning needs and interests of employees. The campus will continue to assess the learning outcomes which should not supersede or be incorporated into the current faculty, peer evaluation process.

Term and Year

Spring - 2022

Term - Detail (optional)

Not Entered

Support

No support requested

Student Engagement & Support

Student Engagement: Implementation

In what ways are you continually engaging students in the planning and implementation of Guided Pathways on your campus? (Minimum of one required)

- Student survey(s)
- Students serve on campus GP advisory committee(s)
- Student focus groups
- Other

Other

Social media outreach, virtual events, implementation of a Student Leadership Summit

Engagement Efforts - Details *

The Mesa Pathways Fellows are current and former Mesa students who sit on our steering committee and participate in all Pathways-associated work groups. They are also engaged in Pathways projects centered on social media, research, in-reach/outreach, and engaging student voices. The Fellows proposed a "meta-major" framework last year which was adopted by the college as our Academic and Career Pathways. This year, the Fellows are facilitating student success team roadshows to gather input on this proposed intervention.

Course Alignment

For some programs, for example Allied Health, this alignment has been occurring for years. However, alignment with Ed Plans is not systematic across the campus. The college is part of a multi-school district which has currently implemented PeopleSoft. Currently, we realize that student educational plans are not a reliable or easily accessible data source to guide course offerings and scheduling.

Year 2 Self-Assessment Upload

Document Title	Type	Uploaded	Comment
📄 CCRC_SOAA_CCC_Summary_MESA_COLLEGE_03012020.pdf	Self-Assessment	2/19/2021, 10:06:36 PM	N/A
📄 CCRC_SOAA_CCC_Summary_MESA COLLEGE_04302019.pdf	Self-Assessment	2/24/2020, 7:09:45 PM	N/A

Success Story (Optional)

Story: Mesa Pathways Fellows

Title *

Mesa Pathways Fellows

Follow-up Contact Persons(s)

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Challenge *

Mesa has been working to include student voice in our Pathways design process but have found it challenging to achieve this in a way we think necessary: with current and former students who receive ongoing professional learning; who represent the diversity of our student body; who are prepared to share their insights at tables with college leaders from across campus, units, and disciplines; and who can reach other students to elevate student voice in this design process.

Success Story *

In January 2021, San Diego Mesa College fully onboarded a diverse team of twelve Mesa Pathways Fellows. The Fellows are current and former Mesa students with cultural competencies, college experiences, and skillsets that have prepared them to serve beside us as equitable Pathways designers. The Fellows will be our primary liaisons to students across campus in our Pathways design work. Their activities and roles will include on the following:

   I. Professional Learning: The Fellows began with an orientation in January and are receiving ongoing professional learning on topics like equity, Pathways design, advocacy, change leadership, and student needs and barriers.

II. Meeting Participation & Leadership: The Fellows participate in Mesa Pathways Committee meetings, work group meetings, and Associated Students meetings as Pathways peers and leaders. As a part of their cohort experience, the Fellows receive mentoring to prepare them for meetings, to participate in meetings, to debrief following meetings, and to carry out action items accepted during meetings.

III. Specific Charges: In small groups, the Fellows learn together to develop expertise in methods of gathering and infusing student voice into our Pathways design. For example –

Research Fellows work with a college mentor team, including members of our Institutional Effectiveness Office, to research promising Pathways practices and to gather student input, using sound qualitative and quantitative methods.

Outreach Fellows work with a college mentor team to connect with students in service departments and classrooms, to coordinate events, and to gather student voice through video and other means.

Social Media Fellows work with a mentor team, including members of our Communications Office, to help the College engage with students where they are online and in ways that are relevant and meaningful to them.

Student Leadership Summit Leads coordinate monthly meetings with leaders from other student groups (e.g., Outreach Ambassadors, Peer Navigators, HSI Peer Mentors) to discuss issues most impacting students, success strategies, equity, and program activities to inform, empower, and support each other.

One **Lead Fellow** coordinates the onboarding process and supports Fellows' professional learning, providing a strong voice from a student's perspective and on behalf of the Fellows cohort.

IV. Campus Connections: To further strengthen the feedback loop, Fellows currently connect with students and employees through mentoring, with departments and schools, and in the future will connect with students through events and Student Success Teams.

The Pillars: Because of their diverse lived experiences and those of the larger student body that they will reach, the Fellows will help us envision and create –

- Clear paths that students can enter with focus and direction.
  - The Fellows were instrumental in developing our Academic and Career Pathways and will be instrumental in rolling them out. The Fellows help us assess our online design and presence and are members of a technology team that is looking at Pathways-oriented platforms and tools. The Fellows are also producing a series of Student Stories, videos that reflect diverse student experiences to support student recognize themselves and better understand their Mesa journeys.

- Paths on which students can persist through nurture, engagement, connection, and a sense of being valued.
  - The Fellows are active on our workgroup developing Student Success Teams and are presenting them to students for their feedback and insights. The Fellows are studying the ongoing experience of Black students to better understand the presence and consequences of systemic racism and points at which Black students are most at risk for dropping or stopping out.

- Learning which is student centered.
  - The Fellows will soon be involved in committee work centered on the development of humanized online teaching and on the development of OER and ZTC materials.

Program Coordination: The Fellows Program is coordinated by members the Mesa Pathways Committee, using an ad hoc and village approach to create structures of learning and support for the Fellows with the primary goals of empowering them, elevating their authentic voices and those of other students, and using this rich input to design an equitable 21st century college.

Successes: In the planning stages, we recognized that to support the empowerment of the Pathways Fellows, they needed to be brought on board as colleagues, supported as fellow professionals, and integrated into the fabric of the

college.

- Since their campus wide introduction in Fall 2020, the Fellows have been embraced by the college. In Fall 2020, the Fellows were introduced to the campus community by college leadership at the Mesa Community Forum and at the President's Cabinet Retreat, both hosted by our president. In Fall 2021, the Fellows were again featured at Mesa's Community Forum.
  - The Fellows consistently report that they believe their voice is sought and valued. They see that their voices impact college decisions.
  - Mesa has demonstrated its readiness to center student voices which also demonstrates the college's embrace of equity and excellence.
  - The Fellows demonstrate in regular conversation their equity-mindedness and commitment to student success.
  - Two Fellows have changed their career courses from commercial business and computer science to community college administrative services and research, respectively.
  - Lead Fellow Daniela Perez Padilla, a Mesa alumna who just began her M.A. in Educational Leadership in Higher Education, characterizes her work and the success of the program in this way: "I work among the Fellows and representatives of the Mesa Pathways Committee to help amplify student voices … The Mesa Pathways Fellows is a success story from the students to the students."

- In all, this program is helping us better understand how we - across units, teams, and organizational "divisions" - can integrate the student voice in our work in intentional and meaningful ways. Ahead, lies the significant challenge of how our college, and ideally all colleges in the system, can institutionalize this transformative work.

Outcomes *

We have laid a foundation for robust student participation in our Pathways work, responding to a key challenge. We are creating deeper interconnections between all student leaders on campus through the Student Leadership Summit. We showcased our Longitudinal Black Student Experience study at a statewide forum hosted by the Chancellor's Office Foundation. In our most recent month, we had a 2.1% increase in our social media traffic as a result of our content and outreach strategies. We have over 150 followers on fairly new social media accounts and over 10,000 views on the content we've published.

Vision for Success Goals

✓ Increase by at least 20 percent the number of California Community College students annually who acquire associate degrees, credentials, certificates, or specific skill sets that prepare them for an in-demand job.

✓ Increase by 35 percent the number of California Community College students transferring annually to a UC or CSU

✓ Decrease the average number of units accumulated by California Community College students earning associate degrees

✓ Increase the percent of exiting CTE students who report being employed in their field of study

✓ Reduce equity gaps across all of the above measures through faster improvements among traditionally underrepresented student groups

✓ Reduce regional achievement gaps across all of the above measures through faster improvements among colleges located in regions with the lowest educational attainment of adults

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