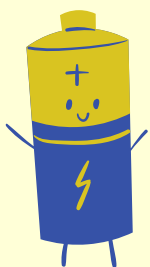# MESA PATHWAYS
ONBOARDING & CAREER EXPLORATION

KEY: ✛ CLARIFY THE PATH ◎ ENTER THE PATH 🚊 STAY ON THE PATH 👍 ENSURE LEARNING

ONBOARDING

"STAY POSITIVE"

- Improve outreach to **feeder high schools and Continuing Education** and manage effective referral of students to appropriate programs/services. Create a Viewbook to promote Mesa academic programs, career pathways, and support services
- Improve outreach to **disproportionately impacted student populations** a part of the Promise program through social media efforts for recruitment, engagement, and disseminating information about Mesa College

INTAKE

TAKE SURVEY

- Implementation of Email Marketing Software to **improve marketing and outreach to students** – this will link to Mesa Journeys
- Surveyed students and Student Services Program Coordinators on the Mesa Journeys tool to gather information on the effectiveness of the tool.
- Conducted trainings on the use of the tool to various faculty who attended school/department meetings

ORIENTATION

- **Peer Navigator Program** secured Surface Pros and appropriate software necessary for PN students to support **CRUISE** efforts throughout the year – online CRUISE orientation sessions, disseminate information to each of their mentees, hold virtual meetings aimed at **increasing student/campus connection.**
- Conducting orientation inventory to assess current campus practices around orientation

CAREER PLANNING BEFORE ED-PLANNING

- Extended subscription of **Candid Career,** online tool for students to explore **career paths** and prepare for careers through online videos of thousands of informational interviews with industry professionals, resume building, networking, navigating career fairs, interviewing, etc.
- Faculty & Staff **career development** coming for fall 2020. Topics include: **Career planning process,** Theory, Generational differences, Integrating career assignments into curriculum, cultural implications on career choice, job skills, etc.

YOU ARE HERE

SAN DIEGO MESA COLLEGE
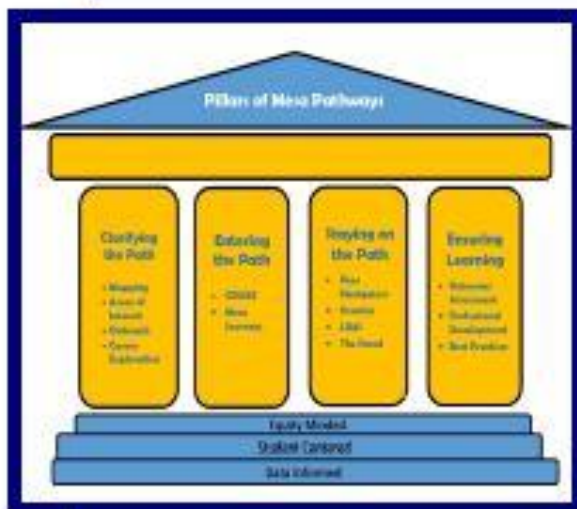
Membership

IF YOU DON'T KNOW WHERE YOU ARE GOING YOU WILL PROBABLY END UP SOMEWHERE ELSE. - LAURENCE J. PETER.

OCE PROJECT FOCUS AREAS:

- Create **equitable** support systems for career preparation, exploration, and work-based learning activities across instruction and student services.
- Develop a support system **inclusive** of student services, business services, instruction, and alumni to better support the varied student needs and career development within the programs.
- Improve onboarding and differentiated orientations for prospective and current students and implement an intake process that provides a more **streamlined experience for students.**
- Strengthen dissemination of information and **21st Century skills development** in each of the college's programs.

MESA PATHWAYS INFO

Pillars of Mesa Pathways

Clarifying the Path
Entering the Path
Staying on the Path
Ensuring Learning

Equity Minded
Student Centered
Data Informed

The Goal

To create, implement, and scale practices that enable us as an institution to:

- Clarify the Path— assist students in identifying goals

- Enter the Path—help students embark on the steps toward their goals.

- Stay on the Path—provide ongoing supports to students to continue towards their goals, and/or changing course in informed ways.

- Ensure Learning—implement meaningful approaches and equitable practices to promote learning.

THE WHY

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

THE WHAT

As an institution, provide guided exploration, clear paths, increased support, and effective classroom practices to help students work efficiently towards their goals.

THE HOW

Work collaboratively within the college governance structure, utilizing the expertise of all campus and community constituents.

Addressing Racial Inequality: Our Focus on Anti-Blackness

Course Outcomes

Black students experience a -9% equity gap in course success, that gap widens to -14% for online courses

Source: Mesa Course Outcomes Dashboard

Since 2014, more than 45 percentage points improvement in Transfer-level placement but Equity gaps in completion of Math and English within the first year persist

Source: Math & English Placement Dashboard

Completion & Transfer

Black and Latinx students are underrepresented in Graduating cohorts.

6.5X more awards are given to White students than Black students even though they only account for 4.8X times as many students

Source: Mesa Awards Dashboard

Black transfer applicants have 10% lower accept. rate in UC than their White peers

Source: UC InfoCenter

Engagement

Black students engaged in CRUISE, STEM Peer Mentoring, and Mathletics at proportionate rates but equity gaps in course success, GPA, and persistence remain.

Source: Mesa CRUISE Dashboard
Source: STEM Peer Mentoring Dashboard
Source: Mathletics Dashboard

Campus Climate

Black *Graduating* students report experiencing amongst the highest levels of Care/Value, Comfort/Wellness, and Validation/Affirmation

Source: Mesa Grad Survey-Campus Climate

Scholarship

Despite being proportionately represented in the applicant pool, Black students had the lowest award rate and the lowest average $ amount per award, Black students received 33% less $ on average than other awardees.

Source: 2019 Scholarship Report
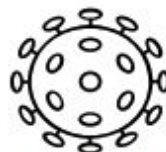
COVID-19 and School

Nearly 19% of enrollments by Black students resulted in an Excused Withdrawal compared to the overall average of 16%

Black students were more likely to receive CARES Act Grants

Source: SDCCD IRD

San Diego Mesa College
Office of Institutional Effectiveness

#HumanizeData

Student Experience

"My whole life, I've been going to schools where it's been like, out of the whole population at school, it's like 2% Black, and I feel like every school I went to was like that. Even here [at Mesa], like, there's a big community of people of color, but when you get in the classes you're, like, singled out because you'll be like the only Black or the only Latino in the class. And you're sitting there, like, "Dang! This teacher is gonna pick me out of everybody in class and he is gonna pick on me or do this, or just be biased." That's just always on my mind."

Source: M2C3 Focus Group Study, 2015

Representation of Black Students and Employees

Category	Percentage
Students	6%
Academic Administrators	10%
Contract Faculty	8%
Adjunct Faculty	4%
Classified Professionals	6%

Source: CCCCO DataMart

Students' Advice to Campus Leaders

- Address Racial Prejudice through cultural competency training and hiring diverse Faculty and staff
- Build relationships with students
- Employ teaching and learning practices that foster student engagement
- Improve academic support services and encourage students to utilize them
- Create a sense of welcomeness to engage and belonging
- Improve students support services
- Centralize support for students experiencing homelessness and extreme poverty

Source: M2C3 Focus Group Study, 2015
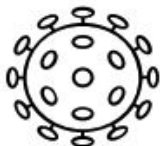
Impact of COVID-19

Nationwide, Black people are dying at 2.5X the rate of White people.

Source: COVID Tracking

Black Americans are almost 3X as likely to know someone who has died from COVID-19 than US adults overall

Source 2: Washington Post

The COVID-Related spike in unemployment for Black Americans is amongst the highest at +16.7%

Source: Economic Policy Institute

Systemic Violence

Black people are 3X more likely to be killed by police than White people

Source: Mapping Police Violence

Black male offenders received sentences on average 19.1 percent longer than similarly situated White male offenders

Source: US Sentencing Commission

Similar homes in areas with similar amenities are worth 23% less in majority Black areas, representing $156 billion in cumulative losses.

Source: Brookings Institute

Employment

Black workers are far more likely to be unemployed than White workers at every level of education.

Wage gaps are pervasive for every comparison group between Black & White workers.

Less than 1/5 of Black and Latinx workers have the option to work from home, compared to 1/3 of Asian and White workers

Source: Economic Policy Institute

San Diego Mesa College
Office of Institutional Effectiveness

#HumanizeData

Campus Ethos Domain (cont.)		White		Asian		African American		Mexicano		Latino	
		Men	Women	Men	Women	Men	Women	Men	Women	Men	Women
Sense of Belonging with Faculty	Cares about my perspective in class	Needs Atten.	Immed. Concern	Accept.	Needs Atten.	Needs Atten.	Needs Atten.	Accept.	Needs Atten.	Accept.	Immed. Concern
	Values interacting with me	Needs Atten.	Immed. Concern	Accept.	Needs Atten.	Accept.	Needs Atten.	Needs Atten.	Accept.	Accept.	Immed. Concern
	Values my presence	Needs Atten.	Accept.	Accept.	Needs Atten.	Accept.	Needs Atten.	Immed. Concern	Accept.	Accept.	Immed. Concern
	Cares about my success	Needs Atten.	Needs Atten.	Accept.	Needs Atten.	Accept.	Accept.	Accept.	Accept.	Accept.	Needs Atten.
	Believes I belong here	Accept.	Accept.	Accept.	Needs Atten.	Accept.	Needs Atten.	Accept..	Needs Atten.	Accept.	Needs Atten.
Connection to Campus	Connection to other students	Immed. Concern	Immed. Concern	Immed. Concern	Immed. Concern	Needs Atten.	Immed. Concern	Immed. Concern	Immed. Concern	Needs Atten.	Immed. Concern
	Connection to staff	Immed. Concern	Immed. Concern	Immed. Concern	Immed. Concern	Immed. Concern	Immed. Concern	Immed. Concern	Immed. Concern	Needs Atten.	Immed. Concern
	Connection with professors	Immed. Concern	Needs Atten.	Immed. Concern	Needs Atten.	Needs Atten.	Immed. Concern	Needs Atten.	Needs Atten.	Accept.	Immed. Concern
	Connection to campus, overall	Needs Atten.	Immed. Concern	Needs Atten.	Needs Atten.	Needs Atten.	Immed. Concern	Immed Concern.	Needs Atten.	Needs Atten.	Accept.
Validation from Faculty	I have the ability to do the work	Accept.	Accept.	Accept.	Accept.	Immed. Concern	Needs Atten.	Needs Atten.	Needs Atten.	Immed. Concern	Accept.
	I can succeed in college	Accept.	Accept.	Needs Atten.	Needs Atten.	Immed. Concern	Needs Atten.	Needs Atten.	Immed. Concern	Needs Atten.	Accept.
	I belong at this institution	Immed. Concern	Immed. Concern	Immed. Concern	Immed. Concern	Immed. Concern	Immed. Concern	Immed. Concern	Immed. Concern	Immed. Concern	Needs Atten.

Student Outcomes (cont.)		White		Asian		African American		Mexicano		Latino	
		Men	Women	Men	Women	Men	Women	Men	Women	Men	Women
Faculty Student Engagement	Talk about academic matters in class	Accept.	Accept.	Needs Atten.	Accept.	Needs Atten.	Needs Atten.	Needs Atten.	Needs Atten.	Accept.	Accept.
	Talk about academic matters outside class	Immed. Concern	Needs Atten.	Immed. Concern	Immed. Concern	Needs Atten.	Immed. Concern	Immed. Concern	Immed. Concern	Immed. Concern	Needs Atten.
	Talk about non-academic matters outside class	Immed. Concern	Immed. Concern	Immed. Concern	Immed. Concern	Immed. Concern	Immed. Concern	Immed. Concern	Immed. Concern	Immed. Concern	Immed. Concern

Student Outcomes		White		Asian		African American		Mexicano		Latino	
		Men	Women	Men	Women	Men	Women	Men	Women	Men	Women
Service Use	Advising	Needs Atten.	Needs Atten.	Immed. Concern	Immed. Concern	Immed. Concern	Needs Atten.	Immed. Concern	Immed. Concern	Immed. Concern	Immed. Concern
	Career counseling	Immed. Concern	Needs Atten.	Immed. Concern	Immed. Concern	Immed. Concern	Immed. Concern	Immed. Concern	Immed. Concern	Immed. Concern	Immed. Concern
	Transfer services	Immed. Concern	Immed. Concern	Immed. Concern	Immed. Concern	Immed. Concern	Immed. Concern	Immed. Concern	Immed. Concern	Immed. Concern	Immed. Concern
	School Library	Accept.	Needs Atten.	Accept.	Needs Atten.	Accept.	Accept.	Accept.	Accept.	Accept.	Accept.
	Computer Lab	Immed. Concern	Immed. Concern	Immed. Concern	Immed. Concern	Needs Atten.	Needs Atten.	Immed. Concern	Immed. Concern	Needs Atten.	Immed. Concern
	Tutoring	Immed. Concern	Immed. Concern	Immed. Concern	Immed. Concern	Immed. Concern	Immed. Concern	Immed. Concern	Immed. Concern	Immed. Concern	Immed. Concern

Full Report here:
http://www.sdmesa.edu/about-mesa/institutional-effectiveness/institutional-research/documents/CCSM_Results_2016.pdf

Mesa Pathways Fellows
Equitable Educational Designers

Activities Overview	Acquiring Knowledge		
	Equity ◆ Advocacy ◆ Change Leadership ◆ Peer Leadership ◆ Metacognition ◆ System Knowledge ◆ Andragogy ◆ Inter-personal Dynamics ◆ Self-Reflective Practices ◆ Pathways Design ◆ Student Needs & Barriers		
	Meeting Participation	**Specific Charge**	**Campus Connections**
	MPC ◆ AS ◆ Work Groups		
	◆ Preparing ◆ ◆ Voicing ◆ ◆ Reflecting ◆ ◆ Acting ◆	◆ Fellows Lead ◆ ◆ Outreach Fellows ◆ ◆ Research Fellows ◆ ◆ Social Media Fellows ◆	◆ at Events ◆ ◆ with Mentors ◆ ◆ with Students ◆ ◆ within Depts/Schools ◆

1 Lead Fellow

Assists In
Fellows Onboarding
Fellows Activity Coordination
and Fellows Professional Learning

Daniela Perez

Lead Tutor, Mesa Cohort Lead, UCSD Researcher, UCSD Future Ed.D.

2 Outreach Fellows

◆ Reaching students in **service departments** & **classrooms**
◆ Capturing student voices through **video projects**

2 Research Fellows

◆ Researching **promising practices**
◆ Capturing **data** from students and Mesa employees.

2 Social Media Fellows

◆ **Connecting students to Pathways** where they are (Instagram, TikTok, Twitter)

Timeline: Interview Sept 14 - 18 | Hire Process Sept 18 - Oct 30 | Onboarding Nov - Jan