Provided all students with a set of clear course-taking patterns that promote better enrollment decisions and prepares students for future success.

Integrate support services in ways that make it easier for students to get the help they need during every step of their community college experience.
Important Concepts

- A framework
- Student-centered
- Self guided approach
- Redesign
- Institutional
- Structural Change
- Intentional
- Iterative | fluid process
- Everyone is invited to be a part of the process
MPC will use an integrated, equity-minded, student-centered approach to facilitate student success. Through structured educational experiences, MPC will work to close equity gaps, improve student outcomes and guide students into and through college to the completion of personal, academic and professional goals.
Mesa Pathways
Our Why
OUR STUDENTS

College Student Profile: Jake
- First Generation College Student
- Initial Education Goal: Undecided
- Interested in Computers
- Working Part-Time
- Plans to Enroll Part-Time

For the student who is not sure about program of study... How clear are our offerings?

College Student Profile: Ann
- Enrolled in Fall of 2012
- Initial Ed Goal: Job Prep / Advancement
- Interested in Health-related Career
- Working Full-Time
- Completed 15 college credits

For the student who has not made progress to an award... How do we support her to identify and enter a major/interest area?

College Student Profile: Ellen
- Older student (28 years old)
- Seeks to Transfer in Business
- Working Part-Time
- Responsible for Care of Elderly Parent
- Plans to Carry 12 Units

For the student who knows where she wants to focus... How clear are our programs?

College Student Profile: Patricio
- Seeks an AS in Biology
- Working Part-Time
- Placed into Two Levels Below Transfer Math
- Parenting / Child care unstable
- Plans to Enroll in 6 units

For the student who knows where he wants to focus, but places into the developmental sequence... How are we structuring support to ensure he is making adequate progress?

College Student Profile: Jory
- Recent High School Graduate
- Completed dual enrollment; Has 20 College Credits
- College Ready
- Goal: Transfer to UC Berkeley Engineering Program
- Working Full-Time
- Plans to Enroll Full-Time

For the student who is ready to go and has a plan... How do we ensure he is learning, thriving, and remaining motivated?
We are already on the right path …

- Strong Workforce
- Basic Skills Transformation
- Tutoring
- Placement Assistant
- Acceleration
- Curriculum Redesign
- First Monday on the Mesa
- Monthly Updates
- CRUISE
- Mesa Pathways
- Mathletics
- STEM Conexiones
- Counseling Hot Spots
- Promise Program
- Governance Taskforce
- Work Based Learner
- Student Equity
- Title V Grant
- Title III Grant
- And much, much more
When you know your WHY, your WHAT has more impact!

MICHAEL JR.
Our Mesa Pathways Journey

Where does this path lead?
Key Elements of Guided Pathways

**Structured onboarding process** including improved placement tests and co-requisite instruction that provide students with clear, actionable, and usable information they need to get to the right start in college.

**Programs that are fully mapped out and aligned** with further education and career advancement while also providing structured or guided exploration for undecided students.

**Proactive academic and career advising** from the start through completion and/or transfer, with assigned point of contact at each stage.

**Early alert systems** aligned with interventions and resources to help students stay on the pathway, persist, and progress.

**Redesigning and integrating basic skills/developmental education classes** to accelerate students to college-level classes.

**Instructional support and co-curricular activities** aligned with classroom learning and career interests.
The power for creating a better future is contained in the present moment: You create a good future by creating a good present. – Eckhart Tolle
Examples of Outcomes

Bakersfield College Meta-Majors

- Arts, Humanities, & Communication [2,463 overall; FTIC 477]
- Business [2,583 overall; FTIC 447]
- Education [1,750 overall; FTIC 359]
- Health Sciences [4,450 overall; FTIC 983]
- Industrial & Transportation Technology [1,157 overall; FTIC 317]
- Public Safety [1,222 overall; FTIC 176]
- Social & Behavioral Sciences [3,798 overall; FTIC 835]
- STEM [2,450 overall; FTIC 527]
- Personal & Career Exploration [1,637 overall; FTIC 290]

Completion Coaching Communities
Examples of Outcomes
• **Early momentum indicators**
  - Increase in the number of college credit earned in first year
  - Increase in the completion of gateway math and English courses
  - Increase in the number of courses in a program completed in the first year
  - Increase in graduation rates
  - Decrease in equity gaps

• **Student testimonials**
  - excited about program maps
  - enhanced, individualized educational planning
  - academic monitoring
Mesa Pathways
Our WHO
Mesa Pathways Committee

Faculty (8)
- Howard Eskew: Business & Technology
- Sean Ricketts: Exercise Science, Health Education, Dance & Athletics
- Kim Perigo: Humanities
- Ngoc (Kim) Tran: Mathematics & Natural Sciences
- Manuel Velez: Social & Behavioral Sciences and Multicultural Studies
- Suzanne Khambata: Student Affairs
- Cynthia Rico: Student Development
- Nellie Dougherty: Student Success & Equity

Students (5)
- Tim Ackerson: Associated Students
- TBD
- TBD
- TBD

Classified Professionals (4)
- Yolanda Cataño: Title II/HSI
- Hai Hoang: Institutional Effectiveness
- Trina Larson: Student Services
- Olivia Piccola: Transfer | Career | Evaluations

Administrators (3)
- Leslie Shimazaki: Arts & Languages/Interim VPI
- Andy MacNeill: Learning Resources & Academic Support
- Tha Recalde: Health Sciences & Public Services

Vice President (1), Institutional Effectiveness (1), Communications (1)
- Ashanti Hands: Student Services
- Bridget Herrin: Institutional Research
- Jennifer Keams: Communications

Quad Chairs: Manuel Velez (Faculty), Tim Ackerson (Student), Trina Larson (Classified), Ashanti Hands (Administrator)

Mesa Pathways Coordinator(s)

*Consultant: Dr. Al Solano
Mesa Pathways .....It’s a WE thing!
Bubble Updates

- What we have done.
- What we are working on.
- What we hope to accomplish by Summer ’19
- Our plan has evolved in this/these ways
Bubble Updates

- What we have done.
- What we are working on.
- What we hope to accomplish by Summer '19
- Our plan has evolved in this/these ways

Element: Shared Metrics
Lead: Bridget Herrin
Associate Dean, Research & Planning
Bubble Updates

Element: Inclusive Decision Making
Lead: Andy McNeill
Dean, Learning Resources and Academic Support

- What we have done.
- What we are working on.
- What we hope to accomplish by Summer ’19
- Our plan has evolved in this/these ways
Bubble Updates

Element: Guided Majors & Career Exploration
Lead: Manuel Velez
Professor, Chicano/Chicana Studies

- What we have done.
- What we are working on.
- What we hope to accomplish by Summer ’19
- Our plan has evolved in this/these ways
Bubble Updates

Element: Improved Basic Skills
Leads: Hai Hoang
Research and Planning Analyst
○ What we have done.
○ What we are working on.
○ What we hope to accomplish by Summer '19
○ Our plan has evolved in this/these ways

Bubble Updates

Element: Clear Program Requirements
Lead: Tina Recalde
Dean, Health Sciences & Public Services
Bubble Updates

Element: Proactive and Integrated Student & Academic Support
Lead: Trina Larson  Mark Manasse
          Classified Professional, Student Services       Learning Assistance Instructor/Coordinator

○ What we have done.
○ What we are working on.
○ What we hope to accomplish by Summer '19
○ Our plan has evolved in this/these ways
Bubble Updates

Element: Shared Metrics
Lead: Bridget Herrin
Associate Dean, Research & Planning

- What we have done.
- What we are working on.
- What we hope to accomplish by Summer '19
- Our plan has evolved in this/these ways
Bubble Activity

Instructions:
• Grab a postit note
• Write your name on the Postit note
• Place the note on the wall next to the element that you are most interested in
• Stay there!

Bubbles:

• Shared Metrics
  Clearly identified benchmarks to track student progress (academic, employment etc.) and those benchmarks are shared.

• Inclusive Decision Making
  Key leaders are identified that represent diverse constituents to seer college-wide communication, input and decisions. There are transparent cross-functionally work-teams that regularly provide opportunities for broad college wide input.

• Guided Majors and Career Exploration
  Scaled major and career exploration structures early on in a student’s college experience.

• Improved Basic Skills
  Implementation of evidence based practices to increase access and success in college and/or transfer level math and English.

• Clear Program Requirement
  Clarified course sequences for programs of study, including predictable schedules so that students can know what they need to take, plan course schedules over an extended period of time, and easily see how close they are to completion.

• Proactive and Integrated Academic/Student Support
  Providing academic and nonacademic Support Services in a way that is proactive and aligned with instruction so that all students are explicitly engaged in these services.
Bubble Activity

Select a Scribe
Select Spokesperson
Select Team Name
Answer the following questions
○ What excites you most about this work?
○ What else do you need to know to do this work?
○ How best can we communicate with you?
○ How can we engage students in this work?

Identify your top 3 Takeaways for sharing.
Time
To
Share

Bubble Name
Top 3 Takeaways
Want more info?

Visit the Mesa/Guided Pathways Website

https://www.sdmesa.edu/about-mesa/current-initiatives/guided-pathways/