

2. Shared Metrics:

A. WHO SHOULD BE AT THE TABLE?

- IR Office****, Transfer Center (Olivia, Anne H.), Program Review Faculty or interested others- Justin Estep- Psych, Sam Barhoum – English, Pegah MotaleB. Suggestions
- Marichu Magana*
- Larry*, Ailene
- Dean Inst. Effectiveness*, Research Dean, Equity**, Counselor, 1 faculty from ea school, tutor.
- Monica Demcho**
- Chairs of the six designated groups
- Office of communications **
- Committees = HIS, equity, BSSOT, BSI, SSP. SWP coordinators, Dept. Chair, Director of Communications, I.F., Assessment
- Library dept.
- Deans/Managers* of all initial-ers, reps from the main programs*, some DOCs from the programs, Augustin
- Career Services* – Claudia Estrada, Wendy Smith
- Monica Romero
- Basic Skills
- At least two students, CUE representative*
- Tim McGrath
- Statistics faculty, computer science faculty, Loft
- Leticia Lopez *- would do good- selected to HIS, STEM, Equity
- Kyung Ae Jun in Institutional Effectiveness would like to help
- Researcher/ grant coordinators – report to stat/ feds/ funder to ensure can get data from dashboard. English & Math chairs, VPs, Dean of Student services, Student Services Supervisors.
- Juan U Bernal (math) & Mariam Kushkaaki (Eng.) learning community (ABCD), best practices HSI, EOPS and to see how to retain students help them succeed (A,B,C)

B. SUGGESTIONS

- At the table outreach
- Include SDUSD folks and knowledge as part of this.
- Share our core values with local feeder schools (SD Unified)
- Better Coordination w/district
- Metrics and reporting mechanisms need to be better aligned
 - What types of metrics can be both 30,000 foot and precise enough to make a difference in assessing them?
 - Are we implying that all initiatives can be assessed with a single lens?
- Developing "metrics crosswalk" to measure success
- Consensus framework for assessment and evolution school based metric liaison that can present at faculty meetings, give access to information and tutoring in evaluation. Information on applying of metrics to instruction changes.
- Get the qualitative how and why to explain the quantitative data. Who should be at the table?
- A concern that reducing education to a set of metrics will incentive people to ignore anything that isn't part of that metric; example of how No Child Left Behind incentivized teachers to only teach to a standardized test and neglect other important aspects of education that maybe can't be quantified
- Legend/guide describing how data points are collected/counted
- Portfolium (technology to gather common data)
- Make information public- like we do at PIE/PCab
- Programs built into dashboard have to larger unit in pilot phase?
- CUE Equity measures inventory of metrics: student success, (A. WHO SHOULD BE AT THE TABLE? persistence, B. SUGGESTIONS retention, C. Success, D. transfer)

4. Inclusive Decision-Making Structures

A. WHO SHOULD BE AT THE TABLE?

- More faculty (rep from each school), students, Larry Maxey* for student advocacy
- Fore (faculty, staff, admin, students) & inquiry groups*.
- Physical Sciences Department, Counseling Tutoring
- Equity Committee member/ CDAIE
- Students**** *(Paid!)***, supervisors****, classified* staff at every level
- Communications*, industry specialists
- Chairs, NFI
- SSSP, Associated Students, Athletics
- Career center supervisor, Dean of Student Services

B. SUGGESTIONS

- Independent study credit for students in committee
- Incentives for students, hear all student voices- students on probation, DQs, single parents, etc.
- Use technology, give credit for student participation, pay students
- Further refinement of committee structures vis-à-vis pathways, tie this to "shared metrics"(?) – would one make the other easier?, Inquiry groups – do an honors course independent study-great way to include students, conducting students to project his course.
- Training for committee members (Senate, etc.) how to report out what's happening on their committees & online tools?
- Allow for industry employment
- Hear student voices – from all groups
- Slack, .edu emails for students
- Need better communication plan to faculty outside of Academic Senate about the objectives and goals of Pathways. Mesa Pathway's ideas/agenda clearly articulated at Deans' council and President's Cabinet.
- Chairs showed inform dept. about Pathway info for campus chains meetings or meeting with deans
- Inclusion of new hired faculty new energy
- Add agenda items on A. WHO SHOULD BE AT THE TABLE?S. agenda council of chairs agenda
- Under represented, no unity
- Need a student email system- groups/majors, integrated communication – canvas/iMESA/ board/mentors if not most needed pathways disciplines or department, School/ discipline/ department – focus should leave a representative
- An effective communications plan, information overload
- Should have a faculty rep from each school a possibly each department where possible.
- Those putting up roadblocks-incorporate, have transfer knowledge- tone of nexus that will happen with morph to next level- need more faculty diversify faculty

6. Guided Major and Career Exploration Opportunities

A. WHO SHOULD BE AT THE TABLE?

- Industry Representatives**
- Dean*, Strong workforce*****, one rep CTE, chair counseling*, curriculum chair
- Faculty per discipline***
- Courtney Lee
- Faculty advisors/ mentors, connect SS with instructors
- CTE* deans, Student Development Dean
- Students, IT*, Career Services*****, Paid/credit interns**
- Employers, alumni***, faculty in specialty classes (Allied Health*), business partnerships in the community with fields within needs.
- Group –Resource Development, associated students community, corporate
- Career Supervisor*, Work-bases Learning coordinator*, internship coordinator, WE coordinator, Counseling****, Instructional**, Faculty representation, students, CTE Deans, Foundation, Business Employers, Career Peer Ambassadors
- Portfolium*, Career Peers (student to student)
- Title III and Title V reps, 2 students**
- Chairs- different disciplines to cover all needs**
- Academic Senate
- Pegah Motaub, UCSD Path Program
- Shawn Fawcett
- Waverly Ray

B. SUGGESTIONS

- Videos to show our students include as part of curriculum
- Require WBL as part of every student's experience, include WLB &/or career services during students' college experience at Mesa, require personal growth class for all new students
- Career services should happen first (even before an abbreviated ed plan!), faculty advisor should be a discipline expert, a career module as part of the canvas website
- Close the loop with industry advisory boards – CTE model??
- Make career exploration assessment as part of their ed. Plan, career exploration module one unit course or online module
- Department web-sites should have career information course website can link to that
- Professional student groups, Coup Sci,
- Cross departmental "mentorship" committee of interested faculty, events with discipline faculty, guest speakers to discuss careers in various disciplines
- Consideration of lifelong learners or current degree or job holders, college hour with industry guest speakers (a la Howard's financial literacy series) (recorded for repeatability?), articulation with 4 years
- How much of that connecting can happen online, in portfolios, social networking, tools, online opportunities for connection.
- Career exploration dedicated IT to build a system on algorithm type system, which directs based on interest and shows options guide major base on interest instead of academic categories.
- Give faculty posters for pathways in classes, work available, in field potential employers
- MT2C workshops- soft skills*
- Internships*/ job shadowing, prepare students for jobs
- Faculty mentorship/advisor role is a significant increase in faculty workload, who will pay for this and how will faculty be trained and compensated to do this work?
- Outside classes
- 21st Century Skills Regional Project (Mira Costa is working on it)
- I think the room to be proposed Strong Workforce Committee could lead this effort
- Basic Skills (Contextualized Learning Programs), someone to coordinate Learning Communities?

- Counselors – student experiences/ different scenarios
- Best group or people to get together and communicate with each other and help the students to reach their goals
- Classes like intro to Behavioral Sciences faculty mentors, counseling : people to talk to and not just an assessment test, program sheets – skills for their field, jobs, salaries
- Start with limited number of majors and career pathways
- Including middle school students in outreach programs
- Majors Day for Mesa Students*, faculty t-shirts from their alumni institution
- Consider: Stem to Career Pathways, Humanities to Career Pathways, JumpStart: include middle school or K-12
- Career Trips
- Discipline faculty are the best resource for careers with their major
- Open house that is discipline specific
- Opt- in for targeted emails for your major/career, monthly career major focus
- Integration of career exploration into the classroom
- Student research and pilot-ers

7. Improved Basic Skills

A. WHO SHOULD BE AT THE TABLE?

- Juan Bernal, Miriam Kushkalu, Mark Manassce*, Kelly Spoon
- Counseling*****
- Committee members, Active Learning/flipped class instructors resources, ESL*, Assessment***, Students, Tutoring****
- Faculty/curriculum development, business partners (i.e. soft skills, writing expectations), writing center, STEM faculty, SDUSD partners*
- Faculty from Continuing Ed.
- Larry Maxey or other representation from Success, Equity, and Transformation, Johanna Aleman*
- Students who have bridged from CE to Mesa
- Parent/ guardian
- Classified staff
- Bridget Herrin*
- BSI* – W. Smith, J. Cost
- The curriculum chair at Mesa
- Shelly Hess at district
- Chair of English
- Instructional designer – Katie
- Danielle Laura, Howard Eskew
- Students** (paid or work-study), Mark Manasse, CTE Faculty
- Other disciplines other than Eng./Math*
- Academic senate, chairs, faculty in social/behavioral science
- Reps from IE, CTE, CE, Legacy, ELAC*
- Wendy Smith, Chris Sullivan, Tracey Walker*
- MMAP committee as foundation and add other campus members, dept. chairs for across curriculum development
- Jaime Lenke, Andy MacNeill
- IE office – Anda*, Mona, Alanna

B. SUGGESTIONS

- Increase- embedded services like online services, integrate math/English across campus!, students experience in bridging from CE to Mesa
- Regarding reading and writing across the curriculum, consider including all disciplines that may initially seem irrelevant with respect to this actually
- Teach math as a foreign language, professional development for- Eng. feedback on essays and ways to be fast and meaningful
- Co-requisite possibilities with LRAS
- Prerequisite requirement for certain courses of study skills/ time management course, funneling of students with need to instructors that are focused on Equity-based teaching practices,
- Promote our successes=PR!
- Shift focus to all program introduction courses, high attrition, gateway courses
- Aren't really student support resources for reading and writing outside English, that is, reading and writing in philosophy is very different than English, there aren't any support services for folks outside English
- Develop a writing approach that would be taught in English: implanting in all other classes to develop writers
- Re: clarity of requirements: would love to see data on common areas of confusion for students (e.g. ADT us AA and how that impacts their app to 4-year) what are trends/commonalities? It would be nice to attack the general challenge from specific high-impact wins, re: access to mental health services: monitor student social media for signs of distress to target our outreach, GENERAL: counseling know shifts in policies that may impact students(e.g. for profit colleges used to hold back transcripts for non-payment of tuition but that changed) our counselors can advise this change to any student who shows up with history of enrollment in for-profit schools, MENU and GRID OF ELIGIBILITY REQ: for different programs (CARE, EOPS, etc.) and we have tons of descriptions but they are general and sound the same – also, specific benefits (what's in it for me?)
- Improve access and successful math and English

- Retest policy
- Make student interface with focus on student POV in: professional learning – integrating reading/writing/math into curriculum, learning support resources available, curriculum work
- Eliminate basic skills from schedule, guided/directed self-placement, writing across the disciplines or (short term) cohort based learning community with bottleneck courses mandatory, remember that ELAC (old ESOL) will be AB705 compliant
- Develop a pathway for English Lang Learners – this would enable the student to get whatever help we need.
- Online learning experts and faculty engaging online
- Co-requisite English and Math courses for CTE courses
- Integrated support, prof learning
- Hone way to connect the basic skills to all courses
- State-wide initiative Writing Across Initiative, piggy backing on existing committees- BSSOT, MMAP
- Eliminate the ESOL placement exam and replace with multiple measures, convert non-credit ESOL/ELAC classes to transfer-level/for-credit ELAC classes
- Integrated support brought to students and raise awareness of support, professional learning and support faculty for integration, redesign curriculum, curriculum changes – phase out Eng. transfer level courses for multiple language

8. Clear Program Requirements

A. WHO SHOULD BE AT THE TABLE?

- Students****
- Student Affairs, Counseling***, Student Services**
- Articulation officer*
- Faculty*, Career Center
- Cross-campus committees, non-basic skills faculty
- Counselors from SDSU and UCSD
- Catalog committee*, faculty mentors
- IT, department chairperson
- Instructors*
- AC senate, Chairs
- Integration Team (Equity, SSSP, BSI), CTE, Strong Workforce*, Support staff, IE**
- Instructional Services
- Transfer Center Rep, Enrollment Management Rep
- Transfer center- Annett, Ryan Schumacher
- Staff from: Program Review, Communication, Student Supports and Anda*, Alanna, and Mona* from IE office*
- Department Representatives*
- Student support, Counseling, COA liaisons
- Curriculum Staff
- Paul Sykes, Charlotta Robertson, Committee of Chairs, Darsy Johnson

B. SUGGESTIONS

- Software for degree audit, Major Days!*
- Breakdown of majors into career categories: Career Sectors
- Look into Starfish for curriculum alignment
- Mandatory class visits to student services building
- Clean up catalog*** – look at the LAS degrees and duplication, look at the ADT Degrees and impact of program to course taking patterns – ex. Many students go to other campuses to complete ADTs not offered at Mesa, 1 page resources fixer, curriculum guides
- Cross- functional discussions – student services and instruction, Make some services mandatory – remove choices that could cause detriment/not provide positive change, “opt-out” services appointments
- CE model is wildly inappropriate for Social Sciences
- Resources for resources – where can faculty get resources? Where/how do faculty refer students?
- Suggested maps on website for each program when courses typically offered on website
- Melding of SS and Faculty
- Making sure these exist for the online students as well
- Catalog- course availability, organized support services in centralized area for students to find easier, syllabi available early
- Definitely curricular clean up**** (and certs/degrees) program info sheets or rack cards (in catalog?), plan for future faculty discipline advisors coach new faculty (old-timers road blocks)
- District alignment with curriculum
- Counselors need to be more knowledgeable – maybe more communication between departments (most important, how can we communicate?)
- Incentive students to learn more about resources available – ex. Extra credit completed survey/questionnaire, educate more the staff about new (all) programs/events, engage more (provide incentives)
- Completely look at the make-up of every single cert and degree – so many need to be revised, CTE bio-tech certs are needed, develop skills based ed plan
- Money for faculty to attend conferences focusing on careers not just CTE majors but GE professors,
- Outreach to students encouraging meetings with counselors, hands- on meetings between counselors and instructional faculty to ensure they are on the same page in terms of course sequencing and curriculum design

- Student support services (including LRC) tours planned for each entry level class at different points throughout semester,
- Tie program requirements with clear course schedules, standard student educational plans that can be adjusted based on student scenarios/disciplines/degrees
- Need Curriculum Dean, Tech support curriculum
- Joining classified and faculty together- begin with Classified and Academic Senate to provide newer of those with institutional history, this means these persons with many years in the college.
- Access to assist for faculty
- Advising/ renewed counseling liaisons to disciplines, precise definition of programs – or even what a program is, outreach to HS to pave the way for Ed. Plan development, communicate transfer requirement changes more frequently
- Bakersfield College – app with list of required courses based on degrees or major

9. Proactive and Integrated Academic and Student Supports

A. WHO SHOULD BE AT THE TABLE?

- Students***
- Committee= counseling, tutoring*, IE, faculty, adjunct reps,
- Student Affairs and Equity
- Director of Athletics
- Classified staff, Johnson, Manasse, MacNeil
- Paula Gustin and Rob Fremland, counseling and Mentor Support
- Peer Mentors
- ASG, LRC supervisors, Chairs*, Communications office**
- Title III/V?,
- AC Senate
- Career services/ Career Ambassador Program
- Staff/ Classifies professionals from: admissions, counseling, LRC
- Marichu
- Monica D., Patty Garcia, Larry Maxey, Mona,
- Faculty- Ian-rep from Social Sciences, local leaders

B. SUGGESTIONS

- Service audit, SS/LRAS retreat with reps from each instructional schools to identify resources and map what's available
- Referral services
- Combine #7 and #9 groups*
- Don't have good academic support services for non-STEM, non- English students 0 talk to faculty from other disciplines
- Orientation for all new employees so they know about programs and services
- Service Access, use and efficacy
 - Hiring practices, marketing, intrusive/mandated services, break down existing silos
- Ask Mesa – to cover all services available
- Enhance liaisons/ advising for specific programs (faculty advising in addition to other aspects of counseling), Mental Health Services- what is currently available, interface with psych. Program
- Subsequent outreach and communication of results, multitasking for professionals – “embedded” counseling/mental health/tutoring – like the GTA program but comprehensive
- Streamline DSPS
- Stigma – DSPS, targeted outreach via social media to students
- Communication between faculty and student services, communication to students,
- Integrated system and communication Starfish
- Have a food incentive or fair to get information, have students download the app in class to ensure downloads*
- Advertise iMesa app at orientations (incentive to draw a prize if iMesa is installed)****, in-class presentations during the first two weeks at the beginning of a new semester, information booths near LRC/Quad or MC area or student services building
- Assess current knowledge (students, staff), assess capabilities, intentional integration LRC and student services, digital format of contract, implement quality control for support services
- Equity, SSSP, BSI (integration team) can plan based on input
- Advertise resources more to students, faculty invest time to relay information
- Student Employment Representation – so we can work together at hiring more students, tech support
- Integrate support and learning services with in Canvas
- YouTube – 2 minute video –counseling, communication between our own departments
- Business cards to slip on their wallets and services at a glance between student services, free pizza on them ASG, career center, and Umoja download app for opportunity drawing**

- Faculty communicating the information to the students – Madeline, tutoring services being part of your grade, last thing in your syllabus, blackboard-online tutoring, career services, etc. already in it if every class used blackboard management system is important, 10 page reference, No academic support for the Social Sciences