

MESA PATHWAYS DRAFT WORK PLAN

| Element | Plan | Existing Efforts to Build Upon | Outcomes | Resources |
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| <p>#2 Shared Metrics: College is using clearly identified benchmarks and student data to track progress on key activities and student academic and employment outcomes. Those benchmarks are shared across key initiatives.</p> <p>Current Scale: Pre Adoption</p> | <p>1. Integration</p> <ul style="list-style-type: none"> a. Create Key Performance Indicators Framework that integrates new Chancellor's office metrics, ACCJC Institution Set Standards, Mesa Pathways Metrics, Strong Workforce Program metrics, and Equity metrics. b. Integrate framework into Collegewide strategic plan/Master plan and program review c. Develop collegewide goals for metrics. <p>2. Communication</p> <ul style="list-style-type: none"> a. Develop communication plan to enhance faculty, staff, administrator, and student awareness of metrics, goals, and progress <p>3. Accessibility</p> <ul style="list-style-type: none"> a. Develop and distribute crosswalk for metrics within 6 key plans that address equity (HSI Title III, HSI Title V, Equity, BSSOT/BSI, SSSP, SWP) b. Create Key Performance Indicators dashboard for | <p>Bullets apply to #1-3 of plan</p> <ul style="list-style-type: none"> • Integrated Student Success Plan KPI framework • Partnership with USC Center for Urban Education • Partnership between Career services and industry | <ul style="list-style-type: none"> 1. NA 2. Faculty, staff and administrators will be aware of the metrics and goals established by the college to measure and monitor progress. 3. Begin broadly training faculty staff and administrators to actively use KPI dashboard to monitor programs. <p>Change to scale of adoption: Early Adoption</p> | <ul style="list-style-type: none"> 1. None 2. None 3. Resources can be paired with Element #9 |

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| | campus use | | | |
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| <p>#4. Inclusive Decision Making: College has identified key leaders that represent diverse campus constituents to steer college-wide communication, input and decisions regarding the Guided Pathways framework. Constituents have developed transparent cross-functional work-teams to provide the Guided Pathways effort with momentum and regularly provide opportunities for broad college-wide input. In addition, this plan strategically engages college governance bodies college-wide.</p> <p>Current Scale: Pre Adoption</p> | <p>1. Steering Committee</p> <ul style="list-style-type: none"> Form an inclusive, cross-functional steering committee for Guided Pathways that is embedded sustainability within the college governance structure. Explore ways to incorporate student voices in a consistent and meaningful way, encouraging input, leadership, and ownership. <p>2. Assessment</p> <ul style="list-style-type: none"> Assess, in an ongoing manner, the inclusiveness of the committee, making recommendations for additional voices/departments/constituencies. <p>3. Feedback/Communications Plan</p> <ul style="list-style-type: none"> Develop an effective communications and feedback plan to <i>host broad, inclusive discussions and forums.</i> | <p>1. Steering Committee</p> <ul style="list-style-type: none"> Mesa has a strong existing cross-functional and inclusive governance structure and culture to build upon. Mesa created an inclusive, cross-functional ad hoc work plan team on which the future steering committee may be based. <p>2. Assessment</p> <ul style="list-style-type: none"> Mesa has begun a broad governance evaluation process upon which this can build. This is led by the Governance Evaluation Taskforce. <p>3. Feedback/Communication Plan</p> <ul style="list-style-type: none"> N/A | <p>1. Steering Committee</p> <ul style="list-style-type: none"> Mesa will form an inclusive, cross-functional Guided Pathways steering committee. <p>2. Assessment</p> <ul style="list-style-type: none"> Mesa will assess steering committee for inclusiveness, and will recommend innovative means to ensure active and engaged student participation. <p>3. Feedback/Communication Plan</p> <ul style="list-style-type: none"> Mesa will form a communication/feedback plan. <p>Change to scale of adoption: Early Adoption</p> | <p>1, 2, and 3</p> <ul style="list-style-type: none"> Student stipends to participate in ongoing discussions: \$10,000 Reassigned time /Stipend/NANCe backfill to have dedicated committee leaders from all constituency groups: \$25,000 |
| <p>#6 Guided Major and Career Exploration: College has structures in place to scale major and career exploration early on in a student's college experience.</p> | <p>1 Guided major and career exploration incorporated as a performance indicator</p> <ul style="list-style-type: none"> Align organization structures and resources to support student career preparation | <p>1) College currently has career center and limited career exploration services</p> | <p>1) Creation of a strategic implementation plan focused on majors and career exploration which includes both instruction and student services</p> | <p>1, 2, and 3:</p> <ul style="list-style-type: none"> Reassign/Stipend to have three have two committee leaders: \$ 30,000 Reassign |

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| <p>Current Scale: Pre Adoption</p> | <p>and exploration as an integral aspect of learning.</p> <p><u>2 Investigate technological access to career exploration software</u></p> <ul style="list-style-type: none"> • Provide electronic resources, databases for career exploration that facilitates student career exploration <p><u>3 Establish a community of practice between student services and instruction focusing on career exploration</u></p> <ul style="list-style-type: none"> • Review gap analysis regarding career exploration and services • Explore ways to integrate work-based learning in the student experience • Strengthen Counselor liaisons to instruction programs • Develop training to increase Personal Growth 130 courses; focus on career and life planning • Build dialog in improving career exploration with feeder high schools • Explore career exploration activities/assignments that instructional faculty may choose to incorporate in their classroom • Build a system to support | <p>2) Software identification has been ongoing; however student access has been limited</p> <p>3) Strong workforce gap analysis has been completed and ready for review; Limited counseling liaisons; one section of Personal Growth 130 is offered every semester; Commencement of work based learning; Pilot Career Ambassadors programs to serve in feeder high schools; Several one-unit courses currently schedule focused on career opportunities in a few programs.</p> <p>Work-Based Learning Coordinator hired</p> | <p>2) A concrete and accessible “interface” for students who can access information at their convenience;</p> <p>3) Creation and scheduling of one-unit courses on career industry exploration within a program of study; Increase the offerings of Personal Growth 130 courses; Build stronger ties between Counseling Faculty and Instruction to better support the varied student needs with in the programs ; increase understanding of suggested sequence course-taking patterns through the lens of instruction in order to support student education planning and for instructional faculty to understand scheduling challenges faced by students from Counseling faculty; Strengthen dissemination of information to students regarding skill development in each of the college’s programs.</p> <p>Change to scale of adoption: Early Adoption</p> | <p>counseling faculty to strengthen liaison work: \$25,000</p> <p><u>2:</u></p> <ul style="list-style-type: none"> • Career exploration and portfolio technology: \$20,000 <p><u>1 and 3:</u></p> <ul style="list-style-type: none"> • Professional development: \$30,000 |
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| | <p>faculty in assisting career guidance and majors with students</p> | | | |
| <p>#7. Improved Basic Skills: College is implementing evidence-based practices to increase access and success in college and/or transfer-level math and English.</p> <p>Current Scale: Scale in progress</p> | <p>1. Integrated Support</p> <ul style="list-style-type: none"> ○ Integrate information literacy and low-to-no cost options to support student success ○ Scale up tutoring support for language acquisition, reading, writing, and math across the curriculum ○ Embedded counselor specializing in placement (retrain BSSOT counselors?) <p>2. Professional Learning</p> <ul style="list-style-type: none"> ○ Scale up Professional Learning in support of language acquisition, reading, writing, and math across the curriculum ○ LRAS included in BSI curriculum redesign <p>3. Placement Changes</p> <ul style="list-style-type: none"> ○ Replace Accuplacer for all students (including CE and ESOL), with new processes, including the Placement Assistant. ○ Investigate multiple measures options for CE students, international students, and returning adults. ○ Explore options to use Directed Self Placement for English | <p>1. Integrated Support</p> <ul style="list-style-type: none"> ● Tutoring: PL, coordination, tutors ● Embedded counseling ● CE Partnership ● Writing Workshops <p>3. Placement</p> <ul style="list-style-type: none"> ● Multiple Measures/Placement Assistant <p>4. Curricular Changes</p> <ul style="list-style-type: none"> ● Acceleration and PL for Acceleration ● Curriculum redesign in accelerated math and English courses | <p>1 to 4</p> <ul style="list-style-type: none"> ● Reduced equity gaps in transfer level placement in both math and English <p>3 and 4</p> <ul style="list-style-type: none"> ● Increase transfer-level placement in both Math and English by 50% ● Increase in access to and completion of transfer level math and English in first year ● Implementation of new ESOL/ELAC pathway <p>Change to scale of adoption: Full Scale</p> | <p>1. More tutors, Tutor Coordination/clerical, Librarian compensation, and Counseling: \$101,405 <i>(Note: this amount is not rounded to help match our total allocation)</i></p> <p>2. Conferences, Hosting Experts, Reassign Time, Adjunct Compensation: \$25,000</p> <p>3. No Cost</p> <p>4. Reassign, Stipends: \$10,000</p> |

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| | <p>4. Curricular Changes</p> <ul style="list-style-type: none"> ○ Develop a phase-out plan for English 42,43,48,49 ○ Continue math course redesign ○ Development of AB705 compliant ESOL/ELAC pathway ○ Development of transfer level English courses for Multilingual learners | | | |
| <p>#8. Clear Program Requirements: College is clarifying course sequences for programs of study (including key milestones) and creating 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. College offers courses to meet student demand. In order to meet these objectives, college is engaging in backwards design with desired core competencies and/or</p> | <ol style="list-style-type: none"> 1. <u>Curricular cleanup</u>- deactivation of courses/degrees that are no longer relevant, offered, etc.; develop common criteria and consideration points for deactivation; provide curriculum trainings and sessions across campus; explore funding to support work; inspire continued inquiry in regard to what we offer and what students want/need. 2. <u>Increased melding of student services and instructional work</u>- explore models and supports to assist faculty in classrooms with discipline/degree/career information; reinstate a “Majors Day”; create lists of campus experts and implement methods for sharing expertise with students; formalize structures for continuous dialogue and communication between counselors and instructors (refer to liaison enhancement) 3. <u>Discipline/degree</u> - routes for students to get from point A to B; | <ol style="list-style-type: none"> 1. Minimal work through 2- and 6-year review process could possibly be leveraged to support this process. 2. Not applicable (no direct efforts currently) 3. CTE and some STEM (Engineering) programs use or are engaged in mapping work. <p><u>3a. Strategic Enrollment Management</u> - Continue to develop a strategic enrollment management committee designed to maximize pathways through dynamic scheduling, effective research, and effective room assignments.</p> | <ol style="list-style-type: none"> 1. Clearer choices for students; no unoffered courses; more effective catalog. 2. Create more points of contact/support for student services on campus; free up time for counselors to focus on their areas of expertise; reach more students; allow us to focus on important skills sets, not just careers; one more way to promote guided career exploration. 3. Clearer picture for students; increased faculty/student knowledge; more specific and informed resource requests, better informed enrollment management. <i>Students will have direct access to information that is vital to their success. Such information will be presented in concise but effective means to empower our students to achieve their academic goals more effectively.</i> | <ol style="list-style-type: none"> 1. \$35,000 faculty stipends/curriculum work and training of faculty to complete the work 2. \$25,000 faculty stipends/ reassign time for research and implement models 3. \$25,000 faculty stipends/discipline work <p>STAY AT PRE-ADOPTION</p> |

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| <p>student outcomes in mind (including time-to-goal completion and enhanced access to relevant transfer and career outcomes).</p> | <p>explore technologies available to support this work; plant seeds regarding the benefits of master schedules to match maps/plans/guides; identify terminology that works for students.</p> | | | |
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| <p>#9. Proactive & Integrated Academic/Student Support College provides academic and non-academic support services in a way that is proactive and aligned with instruction, so that all students are explicitly engaged in these services.</p> <p>Current Scale: Pre Adoption</p> | <p><u>1. Meet Students Where they Are</u></p> <ul style="list-style-type: none"> Assess student needs and gaps in understanding related to support services. Inquire into methods and opportunities for building direct relationships with students through student- and academic-support services. For example, through enhanced counseling, library, and tutoring hot spots. Investigate early alert methods, instructional and student services involvement, and follow-up to monitor student performance and progress. <p><u>2. Assess Departmental Capacities & Needs</u></p> <ul style="list-style-type: none"> Assess the capacities of Tutoring, Library Services, Counseling, Current Grants, and Professional Learning to provide these expanded services. Assess resource needs (e.g., personnel, materials, space, professional learning) to accomplish them. <p><u>3. Broad Collaboration Among Support Areas (LRAS and Student Services)</u></p> <ul style="list-style-type: none"> Investigate opportunities for student- and academic-support services personnel (counselors, librarians, tutors, and classified) to meet in larger-scale and/or | <p><u>1. Meet Students Where they Are</u></p> <ul style="list-style-type: none"> Mesa has a dedicated research office to support efforts of assessing student perceptions and needs. Tutoring, Library Services, and Counseling have instituted innovative, high-impact practices on which greater capacity can build. Mesa has ensured that many students already have educational plans through SSSP. Mesa has hired personnel to assist with the early alert follow-up. <p><u>2. Assess Departmental/Programmatic Capacities & Needs</u></p> <ul style="list-style-type: none"> Mesa has a strong culture of inquiry, program assessment, and improvement. <p><u>3. Broad Collaboration Among Support Areas</u></p> <ul style="list-style-type: none"> Mesa has instituted some broad means of communications, through the President's <i>First Mondays on the Mesa</i> and Student Services <i>Monthly Update</i>. | <p><u>1. Meet Students Where they Are</u></p> <ul style="list-style-type: none"> Student research related to service perceptions and gaps will be explored. Proposals for enhanced services will be developed. <p><u>2. Assess Departmental Capacities & Needs</u></p> <ul style="list-style-type: none"> Assessments will help determine needs. <p><u>3. Broad Collaboration Among Support Areas</u></p> <ul style="list-style-type: none"> Opportunities for large-scale/innovative means for collaboration will be recommended. <p>Change to scale of adoption: Pre Adoption</p> | <p><u>1, 2, and 3</u></p> <ul style="list-style-type: none"> Institutional Research Office Support: \$35,000 Student stipends: \$10,000 Marketing, promotional materials: \$15,000 |
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| | innovative forums for collaborating and sharing information. | | | |
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CCC GP Implementation Timeline – NOTE: The Taskforce will complete this section at our final meeting. Our priority has been on prioritizing elements through Spring 2018-19. Feedback is appreciated.

Please complete the following GANTT chart to indicate the timeframe during which you would anticipate incorporating each of the 14 key elements included in the CCC GP Self-Assessment into your plan. Use the PAINT function by selecting the appropriate cells and then click on the Paint dropdown menu to select a color to fill in the cells. Please use blue for Inquiry, green for Design, and orange for Implementation elements.

| Key Elements | Spring 2018-Summer 2019 | Fall 2019-Summer 2020 | Fall 2020-Summer 2021 | Fall 2021-Summer 2022 |
|--|-------------------------|-----------------------|-----------------------|-----------------------|
| EXAMPLE 1. Cross-functional inquiry | | | | |
| EXAMPLE 5. Intersegmental alignment | | | | |
| EXAMPLE 14. Applied learning opportunities | | | | |
| Inquiry (1-3) | | | | |
| 1. Cross-functional inquiry | | | | |
| 2. Shared metrics | | | | |
| 3. Integrated planning | | | | |
| Design (4-8) | | | | |
| 4. Inclusive decision-making | | | | |
| 5. Intersegmental alignment | | | | |
| 6. Guided major and career exploration opportunities | | | | |
| 7. Improved basic skills | | | | |
| 8. Clear program requirements | | | | |
| Implementation (9-14) | | | | |
| 9. Proactive and integrated student supports | | | | |
| 10. Integrated technology infrastructure | | | | |
| 11. Strategic professional development | | | | |
| 12. Aligned learning outcomes | | | | |
| 13. Assessing and documenting learning opportunities | | | | |
| 14. Applied learning opportunities | | | | |

CCC GP Guided Pathways Allocations

Please estimate the anticipated percentage of the CCC GP allocation to be used for the various activities and expenses. The amounts will pre-populate automatically from the percentages we indicate based on our college's overall allocation for the time period

| Sample Categories | Element | Use | Anticipated Amount |
|---------------------------------------|---------|---|--------------------|
| Personnel Release Time Stipends | 4 | Student Stipend | \$10,000 |
| | 4 | Reassign/Stipend | \$25,000 |
| | 6 | Reassign/Stipend (2 committee leads) | \$30,000 |
| | 6 | Reassign/Stipend (Counseling) | \$25,000 |
| | 7 | Tutoring/Library Services | \$101,405 |
| | 7 | Reassign/Stipends | \$10,000 |
| | 8 | Faculty Stipends (curriculum/Training) | \$35,000 |
| | 8 | Faculty Stipends (reassign time for research) | \$25,000 |
| | 8 | Faculty Stipends (discipline work) | \$25,000 |
| | 9 | IR Office Support (research) | \$35,000 |
| | 9 | Student Stipends | \$10,000 |
| Professional Development | 6 | Professional Development | \$30,000 |
| | 7 | Conferences, Hosting Experts | \$25,000 |
| Software | 6 | Career Portfolio Tech | \$20,000 |
| Other | 9 | Marketing, Promotional Materials | \$15,000 |
| Total State-wide Allocation | | | \$421,405 |

Required per EC Section 88922 (c)

Briefly describe the college's efforts on the following issue:

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| <p>The inclusion of high school grades into the assessment/placement process</p> | <p>Describe here</p> <p><i>In Summer 2017, Mesa College launched our Placement Assistant (PA). PA identifies math and English courses for enrollment using students' prior academic history, including cumulative, unweighted high school GPA, courses, and grades. To be eligible to use PA students must have recently (≤ 10 yrs) graduated from a US high school. Some students may also need to take the English and/or mathematics assessment tests.</i></p> |
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Based on the college's planning and self-assessment dialogue and activity, what support could the Chancellor's Office provide to expand or support the next steps (optional question):

The Taskforce will complete this section at our final meeting.