

# Preview

## 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

## Contacts

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Awaiting Submittal

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Awaiting Submittal

## 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

Not occurring

### Progress to Date

#### Progress to Date Implementing Practice

Mesa is wrestling with the concept and development of meta-majors. The Guided Majors and Mapping workgroup has been charged with furthering discussion with this topic. Two preliminary discussions and work towards having more dialogue opportunities around this topic have occurred. As such, no formal work has been completed.

### Timeline for Progress to Date

#### Term and Year

Not Entered

### Next Steps

#### Timeline for Next Steps

### Next Steps Toward Implementing Practice at Scale

The Guided Majors and Mapping work group will facilitate discussion on this topic. The campus will ensure clear communication of definitions, goals, and outcomes as they relate to broad career-focused academic communities or “meta-majors”. The process for moving this work forward will start with the work group and then move to the Mesa Pathways Committee and then to participatory governance groups across the institution.

#### Term and Year

Spring - 2020

#### Term - Detail (optional)

Not Entered

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## Support

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

#### Challenge or barrier you are running into.

Some concerns exist around the concept of meta-majors and the impact (positive or negative) that they may on department programs and students freedom to explore.

#### Support Needed - Detail

Clarification of meta-majors, examples of the impact that meta-majors have had on other campuses, and hearing student voices regarding their perceptions of meta-majors in relation to helping them define a path and the impact on their ability to explore.

#### Type(s) of Support

- Connections with other Guided Pathways teams
- On-campus/individual training

## 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

Not systematic

#### Progress to Date

##### Progress to Date Implementing Practice

Programs exist but are currently not working in unison/alignment with each other. Some departments especially in CTE areas have developed this area within their programs well. Interdisciplinary mapping and curriculum degree clean-up are underway across campus-in order to best serve all Mesa students (i.e. transfer, degree and certificate, career, and lifelong learners).

## Timeline for Progress to Date

### Term and Year

Not Entered

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## Next Steps

### Timeline for Next Steps

#### Next Steps Toward Implementing Practice at Scale

Mapping and degree clean-up will continue, with guiding principles being to avoid limiting student choice in exploring the various fields of academia, and allowing flexibility based on student goals. Ensure that program design functions to ensure clear guidance and accessibility for students.

### Term and Year

Spring - 2020

### Term - Detail (optional)

Not Entered

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## 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

Not systematic

## Progress to Date

### Progress to Date Implementing Practice

College's website does not have a standard which provides information regarding employment opportunities and / or additional educational requirements consistently posted for each program. However, this information is available on the website for some programs, especially in CTE areas.

## Timeline for Progress to Date

### Term and Year

Not Entered

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## Next Steps

### Timeline for Next Steps

#### Next Steps Toward Implementing Practice at Scale

Once mapping is complete programs will be able to include information regarding employment opportunities and /or additional educational requirements for inclusion on the website. Additionally, web tools will be researched to determine potential functionality at our multi-campus district.

#### Term and Year

Fall - 2020

#### Term - Detail (optional)

Not Entered

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## Support

No support requested

## 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

Not systematic

### Progress to Date

#### Progress to Date Implementing Practice

Mapping of programs is occurring on the campus. Strides have been made to move this forward including a retreat in January 2019, Mapping the Mesa in May and Pathways Institute in June, 2019. This academic year, discipline faculty have been meeting with counselors and across disciplines to map requirements and electives for degrees and continue to engage in the completion of this work.

### Timeline for Progress to Date

#### Term and Year

Not Entered

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## Next Steps

### Timeline for Next Steps

**Next Steps Toward Implementing Practice at Scale**

Continue working on program mapping. Counselors and discipline faculty will continue the integration work already being done across the campus. Upon completion of maps, campus will conduct a systematic review of all maps to ensure consistency in format and other criteria that is established and agreed upon by the campus.

**Term and Year**

Spring - 2020

**Term - Detail (optional)**

Not Entered

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**Support**

No support requested

**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**

Not systematic

**Progress to Date****Progress to Date Implementing Practice**

Currently, math classes are aligned based on their broad major categories: STEM, SLAM (Statistics, Liberal Arts, Math), and Business or Life Sciences. Additionally, the math department has created rack cards with this information.

**Timeline for Progress to Date****Term and Year**

Not Entered

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**Next Steps****Timeline for Next Steps****Next Steps Toward Implementing Practice at Scale**

Clearly align required math courses with major and transfer institution requirements, which will be posted on the website.

**Term and Year**

Fall - 2020

**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**

Career tools are available to every student from the Career and Transfer Center, but not all students are helped with these tools. Currently researching a variety of career planning tools to determine viability of integration into the admission/orientation process. Increase faculty and classified professional involvement, through workshops and email communications, in the career and/or transfer mentoring of students. Some faculty, programs, and departments are more active and systematic in career/transfer advising.

**Timeline for Progress to Date****Term and Year**

Not Entered

**Next Steps****Timeline for Next Steps****Next Steps Toward Implementing Practice at Scale**

Continue to research and review career planning technologies with the goal of selection and inclusion into the admission/orientation process. Also continue systematic alignment of academic courses and degree programs with transfer institutions through the articulation process. Explore opportunities for discipline faculty to interact with students around career and transfer mentoring with appropriate training.

**Term and Year**

Spring - 2020

**Term - Detail (optional)**

Not Entered

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**Support**

No support requested

**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**

We have support programs such as Promise, Tutoring (drop-in, by appointment, online, and classroom), Peer Navigators, Mathletics, weekly Math and English workshops, and co-requisites in both English and math as well as in other programs (Chemistry). Mesa also has support programs for special populations including EOPS, CARE, NextUp, FAST Scholars, Borderless Scholars, Project Restart, STAR TRIO, DSPS, and CalWORKs. Umoja, Mesa Academy, Chicana/Chicano Studies, Puente, and other Learning Communities and support services are evolving and utilized.

**Timeline for Progress to Date****Term and Year**

Not Entered

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**Next Steps****Timeline for Next Steps****Next Steps Toward Implementing Practice at Scale**

Provide early and sustained support to all students. Replicate support mechanisms similar to those in place for Promise students (i.e. CRUISE, Peer Navigators, etc.) to students across the board. Begin process to scale these supports to an institutional level.

**Term and Year**

Fall - 2021



**Term - Detail (optional)**

Not Entered

**Support**

No support requested

**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 February 2019).

**Scale of Adoption at Our College**

Planning to scale

**Progress to Date****Progress to Date Implementing Practice**

We have Mathletics, learning communities, tutoring including embedded tutors and other support services exist. Co-requisite support math courses are available to all students at the gateway level. Planning to provide supports for all students through an intentional equity lens.

**Timeline for Progress to Date****Term and Year**

Not Entered

**Next Steps****Timeline for Next Steps****Next Steps Toward Implementing Practice at Scale**

Provide support for all students with increased focus on equity. Begin process to scale these supports to an institutional level. Analyze enrollment data and student needs to determine how many co-requisite support classes we offer.

**Term and Year**

Fall - 2021

**Term - Detail (optional)**

Not Entered

## Support

No support requested

## 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

We have a robust tutoring program that offers a variety of tutoring services. These include: learning communities such as Umoja and Puente, the Writing Center, and embedded tutors. English offers classes with co-requisite support at the transfer level. Some students are placed into these classes, but they are open to any student who wishes to take them.

## Timeline for Progress to Date

### Term and Year

Spring - 2019

## Next Steps

## Timeline for Next Steps

### Next Steps Toward Implementing Practice at Scale

Continue to explore tutoring opportunities or service for specific groups of students and modalities that increase student success, completion, and retention.

### Term and Year

Spring - 2020

### 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

Not systematic

## Progress to Date

### Progress to Date Implementing Practice

We have co-requisite support courses and tutoring. For English: graduate tutoring in classroom and co-requisite support cohort (for English 101x). For Math: working on institutionalizing Mathletics along with embedded tutoring. Mesa also has various programs that require students to request their progress form the current enrolled classes by completing a progress report form. The form is then submitted to a respective student support program and students meet with a faculty counselor or peer mentor to review academic progress.

## Timeline for Progress to Date

### Term and Year

Not Entered

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## Next Steps

### Timeline for Next Steps

#### Next Steps Toward Implementing Practice at Scale

Identify ways to increase meaningful interventions that support all students with the goal to improve and increase, equity, retention, completion, and success. Additional intervention might include offering personal growth classes in the high schools to more holistically consider psychology and mindset of students. Another area of interest is to improve the college's early alert and follow-up process to allow everyone entailed to track the progress and close the loop. For English: having graduate tutors + embedded counseling + co-requisite support for 101x; For Math: complete the process to institutionalize Mathletics and implement online platform to support Math remediation

### Term and Year

Spring - 2021

### Term - Detail (optional)

Not Entered

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## Support

No support requested

## 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

Not systematic

## Progress to Date

### Progress to Date Implementing Practice

CCAP and ACP are both dual enrollment programs offering a wide range of courses. ACP offers transfer level math and political science while CCAP focuses predominantly on transfer and gateway classes in math and English. CCAP course offerings include Health Sciences and Business and Technology, with more classes in CTE and personal growth on the horizon. Dual enrollment helps students prepare for college and offer the opportunity to earn transferable college credit while still in high school. General counseling faculty work collaboratively with the Office of Outreach and Student Relations to conduct pre-registration workshops that include career exploration and education planning, at the high schools. Mesa also develops and maintains credit by exam agreements with local high schools and continuing education.

## Timeline for Progress to Date

### Term and Year

Not Entered

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## Next Steps

### Timeline for Next Steps

#### Next Steps Toward Implementing Practice at Scale

Provide CTE, transfer/degree preparation, and personal growth classes at the high school level.

### Term and Year

Spring - 2021

### Term - Detail (optional)

Not Entered

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## Support

No support requested

## 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

Not occurring

### Progress to Date

#### Progress to Date Implementing Practice

Currently, with the existing information system, access to pull data like this and/or distribute it to counselors is not possible. This process is being done manually in the Allied Health programs out of necessity.

### Timeline for Progress to Date

#### Term and Year

Not Entered

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### Next Steps

### Timeline for Next Steps

#### Next Steps Toward Implementing Practice at Scale

Campus Solutions will warehouse this data. Learn new Campus Solutions system and work to gain access to data. Create networks of counselors/ discipline faculty mentors/peers/classified professionals to support students; develop the student portal with progress information.

#### Term and Year

Spring - 2023

#### Term - Detail (optional)

Not Entered

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### Support

No support requested

### 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

Not systematic

#### Progress to Date

##### Progress to Date Implementing Practice

Some models exist for this, such as CTE or Allied Health. Currently Ed Plans are required, but they are hard for students to read and understand.

#### Timeline for Progress to Date

##### Term and Year

Not Entered

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#### Next Steps

##### Timeline for Next Steps

##### Next Steps Toward Implementing Practice at Scale

Campus Solutions will record the student's area of study, paths to completion, courses completed, and goal date of graduation. Develop/make student portal available with progress tab; reach out to students who have left their courses of study with retention teams.

##### Term and Year

Spring - 2022

##### Term - Detail (optional)

Not Entered

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#### Support

No support requested

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#### 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

Not systematic

## Progress to Date

### Progress to Date Implementing Practice

We have an early alert “button” in the faculty portal that generates a counseling letter instructing students to see a counselor. This current tool isn’t entirely effective. However, there are programs such as Promise, EOPS, athletics, Star TRIO, and Allied Health that effectively employ this kind of support.

## Timeline for Progress to Date

### Term and Year

Not Entered

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## Next Steps

### Timeline for Next Steps

#### Next Steps Toward Implementing Practice at Scale

Define “at risk.” Develop strategies to distinguish between students needing support to return to their map, and students whose goals may be better served with a new map. Create systems (a faculty and classified professionals toolkit) through which faculty and classified professionals can reach out to their students and connect them to counseling. Once counselors have determined necessary interventions, services would stand ready to support that student through personal outreach between colleagues. Explore possibilities of monitoring the status of students that have entered the early alert system “workflow” to ensure that they are assisted and do not get lost in the process. Analyze how current programs instill these practices to create ideas for how to scale.

### Term and Year

Fall - 2022

### Term - Detail (optional)

Not Entered

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## Support

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

### Challenge or barrier you are running into.

Communication with students is difficult at the college level as the District does not provide students with District emails and District policy prohibits campuses from email students.

Need for an early alert system and means of tracking student grades. This will enable the college to be proactive instead of reactive with student support systems .

College has an Outreach department which effectively recruits students. However, there is no system or department for follow-up with students who struggling or have discontinued their education at the college.

### Support Needed - Detail

Consider providing District emails for all students or assessing the current District student communication policy and revising to permit direct student contact.

Explore the possibility of purchasing and implementing an early alert system (i.s. Starfish).

Develop a student retention program.

**Type(s) of Support**

- Connections with other Guided Pathways teams
- 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**

Mesa College currently has a system in place to assist students with viable alternative options for students applying to limited access programs (Allied Health).

**Timeline for Progress to Date****Term and Year**

Not Entered

**Next Steps****Timeline for Next Steps****Next Steps Toward Implementing Practice at Scale**

Analyze how the current program operates and glean best practices and / or provide disciplines with a variety of tools to assist them in developing the best plans for their students.

**Term and Year**

Spring - 2021

**Term - Detail (optional)**

Not Entered

**Support**

No support requested



## 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

Not systematic

## Progress to Date

### Progress to Date Implementing Practice

Enrollment management is occurring but is hampered by lack of modern information system. Some CTE programs, for example, may be more successful at this than the college at large. The office of Institutional Research (IR) has developed dashboards for the college to use as part of enrollment management. Over the past couple of years, Department Chairs and Deans have been meeting to discuss Enrollment Management techniques-with an emphasis on maximizing availability of required and elective courses.

## Timeline for Progress to Date

### Term and Year

Not Entered

## Next Steps

## Timeline for Next Steps

### Next Steps Toward Implementing Practice at Scale

The analysis of data available from our new information system will help. For example, we expect to be able to pull course needs from student ed plans. We need to allow the IR office to conduct meaningful surveys, including those deployed through the new student portal. Continued conversation between Deans, Chairs, and schedulers to understand on-the-ground needs. We need methods to base our supply of classes on student demand. Faculty and Administration will collaborate to devise schedules that balance access to courses needed by students with productivity targets set by the District.

### Term and Year

Fall - 2021

### Term - Detail (optional)

Not Entered

## Support

No support requested

## 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.

### 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)

Not Entered

### 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

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

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### Next Steps

#### Timeline for Next Steps

##### Next Steps Toward Implementing Practice at Scale

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 - 2019

#### Term - Detail (optional)

Not Entered

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### Support

No support requested

## Practice C

Students have ample opportunity to apply and deepen knowledge and skills through projects, internships, 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

Occurs in multiple programs across campus. As Subject Matter Experts, faculty in each discipline introduce a variety of pedagogical techniques into their courses, techniques which are suited to the subject matter itself and to the variety of student learning styles. However, practices are currently siloed. The Work Based Learning (WBL) team recently analyzed the practices occurring across campus.

## Timeline for Progress to Date

### Term and Year

Not Entered

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## Next Steps

## Timeline for Next Steps

### Next Steps Toward Implementing Practice at Scale

Continue to generate awareness of work-based and experiential learning and generate equitable opportunities inside and outside the classroom for students to develop and deepen skills through projects, internships, placements, service learning, and other applied learning assignments. Some disciplines, when appropriate, will adopt techniques utilized by the College's WBL team. Other disciplines will continue to explore pedagogical methodologies that best serve their students.

### Term and Year

Fall - 2019

### Term - Detail (optional)

Not Entered

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## Support

No support requested

## 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.

### Timeline for Progress to Date

#### Term and Year

Spring - 2019

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### 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 - 2019

#### Term - Detail (optional)

Not Entered

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### 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.

## Timeline for Progress to Date

### Term and Year

Fall - 2018

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## 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.

### Term and Year

Fall - 2019

### Term - Detail (optional)

Not Entered

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## 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

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## 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 - 2020

### Term - Detail (optional)

Not Entered

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## 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.

## Timeline for Progress to Date

### Term and Year

Not Entered

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## 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

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## 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

### Engagement Efforts - Details

Students currently serve on our steering group (as their schedules allow), the Mesa Pathways Committee (MPC), work groups that report to the committee, and FLEX events. To further develop student participation, the MPC has approved the creation of the San Diego Mesa College Pathways Fellows program. Pathways Fellows will receive mentoring and training to help rethink and redesign our institution in ways that will better support student success. Our Board of Trustees has recently approved the creation of part-time NANCE positions. Hiring will begin in February/March 2020.


In spring 2019, Mesa's Office of Institutional Effectiveness used a mixed method approach (focus groups, surveys, and data analysis) to learn more about major selection and key barriers to completion. With support from the Mesa Pathways Fellows, we intend to conduct continued, ongoing research that may include surveys and additional focus groups.

## 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. We have discussed the possibility of using the Ed plan functionality in PeopleSoft to help inform scheduling and enrollment management, but have to wait until multiple “bugs” are fixed in the system. We will explore the possibility of using the Ed Plan functionality in the future.

## Year 2 Self-Assessment Upload

Document Title	Type	Uploaded	Comment
 <a href="#">CCRC SOAA CCC Summary_M ESA COLLEGE 04302019.pdf</a>	Self-Assessment	2/24/2020, 7:09:45 PM	N/A

## Success Story

### Success Story

#### Title

Student Intake, Mesa Journeys Tool <http://www.sdmesa.edu/mesa-journeys/>

#### Follow-up Contact Persons(s)

Name	Title	Email	Phone
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Shawn Fawcett		<a href="mailto:sfawcett@sdccd.edu">sfawcett@sdccd.edu</a>	

#### Challenge

Early and individualized connection to special support programs.

#### Success Story

The intake process should be designed to increase students' early engagement with the college and to help them as soon as possible by directing students to the correct programs and services. At Mesa College, we have designed a student intake tool that is designed to help connect students to support programs as early as possible. The tool is accessible to prospective students as well as current students and can be taken as many times throughout the student's college career. The ability to capture the students' needs along the way allows for a more equitable connection to these services.

#### Outcomes

From the winter of 2018 to the winter of 2019 we have had over 4000 uses of the Mesa Journeys tool. Next steps will be to analyze the data of Mesa Journeys for students and Student Services Departments. We are collaborating with our

campus Institutional Research Office and developing a survey instrument to determine the effectiveness of Mesa Journeys for students and Student Services Departments.

#### Vision for Success Goals

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



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