

On June 30, 2022 cycle one of your Guided Pathways Project will close and become read only if both your Project and Fiscal Report are certified.

Approval Status

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Expenditures

Enter your Project to Date (PTD) Expenditure amounts as well as your Final Expenditure Forecast amounts. Final Expenditure Forecast amounts must be equal to or greater than their respective PTD Expenditure amount. The Final Expenditure Forecast total must equal your Total Allocation Amount.

Total Allocation Amount

\$1,685,620

Object Code	Project to Date (PTD) Expenditure	Final Expenditure Forecast	Remaining to Spend
1000 - Instructional Salaries	\$317,006	\$443,156	\$126,150
2000 - Non-Instructional Salaries	\$265,318	\$410,943	\$145,625
3000 - Employee Benefits	\$132,248	\$254,732	\$122,484
4000 - Supplies and Materials	\$930	\$30,000	\$29,070
5000 - Other Operating Expenses and Services	\$84,100	\$540,789	\$456,689
6000 - Capital Outlay	\$6,000	\$6,000	\$0
7000 - Other Outgo	\$0	\$0	\$0
Indirect Costs	\$0	\$0	\$0
Totals	\$805,602	\$1,685,620	\$880,018

Approximate Spending Per Category

Enter an approximate spending percent for each Activity Category. "Other" refers to spending for any unlisted Activity Categories and is automatically calculated for the Percent column Total to equal 100%.

Activity Category	Percent	Amount
Faculty and Staff Release Time	45%	\$758,529
Professional Development	43%	\$724,817
Administrative Time for Communication, Development, and Implementation	0%	\$0
Student-Centered Technology Upgrades	12%	\$202,274
Subtotals	100%	\$1,685,620
Other (Automatically Generated %)	0%	\$0
Totals	100%	\$1,685,620

Explanation of Approximate Spending Per Category *

Faculty and Staff Release Time: Over the past 5 years we have had release time for the coordinator's position. There were at least two and for a short period of time three faculty members who served as Pathways coordinators and who received between 0.40 - 0.60 release time per semester. In addition there was also additional workload over the summer months, for which the coordinators were also compensated.

Additionally, other faculty members received compensation for their leadership and / or participation in various aspects of our Guided Pathways work which included items such as program mapping, tutoring in the classroom as well as in the tutoring center, designing a pilot for student success teams, and coordinating and collaborating with the Mesa Pathways Fellows, a group of Mesa students who provide the student perspective to Mesa Pathways projects.

We currently expect to continue funding the Coordinator positions at the 1.2 FTEF level per semester as well as the Mesa Pathways Fellows. Additional projects and pilots that will require funding include Student Success Teams and Data Coaches.

Professional Development: Funding from this category includes sending teams of Mesa College faculty, classified professionals and administrators to various conferences focused on Guided Pathways, from the ASCCC Plenary, RP Group, Leading From the Middle, Curriculum Institute and other events.

Additionally, in-house professional development efforts included Mesa Pathways retreats, a Mesa Pathways Summer Institute, Curriculum Equity and Excellent Review Institute (CEER) which provides guidance on developing curriculum to improve student success through an equity lens. Pathways also funds Faculty Inquiry Groups (FIGs) which are Mesa's collaborative approach to equity-infused course redesign, Mesa College Learning Tree, a virtual space to foster peer-to-peer idea sharing and conversation around equity-minded teaching practices at Mesa College, and Mesa's Online Success Team (MOST) providing online teaching support to faculty throughout the campus.

We currently expect to be funding one or more additional CEER workshops as well as the MOST team.

Student Centered Technology Upgrades: Mesa is in the early phases of identifying what technology is needed to support the Guided Pathways design currently under development. Some technology has been purchased. Most of this is either upgrades to or replacement of existing software. There is a Pathways Technology Project Team working with the various cross-sectional areas of campus to identify what technology is needed that will best achieve the outcomes established.

Once identified, we expect to purchase, test, and implement the technology that is recommended by the project team and approved by the steering committee.

2017-2022 Fiscal Report Survey v.2

1. Please provide an update on the progress of your workplan. *

In the initial implementation plan, the 1st year was dedicated to examining research and local data on student success to facilitate discussion and identify overarching strategies to improve student success. These inquiries and discussions concerning Mesa's approach to Guided Pathways framework and evidence were brought to the campus at large for additional input. The initial results showed a divided campus in its assessment of Guided Pathways and the value this framework could bring to Mesa College. The development stage was the most difficult calling for transformational change throughout the entire campus. After much discussion, a major effort to expand the college's knowledge of Pathways and increase the level of involvement in workgroups, many at Mesa bought into the idea that all areas of the campus can serve, collaborate, or interact in ways that positively impact the student journey. We are discovering that traditional ways of serving students are no longer applicable. We are learning, to understand the importance of our roles, identifying ways to understand, cooperate, collaborate, and support each other to improve and support students to ensure student success. Moreover, inquiry and action are based on the use of data through an equity lens.

The initial structures designed included an inclusive, cross-functional steering committee representative of campus-wide constituencies for Guided Pathways and embedded sustainably within the college governance structure. The steering committee is chaired by our Vice President of Instruction and has representatives from all governance bodies, and chairs of the workgroups.

A tremendous amount of work has been completed by these teams which has included: providing more information literacy and low-to-no cost options to support student success; scaling up tutoring support for language acquisition, reading, writing, and math across the curriculum; embedded counselors specializing in placement and also placing them within the various discipline schools; increased professional learning in support of language acquisition, reading, writing, and math across the curriculum; LRAS included in BSI curriculum redesign; placement enhancement and changes; replaced 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 4; Curricular Changes including a phase-out plan for pre-college English and math course redesign. The development of both the AB705 compliant ESOL/ELAC pathway and transfer level English courses for multilingual learners.

In terms of clear program requirements, the following has been completed or is still in process: curricular cleanup: deactivation of courses/degrees that are no longer relevant, offered, etc.; development of common criteria and consideration points for deactivation; CurricUNET training sessions across campus; explored funding to institutionalize this work; inspired continued inquiry in regard to what we offer and what students want/need; increased melding of student services and instructional work to explore models and supports to assist faculty in classrooms with discipline/degree/career information; reinstated a “Majors Day”; created lists of campus experts and implemented methods for sharing expertise with students; formalized structures for continuous dialogue and communication between counselors and instructors; developed discipline/degree mapping to provide students with clear routes to get from point A to B; explored technologies available to support this work; planted seeds regarding the benefits of master schedules to match maps/plans/guides; identified terminology that works for students; revamped the onboarding process, provided new and improved tools for student communication; defined Mesa’s Academic and Career Programs (meta-majors); created Mesa Pathways Fellows; created a campus-wide communication plan; designed and executed significant opportunities for professional development including the creation of CEER, which provides guidance on developing curriculum to improve student success through an equity lens and MOST (Mesa’s Online Success Team) for providing online teaching support to faculty.

Over the course of the past 5 years, many original workgroups completed their tasks and have moved into specific project teams. Project teams work on clearly defined work centered on specific student success outcomes. Additionally, the steering committee agreed to assess, evaluate, and identify work that has and is being done on the campus and how it connects with Pathways. We will map out the work to ensure alignment with outcomes, identify areas of need, duplication of efforts, or where collaboration can be made.

2. What percentage of students are engaged in Guided Pathways activities and practices? *

85%

3. If you would like to provide clarification for this percentage, please answer below: *

Most students are engaged in some sort of Guided Pathways activity and practice as these are far reaching and are embedded in the fabric of our institution. When students come to Mesa, as a part of the intake process, students are engaged with Mesa Journeys, which was developed as part of a Pathways funded project. Mesa Journeys is a quick and easy online tool for prospective and current students to connect with support programs and services that students at Mesa College may be eligible for. To date, this tool has helped provide over 10,000 students with recommendations for holistic support to assist in enabling their educational journey to be successful.

Additionally, students have these additional Guided Pathways services available to them: Tutoring at the MT2C, embedded tutors, STEM Center, OER textbooks, counseling and tutoring “hot spots” across the campus, The Stand basic needs resource center, affiliation groups, Career Center, counseling, the San Diego Promise, first and second year experience and a host of other support services.

4. What has the college done to align course offerings with student education plans? *

The map development process was a controversial one at Mesa College. Some faculty were skeptical about the use of maps and suspected that they could be used by administrators for downsizing and program elimination. Much work went into developing trust and flexibility around developing program maps. In Fall 2020, Mesa finally completed one map for each program. These maps, which are currently being revised, will be placed on the website in Spring 2021. Once that happens, departments, chairs and deans will make greater use of the maps to guide scheduling. As in many other areas of operations at the college, scheduling and course offerings has by necessity seen many alterations during the COVID-19 pandemic. After the college resumes more pre-pandemic operations, we will focus on aligning course offerings with program maps to ensure students achieve their educational goals.

5. Please provide one major success of your college. *

The College created a diverse team of twelve Mesa Pathways Fellows. The Fellows are current and former Mesa students with cultural competencies, college experiences, and skill sets that prepare them to serve as equitable Pathways designers. The

Fellows are our primary liaisons to students across campus in our Pathways design work. Their activities and roles include:

I. Professional Learning: Fellows began with an orientation and receive ongoing professional learning on topics like equity, Pathways design, advocacy, and change leadership.

II. Meeting Participation & Leadership: Fellows participate in Mesa Pathways Committee meetings, work group meetings, and Associated Students meetings.

III. Specific Charges: In small groups, Fellows learn together to develop expertise in methods of gathering and infusing student voice into our Pathways design. For example –

Research Fellows work to research promising Pathways practices and to gather student input, using sound qualitative and quantitative methods.

Outreach Fellows work to connect with students in service departments and classrooms, to coordinate events, and to gather student voices.

Social Media Fellows work to help the College engage with students in ways that are relevant and meaningful to them. The team has various active social media accounts used to connect with students.

Student Leadership Summit Leads coordinate monthly meetings with leaders from student groups to discuss issues impacting students, success strategies, equity, and program activities to inform, empower, and support.

IV. Campus Connections: Fellows connect with students, employees, instruction, student services, administrative services, and the executive offices, through events, publications, and shared projects.

Successes: We recognized early that to support the empowerment of the Pathways Fellows, they needed to be brought on board as colleagues, supported as fellow professionals, and integrated into the fabric of the college.

Fellows have been embraced by the college.

Fellows report that they believe their voice is sought and valued. They see that their voices impact college decisions.

Mesa has demonstrated its readiness to center student voices demonstrating its commitment to equity and excellence.

Two Fellows have changed their career courses as a result of their involvement in this program.

Mesa Fellows has allowed us to better understand how we as a campus can integrate the student voice in our work in intentional and meaningful ways.

6. What could the Chancellor's Office do to assist in further implementation of Guided Pathways on your campus? *

Technology Investment

7. Please provide any additional information you feel would be helpful based on your selection above.

Not Entered

8. Please provide one major obstacle for your college. *

The major obstacle for San Diego Mesa College was the initial overall distrust of Guided Pathways as a top-down initiative from the Chancellor's Office. This presented a significant obstacle for the college to begin its work. A significant amount of time, effort, and resources were expended to overcome this perception. At San Diego Mesa College, there was the additional concern that the implementation of Guided Pathways was focused primarily on student services and not on instruction. This presented another significant obstacle that needed to be removed. Once we had overcome these obstacles and some faculty leaders started to become more involved in leading our efforts, we made great progress towards moving the work forward.

When the pandemic hit in March, 2020. The focus shifted from our planned Guided Pathways work and shifted efforts toward moving to remote operations. All classes transitioned to totally online (both synchronous and asynchronous), which required training a significant number of faculty how to create course shells and effectively teach in the online modality. Student services teams also adapted and learned how to best serve students remotely while ensuring students were receiving adequate holistic

basic needs support and services so that they could continue with their courses, employment, and cope with all of the stresses that the pandemic thrust upon them. While we recognize that these efforts, in and of themselves, were and continue to be Guided Pathways related, they caused a noticeable disruption to our Guided Pathways work.

In the Fall 2021 semester, while remaining primarily remote and virtual, we spent a considerable amount of effort still reacting to issues related to the pandemic. We regrouped and begin our work in this new environment. It was clear that people were stressed, exhausted, and had ZOOM fatigue. Being remote also presented difficulties when attempting to capture the campus voice and in particular the student voice in order to guide and inform planning efforts for our work.

We are hopeful that in Spring 2022 we might be able to work more in safe face-to-face spaces. However, with the surge of the new COVID variant we are concerned about whether or not we will be on campus for the Spring semester.

Guided Pathways leadership will meet in January to examine current and future issues for advancing the work. We are planning an early February retreat to assess, align, and determine how to best advance the work.

9. What was the most effective usage of Guided Pathways funds on your campus? *

Student Engagement

10. If you would like to provide an explanation for your choice, please answer below: *

Mesa Pathways Fellows - please see response to question 5.

Status

Approved

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