

Preview

Status: Closed

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

Project Director
Howard Eskew
Professor / Guided Pathways Coordinator
heskew@sdccd.edu
+1 (619) 388-5957

Responsible Person
Howard Eskew
Professor / Guided Pathways Coordinator
heskew@sdccd.edu
+1 (619) 388-5957

Responsible Person
Trina Larsons
tlarson@sdccd.edu

Chief Business Officer
Lorenzo Legasni

LEGENDE LEGASPI

Vice President Administrative Services

llegaspi@sdccd.edu

(925) 922-0302

Approvers

Chancellor/President

Pamela Luster

pluster@sdccd.edu

Awaiting Submission

Academic Senate President

Manuel Velez

mvelez@sdccd.edu

Awaiting Submission

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 systematic

Progress to Date

Progress to Date Implementing Practice *

We have selected a broad framework. Now it is a matter of developing the details of that framework with input from the broader campus community (students, faculty, classified professionals, shared governance groups, etc.) and ensuring that this framework meets the needs of constituent groups.

Students have access to the Mesa Journeys intake survey which connects them to valuable career resources. Assessing existing orientation and info sessions, evaluating intake methods to limit confusion.

Student Goals Framework will provide resources to assist students in making these decisions.

Website redesign underway to make website student facing. Meta-majors marketing is occurring for Career Ed/Allied Health programs.

Timeline for Progress to Date

Term and Year

Not Entered

Next Steps

Timeline for Next Steps

Next Steps Toward Implementing Practice at Scale *

We are currently conducting student focus groups. That work will be completed by the end of Fall 2020.

Based on that feedback we will develop the framework further and then present it to the broader campus community for input and feedback.

MPC approved communication process and glossary is in progress.

We plan to have a framework decided upon by the end of Spring 2021 to implement by the End of Spring 2022.

Term and Year

Spring - 2022

Term - Detail (optional)

Not Entered

Support

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

Challenge or barrier you are running into. *

Time. Money. Need for more robust cooperation between the workgroups.

Clearer guidance on website redesign and software that would be available/implemented by the campus or district.

Support Needed - Detail *

ESU's or Release Time so faculty and classified professionals can devote more time and energy to this work.

Type(s) of Support

- Connections with other Guided Pathways teams
- Technology support

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

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

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

Planning to scale

Progress to Date

Progress to Date Implementing Practice *

Program webpages are being updated with employment info. RIASEC Career Interest Survey website is being created and will be available to students.

Website redesign is in Planning to scale and in progress.

Timeline for Progress to Date

Term and Year

Not Entered

Next Steps

Timeline for Next Steps

Next Steps Toward Implementing Practice at Scale *

Go live with the website changes, updates, and refine as needed. To debut in Fall 2021.

Term and Year

Spring - 2022

Term - Detail (optional)

Not Entered

Support

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

Challenge or barrier you are running into. *

Mesa only has 1 web designer for the campus.

Support Needed - Detail *

Additional web designer support, possibly hourly support.

Type(s) of Support

- Other

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

Planning to scale

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

We have collected multiple maps. We are currently collecting and reviewing the maps to determine the best way to make this information available.

Maps are quite varied based on the particular needs of individual programs, so it will be challenging to identify a way for presenting these that will still serve the needs of individual programs.

Some groups done but not systematic.

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

Not Entered

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

Collect maps from remaining programs, decide on a plan for making these maps accessible in a way that will best serve the needs of programs and students.

Term and Year

Spring - 2021

Term - Detail (optional)

Collect maps from remaining programs, decide on a plan for making these maps accessible in a way that will best serve the needs of programs and students.

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

Planning to scale

Progress to Date

Progress to Date Implementing Practice *

The Office of Communications have created information pieces with Math Paths to support this.

Timeline for Progress to Date

Term and Year

Not Entered

Next Steps

Timeline for Next Steps

Next Steps Toward Implementing Practice at Scale *

The Office of Communications have created information pieces with Math Paths to support this.

Term and Year

Fall - 2021

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 *

Hired 2 faculty ESU's to research career exploration models across the state in other CCCs.

Students have access to the Mesa Journeys intake survey which connects them to valuable career resources. Assessing existing orientation and info sessions, evaluating intake methods to limit confusion.

Student Goals Framework will provide resources to assist students in making these decisions.

Timeline for Progress to Date

Term and Year

Not Entered

Next Steps

Timeline for Next Steps

Next Steps Toward Implementing Practice at Scale *

Once research for the career exploration models is complete, present results and make recommendation to MPC for implementation.

The Mesa Journeys tool will continue to improve the way it is connecting students to services especially in regards to career exploration.

Continue to develop the student goals framework and identify appropriate support services based on the identified goals of students.

Develop a structure for Faculty Advising where discipline specific faculty who can offer information on programs and career opportunities to students.

Term and Year

Spring - 2022

Term - Detail (optional)

We plan to have a framework decided upon by the end of Spring 2021 to implement by the End of Spring 2022. Develop proposal for discipline-specific faculty advisors by end of Spring 2022.

Support

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

Challenge or barrier you are running into. *

Need support with funding and release time for faculty and classified professionals involved in the implementation phase of the career exploration model.

Long term funding resources to support the work of discipline specific faculty related to the student goals framework.

Support Needed - Detail *

We need additional faculty and classified professionals to be involved in all stages of implementation. Funding for release time will be needed. One option would be to offer some compensation to increase participation.

The Mesa Journeys tool needs a communication platform for better reach to students.

Type(s) of Support

- Connections with other Guided Pathways teams
- Technology support
- Other

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 *

Tutoring, Acceleration / Coreqs in math and English as well as the Mesa Journeys tool.

Timeline for Progress to Date

Term and Year

Not Entered

Next Steps

Timeline for Next Steps

Next Steps Toward Implementing Practice at Scale *

Institutionalize. Scale.

Term and Year

Fall - 2021

Term - Detail (optional)

Not Entered

Support

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

Challenge or barrier you are running into. *

Funding.

Support Needed - Detail *

Funding faculty training.

Type(s) of Support

- On-campus/individual training

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 *

MMAP Self Placement. Embedded tutors placed in co-requisite classes. Elimination of non-transferable pre-requisite has led to X series for math with the tutorial. Work still needs to be done here. Also, the employment of the Mesa Journeys tool.

Timeline for Progress to Date

Term and Year

Not Entered

Next Steps

Timeline for Next Steps

Next Steps Toward Implementing Practice at Scale *

Institutionalize. Scale.

Term and Year

Fall - 2021

Term - Detail (optional)

Not Entered

Support

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

Challenge or barrier you are running into. *

Funding.

Support Needed - Detail *

Additional training for both student and faculty tutors.

Type(s) of Support

- On-campus/individual training
-

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 *

Tutoring, Acceleration / Corequisites. "ENGL 31" support courses includes additional support and embedded tutoring. Peer Navigators were involved in this effort.

Timeline for Progress to Date

Term and Year

Fall - 2021

Next Steps

Timeline for Next Steps

Next Steps Toward Implementing Practice at Scale *

Institutionalize. Scale.

Term and Year

Fall - 2021

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

Scaling in progress

Progress to Date

Progress to Date Implementing Practice *

Tutoring, Acceleration / Corequisites. Outreach programs are in place and strong with lots of support programs for math, English, and STEM programs. Also, Umoja, Puente, EOPS, Former Foster Youth, Veterans programs.

Timeline for Progress to Date

Term and Year

Spring - 2021

Next Steps

Timeline for Next Steps

Next Steps Toward Implementing Practice at Scale *

Institutionalize. Scale.

Term and Year

Spring - 2022

Term - Detail (optional)

Not Entered

Support

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

Challenge or barrier you are running into. *

Funding.

Support Needed - Detail *

Funding.

Type(s) of Support

- Other

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

Planning to scale

Progress to Date

Progress to Date Implementing Practice *

The Outreach office coordinates JumpStart, Reg fests, and CRUISE in collaboration with other services and faculty. They are also expanding outreach to more high schools, as well as Continuing Ed. and middle schools.

We will begin the creation of a campus "View Book" that will provide prospective students information about programs and support services.

CCAP programs work with HSs to motivate and prepare student for college-level coursework.

Timeline for Progress to Date

Term and Year

Not Entered

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

Due to the pandemic a F2F Jumpstart event was not possible. We continue to plan for future F2F events. Instructional Deans and Department chairs are discussing the development of pathway maps for CCAP programs.

Term and Year

Spring - 2022

Term - Detail (optional)

The "View Book" timeline is Spring 2021- Spring 2022.

Support

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

Challenge or barrier you are running into. *

Minimal access to graphic designer due to workload of the campus.

Support Needed - Detail *

We need funding in order to create the "View Book".

Type(s) of Support

- Other

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 systematic

Progress to Date

Progress to Date Implementing Practice *

Integrated online/tech support from Canvas student support hub/website/student portal/early alert so that students, faculty, and support services can see progress information at the same time. Conduct a gap analysis on and assess impact of academic and student support services. Improved communication between instructional faculty and student support services, for example combining the former Basic Skills Committee with our Pathways Academic and Student Support committee as well as investigating how to keep students on the path via taking a zoomed-out view working across student groups. Pilot student success teams. Lastly, taking a zoomed in view about how to support specific groups, for example creating a foster friendly environment.

We currently assess student records in CTE programs for completion of degrees and certificates. Students are contacted via email and phone call to apply for graduation if they are complete, or are invited to meet with a counselor if they are one or two courses away from completion.

This happens when students make an appointment or attend a drop-in session or if required through a course.

Timeline for Progress to Date

Term and Year

Not Entered

Next Steps

Timeline for Next Steps

Next Steps Toward Implementing Practice at Scale *

A workgroup is assigned to develop and pilot.

Develop a structure of discipline specific faculty who can offer information on programs and career opportunities to students.

Term and Year

Spring - 2022

Term - Detail (optional)

Develop proposal for discipline-specific faculty advisors by end of Spring 2022.

Support

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

Challenge or barrier you are running into. *

Cost, implementation, and seamless integration among technologies.

Support Needed - Detail *

Investigate 3rd party software like Starfish.

Type(s) of Support

- Technology support

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

Planning to scale

Progress to Date

Progress to Date Implementing Practice *

Currently, if students have logged in to MySDCCD they can choose a “what if report” or if they meet with a counselor, they can have an official ed plan entered into their MySDCCD account and track progress through Click or tap here to enter text.

This is not student centered. It makes it up to the student to gather information. It needs to be easily accessible to students.

Timeline for Progress to Date

Term and Year

Not Entered

Next Steps

Timeline for Next Steps

Next Steps Toward Implementing Practice at Scale *

We will be examining how to improve this practice.

Term and Year

Spring - 2021

Term - Detail (optional)

Not Entered

Support

No support requested

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 *

Faculty can drop students which may alert a student who then seeks support. Students are informed of academic status issues once grades are posted. Holds are made and students are then forced to seek help. Students in the Promise program fill out self-report which may encourage them to reach out for help.

Faculty report that they need clear information about the early alert system. Need to develop a system that provides this as well as ensuring the loop closed. Invest in some technology and work with instructional faculty.

Timeline for Progress to Date

Term and Year

Not Entered

Next Steps

Timeline for Next Steps

Next Steps Toward Implementing Practice at Scale *

.A workgroup is assigned to develop and pilot the alert system as well as investigating and recommending technology that will support this.

Term and Year

Spring - 2021

Term - Detail (optional)

Not Entered

Support

Check this box if support is needed to advance this work

Challenge or barrier you are running into. *

Cost, implementation, and seamless integration among technologies. Also identify and secure long-term funding for software to institutionalize the system.

Support Needed - Detail *

Investigate 3rd party software like Starfish.

Type(s) of Support

- 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's current system assists students with viable alternative options for students in limited access programs such as Allied Health. Looking at the current model to assess how to expand best practices and other tools for disciplines to reach all students and assist them in developing the best plans for their students.

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

Not Entered

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

The Mesa Journeys tool will continue to improve the way it is connecting students to services especially in regards to career exploration at the onset of the educational journey. A new workgroup is planned to explore how to develop a system to support discipline and students with developing viable pathways for credentials and careers.

Term and Year

Spring - 2022

Term - Detail (optional)

Not Entered

Support

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

Challenge or barrier you are running into. *

Need support with funding and release time for faculty and classified professionals.

Support Needed - Detail *

We need additional faculty and classified professionals to be involved in all stages of implementation. Funding for release time will be needed.

The Mesa Journeys tool needs a communication platform for better reach to students.

Type(s) of Support

- Connections with other Guided Pathways teams
- Technology support
- Other

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

Planning to scale

Progress to Date

Progress to Date Implementing Practice *

Once all the maps are completed, it will be easier to coordinate scheduling of courses, including those in highly impacted areas.

Timeline for Progress to Date

Term and Year

Not Entered

Next Steps

Timeline for Next Steps

Next Steps Toward Implementing Practice at Scale *

Complete maps as well as identify a system that will support enrollment management efforts based on the program maps and students course progression.

Term and Year

Spring - 2022

Term - Detail (optional)

Not Entered

Support

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

Challenge or barrier you are running into. *

Long-term funding for software and maintenance.

Support Needed - Detail *

Identify and select technology that will support the scheduling of courses based on program maps and students course progression.

Type(s) of Support

- Technology support

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.

Faculty engage in constant reassessment of their courses and outcomes to comply with articulation and workforce needs.

Timeline for Progress to Date

Term and Year

Fall - 2018

Next Steps

Timeline for Next Steps

Next Steps Toward Implementing Practice at Scale *

Faculty will reexamine SLOs and CLOs for their programs.

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

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 - 2021

Term - Detail (optional)

Not Entered

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 *

Faculty and Classified professional training for Career Development/Exploration is being offered every semester.

Canvas shell for faculty on Career Development resources is being created.

Mesa College has a robust WBL program that integrates a continuum of experiential activities in to the curriculum.

Allied Health programs include directed clinical practices as a part of degree requirements. Work Experience courses are required for many CE programs and are available for students in any career path or major.

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 offer professional learning opportunities for the campus. Complete the creation of the Canvas shell.

Term and Year

Spring - 2022

Term - Detail (optional)

Not Entered

Support

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

Challenge or barrier you are running into. *

It has been a challenge in getting faculty and classified professionals to participate in professional learning opportunities.

Support Needed - Detail *

Hourly support for the completion of the Canvas career resources shell.

Type(s) of Support

- Technology support
- Other

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 *

Programs assess outcomes as part of the program review process. Data is disaggregated so it can be analyzed through an equity lens. Departments have outcome assessment meetings during FLEX week.

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

Spring - 2019

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

Not Entered

Term - Detail (optional)

Not Entered

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 ***

We have a robust assessment program that informs professional development opportunities. The college is embarking on a cultural audit of the curriculum, as well as many activities designed to address systemic racism.

Budget and resource allocation requests are related to the outcomes data. We have also created a CANVAS shell on authentic outcomes assessment.

Timeline for Progress to Date

Term and Year

Fall - 2018

Next Steps

Timeline for Next Steps

Next Steps Toward Implementing Practice at Scale *

A work group has been established to develop the processes and training for the cultural audit of the curriculum. Currently, the campus offers several outstanding professional development opportunities for the campus to participate in addressing systemic racism.

Term and Year

Fall - 2021

Term - Detail (optional)

Not Entered

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

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 - 2021

Term - Detail (optional)

Not Entered

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

Planning to scale

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. The college does not use standardized measurements in this area

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

Not Entered

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

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)

- Students serve on campus GP advisory committee(s)
- Student focus groups

Engagement Efforts - Details *



Mesa Pathways Fellows who will participate on committees, conduct student outreach, and research. Student Success Teams could work with teams of faculty, classified professionals, and administrators to help improve the student experience. Associated students attend GP meetings.

GMMWG is using student focus groups to refine and validate the Student Goals Framework.

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. Currently, we realize that student educational plans are not a reliable or easily accessible data source to guide course offerings and scheduling.

Year 2 Self-Assessment Upload

Document Title	Type	Uploaded	Comment
 CCRC SOAA CCC Summary_MESA COLLEGE 03012020.pdf	Self-Assessment	2/19/2021, 10:06:36 PM	N/A
 CCRC SOAA CCC Summary_MESA COLLEGE 04302019.pdf	Self-Assessment	2/24/2020, 7:09:45 PM	N/A

Success Story (Optional)

Story: Mesa Pathways Fellows

Title *

Mesa Pathways Fellows

Follow-up Contact Persons(s)

Name	Title	Email	Phone
Howard Eskew	Professor / Guided Pathways Coordinator	heskew@sdccd.edu	+1 (619) 388-5957
Trina Larsons		tlarson@sdccd.edu	

Challenge *

Mesa has been working to include student voice in our Pathways design process but have found it challenging to achieve this in a way we think necessary: with current and former students who receive ongoing professional learning; who represent the diversity of our student body; who are prepared to share their insights at tables with college leaders from across campus, units, and disciplines; and who can reach other students to elevate student voice in this design process.

Success Story *

In January 2021, San Diego Mesa College fully onboarded a diverse team of twelve Mesa Pathways Fellows. The Fellows are current and former Mesa students with cultural competencies, college experiences, and skillsets that have prepared them to serve beside us as equitable Pathways designers. The Fellows will be our primary liaisons to students across campus in our Pathways design work. Their activities and roles will include on the following:

I. Professional Learning: The Fellows began with an orientation in January and are receiving ongoing professional learning on topics like equity, Pathways design, advocacy, change leadership, and student needs and barriers.

II. Meeting Participation & Leadership: The Fellows participate in Mesa Pathways Committee meetings, work group meetings, and Associated Students meetings as Pathways peers and leaders. As a part of their cohort experience, the Fellows receive mentoring to prepare them for meetings, to participate in meetings, to debrief following meetings, and to carry out action items accepted during meetings.

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

Research Fellows work with a college mentor team, including members of our Institutional Effectiveness Office, to research promising Pathways practices and to gather student input, using sound qualitative and quantitative methods.

Outreach Fellows work with a college mentor team to connect with students in service departments and classrooms, to coordinate events, and to gather student voice through video and other means.

Social Media Fellows work with a mentor team, including members of our Communications Office, to help the College engage with students where they are online and in ways that are relevant and meaningful to them.

One **Lead Fellow** coordinates the onboarding process and supports Fellows' professional learning, providing a strong voice from a student's perspective and on behalf of the Fellows cohort.

IV. Campus Connections: To further strengthen the feedback loop, Fellows currently connect with students and employees through mentoring, with departments and schools, and in the future will connect with students through events and Student Success Teams.

The Pillars: Because of their diverse lived experiences and those of the larger student body that they will reach, the Fellows will help us envision and create –

- Clear paths that students can enter with focus and direction.
- Paths on which students can persist through nurture, engagement, connection, and a sense of being valued.

Program Coordination: The Fellows Program is coordinated by members the Mesa Pathways Committee, using an ad hoc and village approach to create structures of learning and support for the Fellows with the primary goals of empowering them, elevating their authentic voices and those of other students, and using this rich input to design an equitable 21st century college.

Successes: In the planning stages, we recognized 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.

- In January 2020, we focused on taking these first steps of implementation intentionally and successfully.
 - Before the Fellows began work in-January 2021, they were already enthusiastically embraced by the college. They were introduced to the campus community by college leadership at two Fall 2020 campuswide and leadership events: the Mesa Community Forum and the President's Cabinet Retreat. When our Fellows shared ideas on camera or through the chat, responses were strongly supportive. As a community, we seemed ready to further center the student voice in our work.
- As a next step, we prepared an onboarding retreat for the Fellows in January, which introduced the Fellows to Pathways, identified or deepened their “whys” for this work, and introduced them to the members of their village(s) - teams of mentors who continue to help them take their first steps into the ideas, planning, and people of Mesa Pathways.
- Currently, the Fellows provide feedback that informs our work, encouraging the Pathways design team to plan mindfully for students who “work[] full time or two jobs while in college” (Rosenberg); “wished they'd gotten more help right away at Mesa” (Needleman); don't “know about [programs like] STAR TRIO where if you apply to the

program and get accepted they give you free school supplies” (Mosqueda); and take “3-4 years to transfer to a four-year institution” (Ibarra).

Lead Fellow Daniela Perez Padilla, a Mesa alumna who transferred, obtained a B.A. in Ethnic Studies in 2020, and is applying for an M.A. in Educational Leadership, characterizes her work and the success of the program in this way: “I work among the Fellows and representatives of the Mesa Pathways Committee to help amplify student voices. Being a recent former student at Mesa helps create connections with the students that otherwise would not be made. In other words, students tend to share and communicate their needs more genuinely with someone they can see themselves in. Due to this, finding a diverse cohort of Pathways Fellows was a major key for the Program's expected success. Amplifying student voices is an important aspect of Mesa Pathways. Since the program is an institution-wide effort to prioritize ‘Student Focused’ practices, genuine and honest (qualitative and quantitative) data is important for the improvement of such strategies on campus. I will lead the rest of the Fellows; I will help to coordinate their assigned tasks and carry my own assignments as well. Mesa Pathways' Fellows is a success story from the students to the students.”

In general, this new program has inspired learning and generated experiences that breathe life into our Pathways work. As many of our Fellows-related emails close, “We are so excited!”

Outcomes *

We have laid a foundation for robust student participation in our Pathways work, responding to a key challenge.

Vision for Success Goals

- ✓ Increase by at least 20 percent the number of California Community College students annually who acquire associate degrees, credentials, certificates, or specific skill sets that prepare them for an in-demand job.
- ✓ Increase by 35 percent the number of California Community College students transferring annually to a UC or CSU
- ✓ Decrease the average number of units accumulated by California Community College students earning associate degrees
- ✓ Increase the percent of exiting CTE students who report being employed in their field of study
- ✓ Reduce equity gaps across all of the above measures through faster improvements among traditionally underrepresented student groups
- ✓ Reduce regional achievement gaps across all of the above measures through faster improvements among colleges located in regions with the lowest educational attainment of adults



California
Community
Colleges

NOVA
PLAN. INVEST. TRACK.

2022 © California Community Colleges

NOVA Site Version: [5.0.13](#)