

## MESA PATHWAYS GLOSSARY

**AB 705:** Effective January 1, 2018, state legislation has changed the way students are assessed and placed into English, English Language Acquisition (ELAC), and math courses. AB 705 will allow students to complete transfer-level coursework in English and math within a one-year timeframe and ELAC sources within a three-year timeframe. For information, go to <https://assessment.cccco.edu/ab-705-implementation>.

**AB 850:** Known as the BA Degree Pilot Program-15, California legislation authorizes the Board of Governors of California's Community Colleges, in consultation with representatives of the California State University and University of California, to establish a statewide baccalaureate degree pilot program at no more than 15 California Colleges. For more information, go to <https://www.cccco.edu/About-Us/Chancellors-Office/Divisions/Educational-Services-and-Support/What-we-do/Curriculum-and-Instruction-Unit/Curriculum/Baccalaureate-Degree-Pilot-Program>.

**Abbreviated Student Education Plan (aSEP):** An aSEP is a plan of coursework for a student's first semester. Prior to colleges implementing guided pathways frameworks, the Student Education Plan (SEP) was developed as part of the Student Support and Success Program (SSSP). Now, an aSEP is seen as a precursor to the Comprehensive SEP, which covers the entire schedule of coursework a student needs to complete a stated educational goal (degree, certificate and/or transfer). Under guided pathways frameworks, these are based on program maps developed by instructional departments and then individualized by the student in consultation with a counselor. Best practices for creating aSEPs include planning to complete basic skills courses (math, reading, and English) as quickly as possible and a student development experience or class. (Source: Academic Senate for California Community Colleges)

**Academic Advising:** Provides comprehensive educational planning services to include short term and long term academic and career planning. These services are provided by counseling faculty in various student services programs and departments. It is a collaborative relationship to help students efficiently accomplish their educational and career goals. For more information, go to <http://www.sdmesa.edu/student-services/counseling/>.

**Academic Senate California Community College (ASCCC) Guided Pathways Liaison:** A faculty position appointed by the local college's Academic Senate who serves as the key local contact regarding Guided Pathways related issues from the faculty perspective. The Guided Pathways Liaison works in concert with the ASCCC to communicate to the local academic senate on statewide matters related to guided pathways. (Source: Academic Senate for California Community Colleges)

**Basic Skills Courses:** Courses in English, English Language Acquisition (ELAC), and math as well as other disciplines that are designated by faculty as non-degree applicable credit courses pursuant to subdivision (b) of section 55002 and are not transferable. For San Diego Mesa College, these courses are numbered from 0 - 50.

**California Guided Pathways Project:** This project assists California community colleges to implement an integrated, institution-wide approach to help students succeed in college. From the point of entry, students are guided to understand their academic and career options, choose a program of study, and develop a plan based on the program maps. For more information, go to <https://foundationccc.org/What-We-Do/Student-Success/California-Guided-Pathways-Project>.

**CalPASS Plus:** CalPass Plus is a statewide clearinghouse of student data following their transition from K - 12 and into the workforce. The specific data includes longitudinal data charts, analysis of pre-K through 16 transitions and workplace outcomes, information and artifacts on success factors, and comparisons among like universities, colleges, K-12 school systems and schools. This data is used to help California community colleges understand and improve student performance and success across the education-to-workforce pipeline. For more information, go to <https://www.calpassplus.org/LaunchBoard/GuidedPathways.aspx>.

**Capstone:** The culminating experience or assignment that could be a course, internship, project, or portfolio.

**Career Education:** Career Education prepares students for careers directly into the Workforce. Programs provide all the benefits of an education at Mesa College, including the technical training and career readiness skills that employers desire. For more information, go to <https://www.sdmesa.edu/academics/career-technical-education/>.

**Career Exploration/Planning:** Exploration is the process of identifying the intersection between skill sets, passions, interest, and the careers and experiences that align with them. Planning is the ongoing process that identifies students' interests and abilities, career goals and options (based on explorations) and the strategies to reach them (i.e. mentorships, internships, majors, ed goals, jobs).

**Career Ladders Project (CLP):** this non-profit organization provides targeted guidance to California community colleges in the design and implementation of Guided Pathways.

**Certificate:** Certificates are academic awards granted at the completion of designated certificate programs and may lead to additional certificates or a degree. Certificate programs are designed for students with specific personal or occupational goals. A Certificate of Performance is designed to prepare students for employment, job enhancement and/or job advancement.

**Cohort:** A cohort is a group of students who have at least one statistical factor in common and is used for data collection, analysis, and big-picture decision-making about pathways development. Cohorts may be defined in the Student Success Scorecard or students within a particular program (i.e. the entering class of a nursing program).

**College ready/transfer ready/college prepared:** Refers to a student who has the skills or prerequisites to be successful in a college-level or transfer-level course.

**Common Core:** A set of academic standards in K-12 math, English, Language Arts and Literacy in History/Social Studies, Science, and Technical Subjects. In August 2010, the California State Board of Education adopted the standards so that all students graduate from high school with the skills and knowledge necessary to succeed in college and in the workforce, regardless of where they have attended school. For more information on California Common Core State Standards, go to <https://www.cde.ca.gov/re/cc/>.

**Completion Community:** This community consists of faculty, staff, and administrators who oversee and engage with a particular group of students over a time period. Each team member is called a

“Completion Coach” and the individual students in the group have at least one statistical factor – such as meta-major of study – in common.

**Comprehensive Student Educational Plan (cSEP):** A cSEP is a plan of coursework which covers students’ coursework to completion of their educational goal (degree, certificate and/or transfer). Guided pathways framework best practices for a cSEP include a completion of basic skills (math, reading and English) as quickly as possible and a student development or counseling class. Transfer to California State University (CSU) must include completion of the Golden Four (transfer-level English and Math, oral communication, and critical thinking). Under a guided pathways framework, cSEPs are based on program maps developed by instructional departments and then individualized by the student and the counselor. (Source: Academic Senate for California Community Colleges)

**Contextualization:** Contextualization is one or more instructional strategies that place or study diverse academic or occupational content across disciplines by focusing teaching and learning squarely on concrete applications in a specific context that is of interest to the student. For example, sociology students in a math course learn to solve math problems relevant to curricula that focus on the study of human social relationships and institutions.

**Co-requisite:** One or more courses, subjects, or requirements that a student must take simultaneously with another course in the sequence.

**Course Sequence:** A sequence of courses that serve as a prerequisite for the next course or is a list of courses that logically follow one another, regardless of prerequisites. These courses in the sequence build the knowledge, skills, and habits of mind across the curriculum.

**Degree:** Section 55000 of Title 5 defines a program as follows: “[an] Educational program is an organized sequence of courses leading to a defined objective, a degree, a certificate, a diploma, a license, or transfer to another institution of higher education.”

**Differentiated Orientations:** A learner-centered orientation approach that acknowledges that students have individual learning styles, motivation, abilities, and needs.

**Early Alert:** Early alert is a system or strategy aligned with interventions and resources to help students stay on the pathway, persist, and progress.

**Ed Planning:** Ed planning is a course of education mutually agreed upon by student and counselor, individualized to meet the objective of the student. For more information, see term **Mapping/Ed Planning**.

**Embedded Counseling:** Embedded counseling refers to counseling that is embedded in a course, discipline, or program to facilitate specialized counseling in that discipline or program.

**Embedded/Classroom Tutoring (CT):** The Classroom Tutor Program is designed to be the best possible peer-assisted study sessions that make the most effective use of everyone's time: students, Classroom Tutors (CTs), and professors. CT sessions are directly after the normal class session and are regularly-scheduled, informal, creative, and fun review sessions in which students compare notes, discuss readings, develop organizational tools, and predict test items. Students learn how to integrate course content and study skills while working together. The sessions are facilitated by CTs, students who have

previously done well in the course and who attend all class lectures, take notes, and act as model students. For more information, go to <https://www.sdmesa.edu/academics/academic-support-programs/tutoring/Classroom-Tutoring-Faculty.shtml>.

**Equity:** At Mesa, equity is a student-centered approach to fostering a culture of success for historically marginalized students. In our roles as faculty members, student services practitioners, classified professionals, and administrators, we pursue equity through principles of inquiry and data-informed decision making. We will achieve equity when we see parity in outcomes across racial/ethnic groups, and all student groups that have been historically disproportionately impacted within higher education. We work within integrated and equity-minded systems to ensure that everyone has what they need to succeed during their time at Mesa College. For more information, go to <https://www.sdmesa.edu/student-services/student-success-equity/>.

**Equity Gap:** The difference between the overall rate and the target group's rate for a given outcome metric (e.g. course success).

**Equity-Minded (Infused):** Equity infusion is talking to, learning from, and including students to help everyone to get to where they need to be. It is a practice in which inclusion of the student voice is at the forefront of meeting our students where they are and where they want to go. Equity-mindedness is about empowering students and employees by implementing comprehensive practices that provide access, quality, and success to all.

**First Time in College (FTIC):** A "first-time-in-college" student is one who has never been to college and are usually just out of high school.

**Gateway Course:** Gateway courses are first-level college courses for a degree or certificate program that student must successfully complete in order to advance in their academic pathway.

**Golden Four:** In the California State University (CSU) System requires the "Golden Four" courses (Oral Communication, Written Communication, Critical Thinking, Mathematics/Quantitative Reasoning) to be completed by students prior to transfer. Failure to complete the "golden four" courses will impact transfer priority. These requirements are found at <http://www.sdmesa.edu/student-services/transfer-center/MESA%20CSU%20GE%20Sheet20-21%20final%20July%202020.pdf>.

**Guided Majors and Mapping workgroup:** The Guided Majors and Mapping Workgroup serves under and makes recommendation to the Mesa Pathways Committee (MPC). The Guided Majors and Mapping Workgroup identifies and explores mapping frameworks, seeks input on these frameworks from the wider campus community (i.e. Academic and Counseling Faculty), and develops a framework for implementation at Mesa College. For more information, go to <https://www.sdmesa.edu/mesa-pathways/guided-majors-mapping.shtml>.

**Guided Pathways:** Here at Mesa, Guided Pathways is called **Mesa Pathways**. According to the Academic Senate for California Community Colleges, Guided Pathways is a "framework is an institution-wide approach to student success based on intentionally designed, clear, coherent, and structured educational experiences, informed by available evidence, which are intended to guide each student effectively and efficiently from their point of entry through to attainment of high-quality postsecondary credentials and degrees and into careers with value in the labor market and as citizens in society.

Guided Pathways is an umbrella term used to describe highly structured student experiences that guide them on the pathway to completion.” For more information, go to <https://asccc.org/guided-pathways>.

**Guided Pathways Pillars:** Guided Pathways includes both Career Education (CE) and non-CE courses, and relevant experiences and services, organized by broad themes, to support students in attaining their goals. The four “pillars” of Guided Pathways are: 1) clarifying the path; 2) helping students enter the path; 3) helping students stay on the path; and 4) helping students learn on the path. Combining the goals of the Guided Pathway initiative with the Strong Workforce initiative, a fifth pillar is suggested: 5) employment preparation and transition. For more information <https://www.cccco.edu/College-Professionals/Guided-Pathways>.

**Integrated Student Support:** Integrated student support is a strategy for promoting students’ academic success by securing and coordinating support that target academic and non-academic barriers to achievement in order to promote improved outcomes for students, families, and communities.

**Intrusive Intervention:** Intrusive intervention is an “intrusive” or proactive approach for faculty and staff to “intervene” with students on student success or student services (such as meeting financial aid deadlines and/or improving assignment or course grades) that support and guide students’ decisions regarding their academic path.

**Key Performance Indicators (KPIs):** Key Performance Indicators (KPIs) a set of college-identified metrics that are used to measure progress toward college wide goals, and are specifically used to monitor the effects of institutional initiatives. Guided Pathways KPI’s for the AACC Pathways Project specifically include only FTEIC (First Time EVER in College Students excluding dual enrolled and summer school students).

**Map:** Map is a plan that specifies the courses a student should take and the sequence they should take them in order to achieve their educational and career goals. In addition, a plan will detail other important guideposts and suggestions to assist students on their journey at Mesa.

**Mapping/Ed Planning:** This is a tool to assist students using their interests, goals, and needs to provide a series of educational options that will support them in achieving their educational and/or career goals. Mapping is a model that presents a path for completing a degree/certificate in the most efficient way. Ed planning is a course of education mutually agreed upon by student and counselor, individualized to meet the objective of the student.

**Mesa Pathways:** The goal of **Mesa Pathways** is to provide our diverse student population with clear direction, strong support, and well-developed roadmaps to achieving their educational, career, and life goals --- from the moment of their decision to come to Mesa College until the time they reach their goals. Some will earn a certificate and /or degree, others will transfer, some come for professional development and career advancement while still others come for the love of learning. For information, go to <http://www.sdmesa.edu/mesa-pathways/>.

**Mesa Pathways Workgroups:** In order to solve the challenges encountered by students, Mesa College has structured the work to implement Mesa Pathways into the following groups:

- [Mesa Pathways Committee](#)
- [Guided Majors and Mapping Group](#)
- [Proactive and Integrated Resources & Supports \(PAIRS\)](#)

- [Pathway Communications Group](#)
- [On-boarding & Career Exploration Group](#)
- Continuing Education Workgroup -- **Coming Soon!**

For more information, go to <http://www.sdmesa.edu/mesa-pathways/implementation-team.shtml>

**Meta-Major:** A meta-major is a collection of academic programs that lead to related occupations or have similar learning objectives, outcomes, content and/or resources. Programs within a meta-major will share some requirements which allows for early exploration as students may enroll in this broad field of interest without collecting excess units. Many colleges have chosen to use local terms instead of meta-majors, such as Areas of Interest, Focus Areas, Career and Learning Pathways. A meta-major is not a major: It is simply an organizing tool. Students will still need to declare a specific major to qualify for financial aid. (Source: Academic Senate for California Community Colleges)

**Milestones:** Milestones represent measurable educational achievements, such as completing a college-level math course or the number of average units to complete a degree. Milestones often provide places where students may receive positive acknowledgment of their accomplishments or “follow up” to help them back on their stated educational pathway. (Source: Academic Senate for California Community Colleges)

**Multiple Measures Assessment Project (MMAP):** The Multiple Measures Assessment Project is an effort led by Cal-PASS Plus and the RP Group, with support from the CCCCO, to build a data warehouse, analytic tools, and a communications strategy to support California community colleges in implementing a process for placing students into college-level or developmental coursework based on multiple measures of assessment. For more information, <http://rpgroup.org/projects/multiple-measures-assessment-project>. (Source: Academic Senate for California Community Colleges)

**Onboarding:** Onboarding is a process that creates a smooth adjustment for new students into the College Campus. It starts before the students are admitted and continues for at least the first semester.

**Onboarding and Career Explorations workgroup:** Onboarding and Career Explorations workgroup serves under and makes recommendation to the Mesa Pathways Committee (MPC). Onboarding and Career Explorations workgroup seeks to improve onboarding and career exploration opportunities for prospective and current students that is focused on majors and career exploration that is inclusive of student services, business services, instruction, and alumni to better support the varied student needs and career development within the programs. For more information, go to <https://www.sdmesa.edu/mesa-pathways/onboarding-career.shtml>.

**Online Remote Teaching (synchronous web-based):** Temporary and remote teaching allows for learning to occur when emergency situations require temporary campus closure. To ensure instructional continuity for students during a campus closure, synchronous instruction (i.e. instruction occurs at a specific day and time for both students and faculty) will be conducted using web-based tools, such as Canvas, the institution’s Learning Management Systems (LMS), and TechConnect (Confer) Zoom to hold live sessions during regularly scheduled course meeting times.

**Online/Web-based Teaching (asynchronous):** Asynchronous courses do not have scheduled meetings times. Faculty and students interact with the courses on their own time and schedule. Asynchronous courses are taught online using web-based tools, such as Canvas, the institution’s Learning Management System.

## Outcomes:

**Administrative Unit Outcomes (AUO):** Administrative Unit Outcomes (AUO) are concise statements which describe what an administrator, faculty, staff, or student will experience, receive, or understand as a result of a given service. Administrative Services refer to non-instructional areas which may directly or indirectly improve student success. AUOs provide data and evidence of a client reaction that has occurred as a result of receiving your service. The assessment will vary based on the size of your office and nature of client that you serve. For more information, go to <https://www.sdmesa.edu/outcomes-assessment-guide/administrative-services/administrative-unit-outcomes/overview.shtml>.

**Course Learning Outcomes (CLO):** Course Learning Outcomes are specific knowledge and skills students are expected to have when they complete the course. Course Learning Outcomes for each cycle are developed and assessed for each course taught within a Program. CLO should be developed and assessed in consultation with all faculty who are teaching the course. For more information, go to <https://www.sdmesa.edu/outcomes-assessment-guide/instructional-services/course-learning-outcomes/review.shtml>.

**General Education Student Learning Outcomes (GE SLOs or GELOs):** General Education Student Learning Outcomes are the knowledge, skills, and abilities a student is expected to be able to demonstrate following a program of courses designed to provide the student with a common core of knowledge consistent with a liberally educated or literate citizen. Some colleges refer to these as core competencies, while others consider the collected general education requirements to be a program. (Source: Academic Senate for California Community Colleges)

**Institutional Learning Outcomes (ILO):** Institutional Learning Outcomes are the knowledge, skills, and abilities a student is expected to leave an institution with, as a result of a student's total experience. Institutional Learning Outcomes are developed and systematically evaluated each cycle by the Committee on Outcomes and Assessment (COA), then vetted through the Participatory Governance organization of the College. ILOs are assessed through the Campus Research Office. For more information, go to <https://www.sdmesa.edu/outcomes-assessment-guide/overview/outcome-types-defined/institutional-learning-outcomes.shtml>.

There are five Institutional Learning Outcomes for Mesa College:

1. [Communication](#)
2. [Critical Thinking](#)
3. [Information Literacy](#)
4. [Professional and Ethical Behavior](#)
4. [Global Consciousness](#)

**Learning Outcomes:** Learning outcomes are clearly written statements that define expectations for students enrolled in a course or program. These outcomes are measurable to determine what students have learned and are able to do by the completion of a course or program.

**Program Learning Outcomes (PLO):** Outcomes of an academic program that contain a series of courses that lead to a certificate or a degree. These outcomes allow faculty to map and to assess curriculum, create insightful discussion around student success, and direct curriculum and pedagogical choices that will make your program efficient, effective, and shiny. For more

information, go to <https://www.sdmesa.edu/outcomes-assessment-guide/instructional-services/program-learning-outcomes/overview.shtml>.

**Student Learning Objectives (SLO):** Course-specific skills and knowledge a student will learn upon completion of a course.

For more information on outcomes, go to <https://www.sdmesa.edu/outcomes-assessment-guide/index.shtml>.

**Outreach:** San Diego Mesa College Outreach and Community Relations educates current and potential students and community members about their college options, informs them of academic/career-technical programs and support services, and empowers them to pursue higher education while fostering an exciting and rewarding transition to college. For more information, go to <https://www.sdmesa.edu/campus-life/get-involved/outreach/index.shtml>.

**Pathways Communications Workgroup:** Pathways Communication workgroup serves under and makes recommendation to the Mesa Pathways Committee (MPC). Pathways Communication workgroup focuses on an effective, efficient, and inclusive communication plan for the campus. For more information, go to <https://www.sdmesa.edu/mesa-pathways/brave-communication.shtml>.

**Pathway Map:** A pathway (also referred to as a program map or road map) is a descriptive and easy-to-use plan detailing the route a student takes to connect with, enter, progress through, and complete his/her program of study as well as the skills he/she needs to enter the labor market or transition to a baccalaureate program. Pathways include a semester-to-semester sequence of courses required to complete a credential efficiently. Pathways may include specific milestones for licensure or stackable credentials and general education recommendations. Across the state, colleges are taking differing approaches for the inclusion of GE courses in the program maps, ranging from specifically identifying each GE course to allowing “Any course in Area x.” (Source: Academic Senate for California Community Colleges)

**Persistence:** Students are counted as “persisting” when they enroll in and complete a course one semester, then go on to enroll in another class (or classes) in the subsequent term or subsequent year.

**Placement Assistance Program:** This tool is used to determine the appropriate level of English and math classes. Students who have graduated from a U.S. high school more than 10 years ago, completed the GED, or HiSet exam are eligible for this assessment. The Placement Assistant will identify courses that students can enroll in using prior academic history. Students will report cumulative, unweighted high school GPA and their completed English and math courses. Based on the information reported, students will receive an English and math placement milestone. For more information, go to <https://www.sdmesa.edu/student-services/testing-center/>.

**Prerequisite:** A specific course, subject, or requirement that a student must successfully complete before enrolling in another course.

**Proactive “Intrusive” counseling:** Proactive counseling refers to proactive practices where students at-risk for academic failure or having trouble during the transition to the college are messaged or contacted regarding areas of concern. Proactive counseling may include extensive, data-driven

monitoring of student activity at key milestones or simple nudges to students regarding impending activities that would benefit their success. (Source: Academic Senate for California Community Colleges)

**Proactive and Integrated Student Support workgroup:** Proactive and Integrated Resources & Supports (PAIRS) serves under and makes recommendation to the Mesa Pathways Committee (MPC). Proactive and Integrated Resources & Supports (PAIRS) will work with the campus community to integrate supports proactively along students' educational journeys, identifying and addressing inequity and structures of oppression where we find them. For more information, go to <https://www.sdmesa.edu/mesa-pathways/proactive-integrated-support.shtml>.

**Program:** A program is a set of courses and related activities that lead to an attainment of educational objectives such as a certificate or an associate's degree, and is often referred to as a major or a program of study. In Title 5 §55000(g), a "program" is defined as a cohesive set of courses that result in a certificate or degree. However, in a program review process, colleges often define programs to include specific disciplines. The term "program" may be used to refer to student service programs and administrative units, as well. Program Learning Outcome (PLO): PLOs are those student learning outcomes specific to a program of study that indicate the skills and abilities students should be able to demonstrate upon completion of all program requirements. PLOs are often measured using the aggregated data collected by measuring critical course student learning outcomes of required coursework within the program of study. (Source: Academic Senate for California Community Colleges)

**Student Achievement:** Student achievement can be defined as attainment of defined points of completion, including successful course completion, certificates and degrees, licensure examination passage, post-program employment, and other similar elements that can be measured. (Source: Academic Senate for California Community Colleges)

**Student Centered:** Operating with a mindset of having the best interest of students by incorporating student voices, equity, agency (of students) and the diversity of needs of all students to include language, skill levels, accessibility, and access to resources. Creating and offering programs that places students at the center, gives them opportunities and spaces to enhance academic successes, coupled with an atmosphere of inclusion, access, and approachability that addresses the unique and individual needs of our students.

**Student-Centered Funding Formula (SCFF):** The Student-Centered Funding Formula ensures community colleges are funded partly based on how well their students are doing. Specifically, "The Student Centered Funding Formula's metrics are in line with the goals and commitment set forth in the California Community Colleges' *Vision for Success* and can have a profound impact closing achievement gaps and boosting key student success outcomes. It was created in coalition with organizations such as the Campaign for College Opportunity, Education Trust-West and other key stakeholders." For more information, go to <https://www.cccco.edu/About-Us/Chancellors-Office/Divisions/College-Finance-and-Facilities-Planning/Student-Centered-Funding-Formula>.

**Student Educational Plan (SEP):** The Student Educational Plan is a term-by-term individualized plan of courses a student should take based on his/her placement levels, full-time/part-time status, summer term plans, and pathway selection. The SEP should guide students through registration. SEPs come in two forms, the aSEP or abbreviated educational plan, which typically represents the first semester or year of coursework, and the cSEP or comprehensive educational plan which maps a pathway to the degree. (Source: Academic Senate for California Community Colleges)

**Success Equity Achievement (SEA):** As the "Leading College of Equity and Excellence" the office of Student Success and Equity (SSE) are committed to doing all that we can to assist our students in meeting their basic needs. SSE serves students by connecting them to the books, supplies, transportations, food, clothing, people, and authentic care that all students require to show up engaged and ready to succeed. For more information, go to <http://www.sdmesa.edu/student-services/student-success-equity/>.

**Student Learning:** Student learning refers to the competencies (skill and knowledge) gained and demonstrated by students who are at the institution. Student learning competencies are expressed for segments of study or activity through measurable student learning outcomes (SLOs) at the institutional, program, degree, and course levels. [NOTE: Student achievement and student learning are viewed as distinct measures of institutional quality by the Accrediting Commission for Community and Junior Colleges (ACCJC).] (Source: Academic Senate for California Community Colleges)

**Tutoring (MT2C):** The Mesa Tutoring and Computing Centers (MT2C) is a centralized tutoring program dedicated to student success. MT2C offers face-to-face (on the floor) tutoring within the Learning Resources Center (LRC) as well as in Hot Spots across the campus, as well as embedded tutoring within the classroom and online tutoring. The heart of our mission is to promote professionalism and to cultivate a community of mindful learners through kind and equitable practices. For more information, go to <https://www.sdmesa.edu/academics/academic-support-programs/tutoring/learn-about-tutoring.shtml>.

**Vision for Student Success CCCC:** The California Community Colleges Vision for Success is a document developed in 2017 by the Chancellor's Office and approved by the Board of Governors. This document lays out several goals for the system for the next decade. A summary of the goals of the Vision is included below. By 2022 the CCC system will

- Increase by at least 20 percent the number of CCC students annually who acquire associate's degrees, credentials, certificates, or specific skill sets that prepare them for an in-demand job.
- Increase by 35 percent the number of CCC students transferring annually to a UC or CSU.
- Decrease the average number of units accumulated by CCC students earning associate's degrees, from approximately 87 total units (the most recent system-wide average) to 79 total units—the average among the quintile of colleges showing the strongest performance on this measure.
- Increase the percent of exiting CTE students who report being employed in their field of study, from the most recent statewide average of 60 percent to an improved rate of 69 percent—the average among the quintile of colleges showing the strongest performance on this measure.
- Reduce equity gaps across all the above measures through faster improvements among traditionally underrepresented student groups, with the goal of cutting achievement gaps by 40 percent within 5 years and fully closing those achievement gaps within 10 years.
- Reduce regional achievement gaps across all the above measures through faster improvements among colleges located in regions with the lowest educational attainment of adults, with the goal of fully closing regional achievement gaps within 10 years.

(Source: Academic Senate for California Community Colleges)

## Acronyms

<b>Acronym</b>	<b>Meaning</b>	<b>Association</b>
AA-T	Associate of Arts for Transfer	School
ACCJC	Accrediting Commission for Community and Junior Colleges	Accreditation
ADA	Americans with Disabilities Act	General
Advoc8	Advancing Diverse Vocational Opportunities and Community 8 (Campus, Career, Community, Character, Cultivation, Creativity, Collaboration, and Communication)	School
ADT	Associate Degree for Transfer (AA-T/AS-T)	Articulation
AFT	American Federation of Teachers (Union)	Organization
ASC	Academic Skills Center (now merged with CIL in LRC)	School
ASCCC	Academic Senate for California Community Colleges	Organization
ASEC	Academic Senate Equivalency Committee	Organization
ASG	Associated Student Government	School
ASSIST.org	Transfer agreements between institutions	Articulation
AS-T	Associate of Science for Transfer	School
AV	Audio-Visual	General
BARC	Budget and Allocation Recommendation Committee	Organization
BOG-W	Board of Governors Waiver	Financial
CAN	California Articulation Number	Articulation

CBA	Collective Bargaining Agreement (Contract)	General
CC	Community College	School
CCCAA	California Community College Athletic Association	School
CCEALab	Community College Equity Lab (formerly M2C3)	Program
C-CERT	Campus Community Emergency Response Team	Organization
CCSM	Community College Success Measure	General
CDIE	Committee on Diversity, Inclusivity, and Equity	Organization
CEL	Campus Employee Learning Committee (formerly Campus Employee Development)	Organization
CHP	Classified Hiring Priorities Committee	Organization
CIC	Curriculum and Instructional Council	Organization
C-ID	Course Identification (Number, for articulation)	Articulation
CIL	Center for Independent Learning (now merged with ASC in LRC)	School
Classi-Con	Classified Conference	Event
CLO	Course Learning Outcome (formerly Student Learning Outcome)	School
COA	Committee on Outcomes and Assessments (formerly LATF)	Organization
COC	Committee of Chairs; Chair of Chairs	Organization
COR	Course Outline of Record	Curriculum
CRC	Curriculum Review Committee	Organization

CRUISE	Creating Rich Unique Intellectual Student Experiences	Program	
CSID	College Student Identification	School	
CSU	California State University	School	
CTE	Career Technical Education	School	
CurricUNET	Contains CORs and program records	Curriculum	
DSPS	Disability Support Programs and Services	School	
EEO	Equal Employment Opportunity	General	
EOP	Educational Opportunity Program	School	
FACT	Faculty/Staff Advisory Committee on Threats	Organization	
FAFSA	Free Application for Federal Student Aid	Financial	
FHP	Faculty Hiring Priorities Committee	Organization	
FLEX	Instructional Improvement (Professional Development)	School	*Not an acronym
FTE	Full-time equivalent	School	
FTEF	Full-time equivalent faculty	School	
FTES	Full-time equivalent students	School	
FYE	First (Freshman) Year Experience	Program	
GE	General Education	School	
HSI	Hispanic-Serving Institution	Program	

HTCC	Honors Transfer Council of California	Event
ICC	Inter-Club Council	School
IELM	Instructional Equipment and Library Materials	School
IGETC	Intersegmental General Education Transfer Curriculum (for UCs)	Articulation
ILO	Institutional Learning Outcome	School
IR	Institutional Research	School
IRB	Institutional Review Board	School
IT	Information Technology	General
LOFT	Learning Opportunities for Transformation (the upcoming Campus Employee Development Building)	Location
LRAS	Learning Resources & Academic Support	School
LRC	Learning Resource Center (the Library)	Location
M2C3	Male Minority Community College Collaboration	Program
MAAP	Mesa Academic and Athletics Program	Program
MCRC	Mesa College Research Conference	Event
Mesa Academy	A student support program designed to enhance African American student success	Program
MMAP	Multiple Measures Assessment Program	Program
MOCC	Mesa Online Counseling Center	Program

MT2C	Mesa Tutoring & Computing Centers	School
NFI	New Faculty Institute	Organization
OER	Open Educational Resources	General
PAC	Professional Advancement Committee (formelry the Professional Development Committee)	Organization
PCAB	President's Cabinet	Organization
PeopleSoft	Program for pay, absence reporting, etc.	School
PD	Professional Development	General
PIEC	Planning and Institutional Effectiveness Committee	Organization
PL	Professional Learning	General
PLO	Program Learning Outcome	School
PRF	Performance Review File	School
Puente Project	A student support program designed to enhance Latino/a student success (Learning Community)	Program
SDCCD	San Diego Community College District (City, Mesa, Miramar, Continuing Ed)	School
SDEC	San Diego Education Consortium	School
SDICCCA	San Diego/Imperial County Community College Association	School
SDSU	San Diego State University (CSU-San Diego)	School
SEC	Student Engagement Center	School
SEEDS	STEM engagement for the enrichment of diverse students	Program

SLO	Student Learning Objective (Student Learning Outcomes are now CLOs)	School
SLOAC	Student Learning Outcomes and Assessment Cycle	Accreditation
SSSP (triple-S, P)	Student Success and Support Program	Program
STEM	Science, Technology, Engineering, and Math	School
SYE	Second (Sophomore) Year Experience	Program
Taskstream	Program for CLOs (outcomes) and Program Review	Accreditation
TMC	Transfer Model Curriculum	Articulation
TTF	Transportation Task Force	Organization
TPRC	Tenure and Promotional Review Committee	Organization
UC	University of California	School
Umoja	A community of educators and learners committed to the academic success, personal growth, and self-actualization of African American and other students. The Umoja Community seeks to educate the whole student—body, mind, and spirit (Learning Community)	Program
VA	Veterans Affairs	Program
WASC	Western Association of Schools and Colleges	Accreditation