

Mesa Pathways Committee
December 13, 2018
2:15-3:30, I4-402
Meeting Minutes

Attending: Ashanti Hands, Cynthia Rico, Manuel Velez, Hai Hoang, Toni Parsons, Yolanda Catano, Sean Ricketts, Andy MacNeill, Kim Tran, Tim Ackerson, Howard Eskew, Trina Larson, Bridget Herrin, Sandra Perez, Michael Whitlock, Tina Recalde, Suzanne Khambata

Mesa Pathways Coordinators: Our new co-coordinators Toni Parsons and Howard Eskew will begin in January!

Update on President's Cabinet Retreat: See notes. Correct spelling on names.

Digital Office Space: Bubble Leads will populate their digital office spaces, we will consider who needs access, and will link the digital spaces on the website as soon as we know we're routinely updating our spaces. Trina will send Cynthia a link to the digital offices spaces for the teams she's on.

Funding Request Template: Andy presented the new funding request draft which his team will deploy using Email Me Form. Conversation centered on whether we would approve funds for continuous activities. Options would be to approve requests that would extend beyond the grant funding, would continue through the remainder of the five-year cycle, or would only be for one year or semester. The Mesa Pathways Leadership Team (Co-Coordinators, Quad Chairs, and VPI) will consider these options. Conversation also considered whether we should add outcomes and assessments in the funding requests. We will also take this to the Mesa Pathways Leadership Team.

It's possible that the project development process will be developed at the MPC level and filtered to the bubbles and that bubbles will bring things to MPC. The arrows will go both ways.

Logic Model Presentation: This is a map of what we want to do, what our outcomes will be, what resources will be needed. We'd like for everyone to do a logic model and then have a gallery walk to look at them. Al facilitated a logic model session with Inclusive Decision Making (IDM) through which they have examined their outcomes, resources. They started with outcomes and long-term and short-term goals. Then thought about deliverables: How do we get information from our bubbles to the campus? We could include create a newsletter like Pam's First Monday on the Mesa (a touch point). What activities do we need to do to get there? What resources? In their session with Al, IDM identified some outcomes and activities. They are looking at the ideas generated during the President's Cabinet Retreat. They can now take those ideas, consider them, and incorporate some.

Developing logic models is also a great way for teams to bond.

It would be a good idea for all bubbles to develop their own logic model. Teams can get in touch with Al Solano directly to facilitate a logic model session.

Convocation Activity: We will do something similar to the Finish Line.

Transition: We will be meeting in January with the new VPI, the co-coordinators, and the quad chairs.

2019 Data-Informed Integrated Planning Workshops: Al has created Connecting the Dots: Data-Informed Integrated Planning. March 21st will be downtown. 28th in North County. We will work in January to pull a group together. A Guided Pathways workshop will be held in San Diego. Keep your eyes open for flyer. Can we set aside money for this so it's done automatically?

Planning for Travel: We'd like to be able to attend GP related workshops automatically, without an approval process. We'd like to talk about this in January.

Bubble Updates

Shared Metrics, Bridget Herrin

Survey out based on focus group responses. Shared Metrics will provide the results at Convocation. Proactive Integrated Student and Academic Support (PISAS -> PIZZAS) has drafted a survey. Send Bridget drafts of questions. We want to think about how we're doing inquiry work in the bubbles, so that the work isn't overburdening respondents. Place a research request if there's a question you'd like to have answered.

- Going forward, we'd like to look at non-cognitive domains of student experiences.
- We are looking at a degree-efficiency analysis to see how many excess units and how long it takes students to complete their degrees.
- We're developing al cohort dashboards to track students through their educational paths at Mesa.
- Shared metrics has received a mini-grant to incentivize students to participate in research.

Clear Program Requirements, Tina Recalde

We're planning an all-day retreat on February 8. As soon as we have the venue set up, we want to send out an invitation list. Any instructional program that goes, the hope is the counseling liaisons will also be there because their work is intertwined. Department chairs and lead writers should attend. We also want to invite full-time and part-time faculty and students. We definitely want student groups. Perhaps a focus group could be conducted.

Hours: 8:30/9:00-12 and then 1-4 will be the tentative time.

What resources will we need: Computer/projector/refreshments.

Clear Program Requirements (CPR) has asked the work-based learning (WBL) team to provide FLEX activities so faculty can learn to embed WBL in their classrooms.

We'd like FLEX training for curricunet.

Faculty are getting excited 😊

What does the path look like for each different student

Feb 8th Retreat

- Monthly: CPR – how disciplines can collaborate
 - Working with counseling faculty
- Looking at areas of interests
- What do the STUDENTS want to learn from them
- Meeting faculty where they are at
- Adding WBL to curriculum
- Requests from faculty inviting other colleges who have done the work
- 2nd & 4th Tuesday of each month

1. What excites you most about this work?

- It's what we do
- What students come here for
- Helps answer student's questions
- Meet athletes needs/clear requirements
- Helps all special populations
- Guided exploration
- All disciplines engaging in dialogue
- Help students make more informed decisions about careers, major, and future.

2. What else do you need to know to do this work?

- Transfer requirements
- Programmatic requirements (EOPS, DSPS, etc.)
- Are our programs current/relevant?
 - How will the future impact our programs as they exist today?
- Professional certification requirement
- What students want?
- Current "data" where student are "at"?
 - Data needs to be cleaned
 - Coding needs to align w/external agencies
 - Labor mkt. info

3. How best can we communicate with you?

- Food
- \$\$\$\$ - ESOs/time/release time
- Attendance in dept. meetings
- Meeting people where they are
- "running an effective political campaign"
- Faculty advisors for students

4. How can we engage students in this work?

- Peer mentors
- Food
- Student workers
- ASG/ Clubs
- Outreach at high-schools – pipelines CCAP
- Cruise

PEOPLE INTERESTED: Cynthia Rico, Tina Recalde, John Crocitti, Toni Parsons, Alison Primoza, Anda McComb, Ed Helscher, Mary Toste, Susan Topham, Katlin Choi, Dina Miyoshi, Todd White, Howard Eskew

Bubble Updates

Answering: What have we done. What are we working on. What we hope to accomplish by Summer'19. Our plan has evolved in this/these ways.

- Evident based research for transfer level college math & English courses
- Identified why students are reaching transfer level courses – losing students between courses
- 16% passing... 84% not passing ☹️
- AB705 – related to this
- What have we done? Added English 47A, accelerated courses, embedded tutoring placement assistant
- Counseling: working with students to enter into the right courses
- Hot-spot counseling!
- ESOL..... now ELACK
- Working on proposed questions for CCC apply
- Future: Comply AB705 Fall 2020
- What will happen when there are no longer below transfer level courses?
- Expanding *Basic Skills* to courses other than math & english.

Bubble Activity

What excites you most about this work?

Eliminating basic skills (=reparations) diminishing equity gaps

What else do you need to know to do this work?

Continuous data, links to CE, wider campus involvement, professional learning outside math & english

How best can we communicate with you?

Monthly bubble updates *2min videos*

How can we engage students in this work?

Present to AS, involve students in meetings, schedule during class/service learning?

1. All faculty should have knowledge of student skills
2. Meet students where they're at
3. Integrate academics & Student Services

Interested: Chris Sullivan, Mona King (Sahar), Jill Moreno Ikari, Linda Hensley

“IDM” – All in!, Somos Mesa!, Todos Unidos! Somos Familia! :P

- What we have done:
 - Key leaders identified to steer college-wide communication
 - Group: faculty, administrators, classified professionals need students
- What we are working on:
 - Ongoing assessment that students are actively engaged
 - Created Funding Request form for funds under Guided Pathways
- What can we hope to accomplish by Summer '19:
 - Creating Logic Model
 - First M.O.M. – have section for updated related to Guided Pathways
 - Stay updated with the Mesa DL
- Our plan has evolved in this/these ways:
 - Committee Rush @ Convocation
 - I.D.M. Needs students on committee
- What excites you most about this work?
 - We each have different parts of student experience
- What else do you need to know to do this work?
 - Where do we touch students?- Map out the path touch points
 - Sense of community
- How can we communicate with you?
 - Plug into P.G. system (align)
 - Who are all the voices?*
- How can we engage students in this work?
 - Go where students are- clubs, organizations, tutors, leadership training/ dev. Club, “Bubble Fair”

All voices heard, transparency, inclusivity, collegiality, with community WE create model/bring people in.

- Google Docs
- Basecamp
- Canvas
- PCab Time
- Convo Time
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- CDAIE
 - LatinX
 - Alliance
- Sign In Meetings
 - AS¹
 - AS²
 - CS

INTERESTED:

Yolanda Catano, Lorenze Legaspi, Michael Fitzgerald, Madeline Hinkes, Judy Sundayo

AKA: PISAS

Interested: Trina, Leticia Diaz, Victoria Miller, Leslie Shimazaki, Bri Kuhn, Ryan “Dr. Shu” Shumake, Mary Jones (Student – black studies major), Alison Gurganus, Johanna Aleman, Shawn Fawcett

What we have done

- What can we do to find the students to seek which services THEY need.
- What services are being offered to students now?
- Where are the gaps for our students?
 - C.O.M.M.U.N.I.C.A.T.I.O.N.

What we are working on

- Creating surveys for faculty + classified professionals
- Currently creating Mission Statement now?

What we hope to accomplish by Summer ‘19

- Library Services – how can we help students access their books in an equitable way
- Sub-Bubble Flow – Come join when you can – through Zoom, email, etc.

Our plan has evolved in this/these ways

- What are we doing?
 - Doing well?
 - Not doing enough of?
- 3rd Thursday 2:15-3:45 meeting

Bubble Activity

1. What excites you most about this work?
 - a. Anticipating students’ needs
 - b. Work that is important
 - c. Non-traditional ways of offering support
 - d. Support in and outside the classroom
 - e. Innovative ways of community service
 - f. Break down siloes
 - g. Empowering everyone
 - h. Involving and listening to students
2. What else do you need to know to do this work?
 - a. Understand what everyone does/roles
 - b. Continuous & ongoing student voice
 - c. What type of support does everyone need?
 - d. Engaging various student voices
3. How best can we communicate with you?
 - a. Shared Google drive
 - b. My SDCCD portal
 - c. Canvas
 - d. Visi screens
 - e. Podcast
 - f. Social media
4. How can we engage students in this work?
 - a. Food
 - b. Extra credit (honors)
 - c. Prizes
 - d. Students part of planning
 - e. Diversity literature

AKA: The Explorers

Interested: Waverly Ray, Ian Duckles, Michael Harrison, Katlin Choi, Alicia, Sean Flores, Donna D., John Crocetti, Manuel Velez, Cloris Johnson (pres. office), Chris Sullivan, Janna Braun, Holly Jagielinski, Terry Kohlenberg, David Fierro, Mariette Rattner, Jen C. Claudia E., Cynthia Rico, Shawn Fawcett, Alan Goodman

1. What excites you most about this work?

- Empowering students to find their passion and a fulfilling career they will be able to find when they graduate
- Allowing students to find out what each major entails
- Helping students find out what working in their career will entail

2. What else do you need to know to do this work?

- Question how we will communicate this to students
- Question how we will integrate Academic, Career, Counseling, and WBL activities for students

3. How best can we communicate with you?

- Communicate through Edmodo, Meetings, Emails

4. How can we engage students in this work?

- Engage students through focus groups, in-class short surveys on how students choose major/career, classroom presentations, Mesa Journey, CRUISE, counseling faculty, host engage with students while they wait, faculty-to-faculty classroom career exploration, alumni engagement with students related to their major, live interactive survey in quad of how students chose their major.

How/why are students choosing majors/careers.

What we have done:, What we are working on:, What we hope to accomplish by SU19:, Our Plan has evolved in this/these ways:

Learning from different perspectives: SWC, Student Services, Instructional

What is Mesa already doing?

How can GM & CE leverage the work that Mesa is already doing

SW-Orientation – Intake – Evening the path

Employment Readiness Group

Funding \$225,000.00 to support this work

Finding another term for “Meta-Majors”

Software supporting online career exploration CC My Path

Faculty Mentoring – faculty helping students in the specific majors & disciplines

Opening up the Dialogue to all! Especially students.

AKA: The Reflecting Pool

What we have done:

Merged I.E. team w/Shared Metrics

Conducted focus groups (Series of questions focused on majors): results: flex week

What we are working on:

Integrating into one document

What we hope to accomplish by Summer '19

Document available in summer

Our plan has evolved in this/these ways:

Tools for campus: equity crosswalk, more dashboards

Stand-ins Simi agenda team on P.I.E agenda

1. What excites you most about this work?

- a. Engage students' voice and story for a larger experience
- b. Same goal/synergy
- c. How it's all connected
- d. We are learning more – refreshing – different perspectives - positive
- e. External story telling
- f. Reflection on Outcomes vs. Intentions
- g. Having a chance to look at data objectively

2. What else do you need to know to do this work?

- a. More students
- b. Non-cognitive framework

3. How best can we communicate with you?

- a. Canvas account – module for each Bubble to communicate (internal for Pathways)

4. How can we engage students in this work?

- a. Student NANCE to participate (pay students who are engaged) – work exp.
- b. ASG involved
- c. Honors Project
- d. Internship
- e. Work Exp.

Interested: Leroy Johnson, Bridget Herrin, Krista Stellmacher, Sahar King (Mona), Monica Romero, Yolanda Catano, Larry Maxey, Nancy Cortes, Ailene Crakes