

Key Elements in the Mesa Pathways Self-Assessment and Planning Tool

Key Elements	Definition	Targets & Examples of Current Efforts
1. Cross-Functional Inquiry	Individuals with diverse functions across multiple areas of campus examine research and data together and discuss strategies.	<i>Inquiry includes faculty, classified, administrators, and students; is informed by success & equity data; and consistently includes Mesa (Guided) Pathways.</i> Mesa Examples: Student Equity • Student Success and Support Program (SSSP) • Basic Skills Initiative (BSI)
2. Shared Metrics	Clearly identified benchmarks to track student progress (academic, employment, etc.) and those benchmarks are shared.	<i>College uses a) shared metrics across different initiatives to gauge success and b) disaggregated data to examine equity impacts. Stakeholders meet regularly to examine benchmarks, discuss improvement strategies, and revise plans.</i> Mesa Examples: IEPI Indicators • Strong Workforce Program (SWP) • Student Equity (SE) • Strategic Vision Indicators
3. Integrated Planning	College-wide discussions that utilize the Guided Pathways framework as an overarching structure for main planning and resource allocation processes, leveraging existing initiatives and programs.	<i>Research, evidence, student data, and a Guided Pathways framework inform priorities, planning, improvement, resource allocation, and professional learning. These processes are consensus-based and include regular meetings of faculty, classified, administrators, and students.</i> Mesa Examples: SE/SSSP/BSI • IEPI Integrated Planning • BARC • CEL
4. Inclusive Decision-Making Structures	Key leaders are identified that represent diverse campus constituents to steer college-wide communication, input and decisions. There are transparent cross-functional work-teams that regularly provide opportunities for broad college-wide input.	<i>College's cross-functional Pathways planning team uses a) explicit and agreed-upon processes for gathering college-wide input and b) communicates and collaborates with college governance bodies.</i> Mesa Examples: Mesa Pathways Planning Task Force • IEPI ASK Integrated Planning • Leading from the Middle (LFM)
5. Intersegmental Alignment	Engaging in systematic coordination with K-12, four-year institutions and industry partners to inform program requirements.	<i>College-wide coordination occurs between high schools, four-year colleges, and industry with strong partnerships and pipeline alignments.</i> Mesa Examples: Associate Degrees for Transfer/Transfer Model • Curricula (ADT/TMC) • SWP • Career Technical Education Pathways Act (SB1070) • Dual enrollment • Bachelor's Degree Program
6. Guided Major and Career Exploration Opportunities	Scaled major and career exploration structures early on in a student's college experience.	<i>Programs have clustered into broad interest areas that share competencies; foundation/gateway/career exploration courses or workshops are offered to help students choose a major early on; cross-functional teams collaborate on clustering programs; student input is systematically included in process.</i> Mesa Examples: SSSP • SWP
7. Improved Basic Skills	Implementation of evidence-based practices to increase access and success in college and/or transfer level math and English.	<i>College has scaled evidence-based strategies and attained large improvements in number of students who pass college/transfer-level English and math within the first year of enrollment regardless of placement level.</i> Mesa Examples: Basic Skills Transformation • Multiple Measures Assessment Project • California Acceleration Project

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8. Clear Program Requirements	<p>Clarified course sequences for programs of study, including predictable schedules so that students can know what they need to take, plan course schedules over an extended period of time, and easily see how close they are to completion.</p>	<p><i>Cross-disciplinary teams, including English, math, GE, CTE and counseling faculty, have mapped course sequences using key educational and career competencies and created program maps and milestones to help students track their progress. Course offerings and schedules are designed to meet demand.</i></p> <p>Mesa Examples: ADT • Perkins • SWP • SB1070 • Strategic Enrollment Management • Academic Maps</p>
9. Proactive and Integrated Academic and Student Supports	<p>Providing academic and nonacademic Support services in a way that is proactive and aligned with instruction, so that all students are explicitly engaged in these services.</p>	<p><i>College has scaled proactive supports to serve most students. These supports include: interventions to help students complete their educational goals; the ability to track student enrollment and progress in programs; and broad and inclusive discussion of challenges students face and ways to improve coordination and support.</i></p> <p>Mesa Example: SSSP initiatives</p>
10. Integrated Technology Infrastructure	<p>A technology infrastructure is provided for students, faculty, and classified professionals to support planning, tracking, and outcomes.</p>	<p><i>College technology tools support planning, implementation, and assessment of Guided Pathway components such as academic planning, placement, tracking, completion outcomes, career counseling, and enrollment management.</i></p> <p>Mesa Examples: Online Education Initiative (OEI) • Tableau • Student Portal</p>
11. Strategic Professional Development	<p>Professional Development is strategically, frequently, and consistently offered for classified professionals, faculty and administrators and aligned with the goals, needs and priorities.</p>	<p><i>Professional learning, developed to meet the college's strategic goals, is available to all employees. Focused attention is given to teaching/learning; academic/non-academic supports; leadership capacity; analysis of student data; cross-functional decision-making and improvement in these areas. Learning outcomes are assessed.</i></p> <p>Mesa Examples: IEPI • IEPI Workshops • Flex series</p>
12. Aligned Learning Outcomes	<p>Learning outcomes are aligned with the requirements targeted by each program and across all levels to ensure students' success in subsequent educational, employment, and career goals.</p>	<p><i>Learning outcomes are regularly reviewed to ensure alignment, rigor, integrity, relevance, and currency; results of assessments are used to inform course/program improvement and professional development.</i></p> <p>Mesa Examples: ADT • SWP</p>
13. Assessing and Documenting Learning	<p>The college tracks attainment of learning outcomes that is easily accessible to students and faculty.</p>	<p><i>Learning outcomes are tracked and made available for most programs; all programs use learning outcomes to improve instruction.</i></p> <p>Mesa Examples: Student Learning Outcomes</p>
14. Applied Learning Opportunities	<p>Students have ample opportunity for applied/ contextualized learning and practice.</p>	<p><i>Projects, internships, clinical placements, co-ops, service learning, study abroad and other learning activities are embedded into courses and programs.</i></p> <p>Mesa Examples: SWP • Reading Apprenticeship • Service Learning</p>