

San Diego Mesa College - Guided Pathways

Description

COLLEGE: San Diego Mesa College

PLAN TIMEFRAME: Spring 2018-Summer 2019

READ DEADLINES AND THE GUIDED PATHWAYS DOCUMENTATION AND GOALS: Yes

Project Contacts

Point of Contact	Point of Contact	Alternate Point of Contact
Dr. Ashanti Hands Vice President, Student Services ahands@sdccd.edu 619-388-2678	Dr. Ashanti Hands Vice President, Student Services ahands@sdccd.edu 619-388-2678	Not Complete

Approver Contacts

Chancellor/President	President, Academic Senate
Pamela Luster pluster@sdccd.edu	Kim Perigo Academic Senate President kperigo@sdccd.edu 3619-388-5721

Timeline

KEY ELEMENTS	SPRING 2018 - SUMMER 2019	FALL 2019 - SUMMER 2020	FALL 2020 - SUMMER 2021	FALL 2021 - SUMMER 2022
INQUIRY (1 - 3)				
1. Cross Functional Inquiry		✓		
2. Shared Metrics	✓			
3. Integrated Planning		✓		
DESIGN (4 - 8)				
4. Inclusive Decision-Making Structures	✓	✓	✓	✓
5. Intersegmental Alignment		✓	✓	✓
6. Guided Major and Career Exploration	✓	✓	✓	✓
7. Improved Basic Skills	✓	✓	✓	
8. Clear Program Requirements	✓	✓	✓	✓
IMPLEMENTATION (9 - 14)				
9. Proactive and Integrated Student Supports	✓	✓	✓	✓
10. Integrated Technology Infrastructure		✓	✓	✓
11. Strategic Professional Development		✓	✓	✓
12. Aligned Learning Outcomes			✓	✓
13. Assessing and Documenting Learning			✓	✓
14. Applied Learning Outcomes			✓	✓

Inquiry

1. CROSS FUNCTIONAL INQUIRY

College constituents (including staff, faculty across disciplines and counselors, administrators, and students) examine research and local data on student success and discuss overarching strategies to improve student success.

College engages in broad, deep and inclusive discussion and inquiry about the Guided Pathways approach, framework and evidence.

This item will not be addressed in the current time period. Please refer to the timeline above for more information.

2. SHARED METRICS

College is using clearly identified benchmarks and student data to track progress on key activities and student academic and employment outcomes. Those benchmarks are shared across key initiatives.

CURRENT SCALE OF ADOPTION: Pre-adoption

ANTICIPATED CHANGE IN SCALE OF ADOPTION DURING TIMEFRAME: Early Adoption

MAJOR ACTIVITIES: 1. INTEGRATION 1a. Create Key Performance Indicators Framework that integrates new Chancellor's office metrics, ACCJC Institution Set Standards, Mesa Pathways Metrics, Strong Workforce Program metrics, and Equity metrics. 1b. Integrate framework into College wide strategic plan/Master plan and program review 1c. Develop college wide goals for metrics. 2. COMMUNICATION 2a. Develop communication plan to enhance faculty, staff, administrator, and student awareness of metrics, goals, and progress 3. ACCESSIBILITY 3a. Develop and distribute crosswalk for metrics within 6 key plans that address equity (HSI Title III, HSI Title V, Equity, BSSOT/BSI, SSSP, SWP) 3b. Create Key Performance Indicators dashboard for campus use
EXISTING EFFORTS: Bullets apply to #1-3 of plan • Integrated Student Success Plan KPI framework • Partnership with USC Center for Urban Education • Partnership between Career services and industry
MAJOR OUTCOMES: 1. Utilize metrics framework that is easily accessible 2. Faculty, staff and administrators will be aware of the metrics and goals established by the college to measure and monitor progress. 3. Begin broadly training faculty staff and administrators to actively use KPI dashboard to monitor programs.

3. INTEGRATED PLANNING

College-wide discussions are happening with all stakeholders and support/commitment has been expressed by key stakeholders to utilize the Guided Pathways framework as an overarching structure for the college's main planning and resource allocation processes, leveraging existing initiatives and programs.

This item will not be addressed in the current time period. Please refer to the timeline above for more information.

Design

4. INCLUSIVE DECISION-MAKING STRUCTURES

College has identified key leaders that represent diverse campus constituents to steer college-wide communication, input and decisions regarding the Guided Pathways framework. Constituents have developed transparent cross-functional work-teams to provide the Guided Pathways effort with momentum and regularly provide opportunities for broad college-wide input. In addition, this plan strategically engages college governance bodies college-wide.

CURRENT SCALE OF ADOPTION: Pre-adoption

ANTICIPATED CHANGE IN SCALE OF ADOPTION DURING TIMEFRAME: Early Adoption

MAJOR ACTIVITIES: 1. Steering Committee •Form an inclusive, cross-functional steering committee that includes campus-wide constituencies for Guided Pathways that is embedded sustainably within the college governance structure. •Explore ways to create a formal process to incorporate student voices in a consistent and meaningful way, encouraging input, leadership, and ownership. 2. Assessment •Assess, in an ongoing manner, the inclusiveness of the committee, making recommendations for additional voices/departments/ constituencies. 3. Feedback/Communications Plan •Develop an effective communications and feedback plan to host broad, inclusive discussions and forums.
EXISTING EFFORTS: 1. Steering Committee •Mesa has a strong existing cross-functional and inclusive governance structure and culture to build upon. •Mesa created an inclusive, cross-functional ad hoc work plan team on which the future steering committee may be based. 2. Assessment •Mesa has begun a broad governance evaluation process upon which this can build. This is led by the Governance Evaluation Taskforce. 3. Feedback/Communication Plan •N/A
MAJOR OUTCOMES: 1. Steering Committee •Mesa will form an inclusive, cross-functional Guided Pathways steering committee. 2. Assessment •Mesa will assess steering committee for inclusiveness, and will recommend innovative means to ensure active and engaged student participation. 3. Feedback/Communication Plan •Mesa will form a communication/feedback plan.

5. INTERSEGMENTAL ALIGNMENT

College engages in systematic coordination with K-12, four-year institutions and industry partners to inform program requirements.

This item will not be addressed in the current time period. Please refer to the timeline above for more information.

6. GUIDED MAJOR AND CAREER EXPLORATION

College has structures in place to scale major and career exploration early on in a student's college experience.

CURRENT SCALE OF ADOPTION: Pre-adoption

ANTICIPATED CHANGE IN SCALE OF ADOPTION DURING TIMEFRAME: Early Adoption

MAJOR ACTIVITIES: 1. Guided major and career exploration incorporated as a performance indicator •Align organization structures and resources to support student career preparation and exploration as an integral aspect of learning. 2. Investigate technological access to career exploration software •Investigate electronic resources, databases for career exploration that facilitates student career exploration 3. Establish a community of practice between student services and instruction focusing on career exploration •Review gap analysis regarding career exploration and services •Explore ways to integrate work-based learning in the student experience •Strengthen Counselor liaisons to instruction programs •Develop training to increase Personal Growth 130 courses; focus on career and life planning •Build dialog in improving career exploration with feeder high schools •Investigate career exploration activities/assignments that instructional faculty may choose to incorporate in their classroom •Build a system to support faculty in assisting career guidance and majors with students
EXISTING EFFORTS: 1) College currently has career center and limited career exploration services 2) Software identification has been ongoing; however student access has been limited 3) Strong workforce gap analysis has been completed and ready for review; Limited counseling liaisons; one section of Personal Growth 130 is offered every semester; Commencement of work based learning; Pilot Career Ambassadors programs to serve in feeder high schools; Several one-unit courses currently schedule focused on career opportunities in a few programs. Work-Based Learning Coordinator hired
MAJOR OUTCOMES: 1) Creation of a strategic implementation plan focused on majors and career exploration which includes both instruction and student services 2) A concrete and accessible "interface" for students who can access information at their convenience; 3) Creation and scheduling of one-unit courses on career industry exploration within a program of study; Increase the offerings of Personal Growth 130 courses; Build stronger ties between Counseling Faculty and Instruction to better support the varied student needs with in the programs ; increase understanding of suggested sequence course-taking patterns through the lens of instruction in order to support student education planning and for instructional faculty to understand scheduling challenges faced by students from Counseling faculty; Strengthen dissemination of information to students regarding skill development in each of the college's programs.

7. IMPROVED BASIC SKILLS

College is implementing evidence-based practices to increase access and success in college and/or transfer-level math and English.

CURRENT SCALE OF ADOPTION: Scaling in Progress

ANTICIPATED CHANGE IN SCALE OF ADOPTION DURING TIMEFRAME: Full Scale

MAJOR ACTIVITIES: 1. Integrated Support ◦ Investigate how to provide more information literacy and low-to-no cost options to support student success ◦ Scale up tutoring support for language acquisition, reading, writing, and math across the curriculum ◦ Embedded counselor specializing in placement (retrain BSSOT counselors?) 2. Professional Learning ◦ Scale up Professional Learning in support of language acquisition, reading, writing, and math across the curriculum ◦ LRAS included in BSI curriculum redesign 3. Placement Changes ◦ Replace Accuplacer for all students (including CE and ESOL), with new processes, including the Placement Assistant. ◦ Investigate multiple measures options for CE students, international students, and returning adults. ◦ Explore options to use Directed Self Placement for English 4. Curricular Changes ◦ Develop a phase-out plan for English 42,43,48,49 ◦ Continue math course redesign ◦ Development of AB705 compliant ESOL/ELAC pathway ◦ Development of transfer level English courses for Multilingual learners
EXISTING EFFORTS: 1. Integrated Support • Tutoring: PL, coordination, tutors • Embedded counseling • CE Partnership • Writing Workshops 3. Placement • Multiple Measures/Placement Assistant 4. Curricular Changes • Acceleration and PL for Acceleration • Curriculum redesign in accelerated math and English courses
MAJOR OUTCOMES: 1 to 4 • Reduced equity gaps in transfer level placement in both math and English 3 and 4 • Increase transfer-level placement in both Math and English by 50% • Increase in access to and completion of transfer level math and English in first year • Implementation of new ESOL/ELAC pathway

8. CLEAR PROGRAM REQUIREMENTS

College is clarifying course sequences for programs of study (including key milestones) and creating 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. College offers courses to meet student demand.

In order to meet these objectives, college is engaging in backwards design with desired core competencies and/or student outcomes in mind (including time-to-goal completion and enhanced access to relevant transfer and career outcomes).

CURRENT SCALE OF ADOPTION: Early Adoption

ANTICIPATED CHANGE IN SCALE OF ADOPTION DURING TIMEFRAME: Pre-adoption

MAJOR ACTIVITIES: 1. Curricular cleanup- deactivation of courses/degrees that are no longer relevant, offered, etc.; develop common criteria and consideration points for deactivation; provide curriculum trainings and sessions across campus; explore funding to support work; inspire continued inquiry in regard to what we offer and what students want/need. 2. Increased melding of student services and instructional work- explore models and supports to assist faculty in classrooms with discipline/degree/career information; reinstate a "Majors Day"; create lists of campus experts and implement methods for sharing expertise with students; formalize structures for continuous dialogue and communication between counselors and instructors (refer to liaison enhancement) 3. Discipline/degree - routes for students to get from point A to B; explore technologies available to support this work; plant seeds regarding the benefits of master schedules to match maps/plans/guides; identify terminology that works for students.

EXISTING EFFORTS: 1. Minimal work through 2- and 6-year review process could possibly be leveraged to support this process. 2. Not applicable (no direct efforts currently) 3. CTE and some STEM

(Engineering) programs use or are engaged in mapping work. 3a. Strategic Enrollment Management - Continue to develop a strategic enrollment management committee designed to maximize pathways through dynamic scheduling, effective research, and effective room assignments.

MAJOR OUTCOMES: 1. Clearer choices for students; no un-offered courses; more effective catalog. 2. Create more points of contact/support for student services on campus; free up time for counselors to focus on their areas of expertise; reach more students; allow us to focus on important skills sets, not just careers; one more way to promote guided career exploration. 3. Clearer picture for students; increased faculty/student knowledge; more specific and informed resource requests, better informed enrollment management. Students will have direct access to information that is vital to their success. Such information will be presented in concise but effective means to empower our students to achieve their academic goals more effectively.

Implementation

9. PROACTIVE AND INTEGRATED STUDENT SUPPORTS

College provides academic and non-academic support services in a way that is proactive and aligned with instruction, so that all students are explicitly engaged in these services.

CURRENT SCALE OF ADOPTION: Pre-adoption

ANTICIPATED CHANGE IN SCALE OF ADOPTION DURING TIMEFRAME: Pre-adoption

MAJOR ACTIVITIES: 1. Meet Students Where they Are • Assess student needs and gaps in understanding related to support services. • Inquire into methods and opportunities for building direct relationships with students through student- and academic-support services. For example, through enhanced counseling, library services, and tutoring hot spots. • Investigate early alert methods and follow-up services to monitor student performance and progress. Include student services, non-instructional faculty, and instructional faculty in the process. 2. Assess Departmental Capacities & Needs • Assess the capacities of Tutoring, Library Services, Counseling, Mental Health Services, Current Grants, and Professional Learning to provide these expanded services. • Assess resource needs (e.g., personnel, materials, space, professional learning) to accomplish them. 3. Broad Collaboration Among Support Areas (LRAS and Student Services) • Investigate opportunities for student- and academic-support services personnel (e.g., counselors, librarians, tutors, and classified) to meet in larger-scale and/or innovative forums for collaborating and sharing information.

EXISTING EFFORTS: 1. Meet Students Where they Are • Mesa has a dedicated research office to support efforts of assessing student perceptions and needs. • Tutoring, Library Services, and Counseling have instituted innovative, high-impact practices on which greater capacity can build. • Mesa has ensured that many students already have educational plans through SSSP. • Mesa has hired personnel to assist with the early alert follow-up. 2. Assess Departmental/Programmatic Capacities & Needs • Mesa has a strong culture of inquiry, program assessment, and improvement. 3. Broad Collaboration Among Support Areas • Mesa has instituted some broad means of communications, through the President's First Mondays on the Mesa and Student Services Monthly Update.

MAJOR OUTCOMES: 1. Meet Students Where they Are • Student research related to service perceptions and gaps will be explored. • Proposals for enhanced services will be developed. 2. Assess Departmental Capacities & Needs • Assessments will help determine needs. 3. Broad Collaboration Among Support Areas • Opportunities for large-scale/innovative means for collaboration will be recommended.

10. INTEGRATED TECHNOLOGY INFRASTRUCTURE

College has the technology infrastructure to provide tools for students as well as instructional, counseling, and student support faculty and staff to support planning, tracking, and outcomes for Guided Pathways.

This item will not be addressed in the current time period. Please refer to the timeline above for more information.

11. STRATEGIC PROFESSIONAL DEVELOPMENT

Professional Development (PD) is strategically, frequently, and consistently offered for staff, faculty and administrators and aligned with the college's strategic goals, needs and priorities identified in integrated plans, program review, and other intentional processes.

This item will not be addressed in the current time period. Please refer to the timeline above for more information.

12. ALIGNED LEARNING OUTCOMES

Learning outcomes are aligned with the requirements targeted by each program and across all levels (i.e., course, program, institutional) to ensure students' success in subsequent educational, employment, and career goals.

This item will not be addressed in the current time period. Please refer to the timeline above for more information.

13. ASSESSING AND DOCUMENTING LEARNING

The college tracks attainment of learning outcomes and that information is easily accessible to students and faculty. Consistent and ongoing assessment of learning is taking place to assess whether students are mastering learning outcomes and building skills across each program and using results of learning outcomes assessment to improve the effectiveness of instruction in their programs.

This item will not be addressed in the current time period. Please refer to the timeline above for more information.

14. APPLIED LEARNING OUTCOMES

Students have ample opportunity for applied/contextualized learning and practice. Opportunities have been coordinated strategically within and/or amongst programs.

This item will not be addressed in the current time period. Please refer to the timeline above for more information.

Performance Indicators

KEY PERFORMANCE INDICATORS

CURRENT KPI DATA

KEY PERFORMANCE INDICATORS

CURRENT KPI DATA

PARTICIPATION

TRANSFERRABLE MATH & ENGLISH COMPLETION

FIRST TERM MOMENTUM

Budget Totals

Total Budget

\$421,405

Code	Amount	Percent of Budget
1000 - Instructional Salaries	\$152,633	36.22%
2000 - Non-Instructional Salaries	\$120,060	28.49%
4000 - Supplies and Materials	\$15,000	3.56%
5000 - Other Operating Expenses and Services	\$110,000	26.1%
3000 - Employee Benefits	\$23,712	5.63%
San Diego Mesa College Total	\$421,405	100%

Efforts & Support

EFFORTS: In Summer 2017, Mesa College launched our Placement Assistant (PA). PA identifies math and English courses for enrollment using students' prior academic history, including cumulative, unweighted high school GPA, courses, and grades. To be eligible to use PA students must have recently (≤10yrs) graduated from a US high school. Some students may also need to take the English and/or mathematics assessment tests.

CHANCELLOR'S OFFICE SUPPORT: We would like to see webinars that are pathways vs vendor focused. A repository of promising practices (i.e. engaging student voices etc).

Certification

CHANCELLOR/PRESIDENT

Pamela Luster
pluster@sdccd.edu

APPROVED

Mar 22, 2018

PRESIDENT, ACADEMIC SENATE

Kim Perigo
Academic Senate President
kperigo@sdccd.edu
3619-388-5721

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