

**San Diego Mesa College
Classified Senate
Meeting Notes**

Thursday, March 8, 2018
10:00 a.m. – 11:30 a.m., I4-402

| | | |
|-------------------------------|----------------------------------|--------------------------------|
| ATTENDEES/ PROXIES | <i>Executive Officers</i> | <i>Ad Hoc Positions</i> |
| | Trina Larson, President | Naayieli Bravo |
| | Yolanda Catano, Vice President | Jacqueline Collins |
| | Alan Goodman, Senate Manager | Olivia Picolla |
| | Charlie Lieu, Treasurer | Des Short |
| | | |
| | <i>Senators</i> | <i>Attendees</i> |
| | Johanna Aleman | Jim Arnegard |
| | Mona King | Karla Trunta |
| | Eva Parrill | |

Agenda Item 1: Call to Order:

| | |
|-------------------|--|
| DISCUSSION | <ul style="list-style-type: none"> The meeting was called to order by Larson at 10:03am |
|-------------------|--|

Agenda Item 2: Review and Approval of Minutes:

| | |
|-------------------|--|
| DISCUSSION | <ul style="list-style-type: none"> February 22, 2018 minutes – tabled until March 15 |
|-------------------|--|

| ACTION ITEMS | PERSON RESPONSIBLE | DEADLINE |
|--|--|---|
| <ul style="list-style-type: none"> upload minutes | <ul style="list-style-type: none"> Alan | <ul style="list-style-type: none"> Before next meeting |

Agenda Item 3: Welcome/Introductions:

| | |
|-------------------|--|
| DISCUSSION | <ul style="list-style-type: none"> Senate members and attendees introduced themselves |
|-------------------|--|

Agenda Item 4: Executive Board & Senator Reports:

| | |
|-------------------|--|
| DISCUSSION | <p>a) President- Trina Larson</p> <ul style="list-style-type: none"> DGC: The funding formula is still in flux; however this is a pressing |
|-------------------|--|

and significant matter for all units, including classified. This began because each year our funding from the state or “apportionment” has been based on the prior year’s FTES performance. However, our FTES is cyclical. When the economy is good, our headcount dips. When the economy is bad, our headcount increases. This boom and bust cycle is not the best basis for funding; in fact, ¾ of California Community Colleges are now in “stability” which means they didn’t meet their base enrollment for the prior year. The original goal of reforming the funding formula was to end the boom and bust funding. However, the Chancellor is insistent that we tack performance- and low-income components to the new funding formula. Instead of 100% FTES funding, he wants to move to 50% FTES/25% low income/25% completion. No reliable simulations have been made to date, yet this is meant to go into effect July 1. Colleges, including ours, could be hard hit. We don’t know. Remember that 80% of our funding goes directly to salaries. This means that our college, however unlikely, and others in the state could take hits that aren’t sustainable without layoffs. We must be focused on advocacy, nudging this toward the following:

- Basing funding on three-year prior averages, not just the past year’s performance.
- Easing away from enrollment-based funding a little more responsibly. Perhaps lowering the percentages in the short term.
- I have been in contact with our state organization 4CS and, as a result, they have contacted their affiliates to see about classified representatives on the funding workgroups (which, right now, is CEOs and CBOs).
- **President’s Cabinet:** Reviewed the funding formula status and reminded us that Jumpstart is this Saturday. We aren’t involved this year. We noted that the Advocacy Fair is scheduled for April 11, 10-2. This is a great event with advocacy group “vendors” at booths. There’s also a speakers component where each group speaks for about 10 minutes on the work they do. It’s awesome. Please plan to come.
- **4CS:** Classified Leadership Institute will be held in Ventura on June 14-16. Registration will soon be closed. By the end of the meeting think about whether you want to attend. AFT is paying for it. We should have a contingent.
- **CS Presidents and Regional Presidents Consortium:** The SDCCD CS presidents met last night and discussed the following:
 - Guided Pathways progress. CE isn’t involved in GP technically, although our district is looking for innovative ways to involve them through CE to college pipelines and other initiatives. Classified at City and Miramar don’t seem to be very involved yet. We discussed our leadership imperative

with respect to Guided Pathways and will continue that discussion as a group.

- Over Reliance on NANCE: There seems to be a concern about this district-wide. I suggested we consider these on case-by-case bases and not work to undermine NANCE hiring on campuses without a detailed understanding for the rationale, needs, how classified might be displaced, etc. I suggested the AFT does and should take the lead on this. My understanding is this is a scrutinized process. Are you aware of abuses in NANCE hiring? Think about this. We would want to work responsibly to support our college, departments, and students in getting their needs met without relying on NANCE positions where classified positions are more appropriate.
- I suggested the following priorities for state advocacy through the SDICCCA consortium of presidents:
 - ❖ Funding Formula Advocacy
 - ❖ Appropriate representation of classified on the Consultation Council (a Chancellor committee)
 - ❖ Creating a 10+1 for classified that relates to shared governance matters. A statement about our responsibility to weigh in on program review and other matters some classified are not given access to.
 - ❖ State funding of Classified Senates
- Strategic Planning Task Force (King) – tabled

b) Vice President- Yolanda Catano

- Classified Appointments Report
 - Planning & Institutional Effectiveness QFE Subcommittee Representation Needed
 - The subcommittee plans to do the following:
 - ❖ College Commendations and Recommendations
 - ❖ District Commendation and Recommendations
 - ❖ College Recommendations Update
 - ❖ College Recommendations with Standards noted
 - ❖ QFE and grid
 - ❖ District's Accreditation Visit 2017 Progress template
 - Chair: Danene Brown
 - Meeting Schedule: 2nd and 4th Tuesdays at 2:30pm-3:15pm starting 3/12.

c) Administrator- Alan Goodman

- BARC update
 - All requests have been read and graded on a rubric
 - BARC meets Tuesday the 12th and results should be tallied and announced shortly

| | | | | | | | | | | | |
|-------------------------------------|---|------------------|------------|-----------------|----------|---------|---------|--------------|-------------------|-------------------------------------|---------|
| | <ul style="list-style-type: none"> • Still needs office coverage during meetings due to no work study available due to classes - may not be able to attend Spring 2018 meetings if coverage is not found <p>d) Treasurer- Charlie Lieu</p> <table border="1" style="margin-left: 40px;"> <tr> <td>Checking Account</td> <td style="text-align: right;">\$1,557.87</td> </tr> <tr> <td>Primary Savings</td> <td style="text-align: right;">\$415.92</td> </tr> <tr> <td>Savings</td> <td style="text-align: right;">\$56.54</td> </tr> <tr> <td>Total</td> <td style="text-align: right;">\$2,030.33</td> </tr> </table> <table border="1" style="margin-left: 40px; margin-top: 5px;"> <tr> <td>Classified Senate School/Foundation</td> <td style="text-align: right;">\$1,440</td> </tr> </table> <ul style="list-style-type: none"> • 15 scholarship apps, reviewing now <p>e) Member at Large- Angie Avila</p> <ul style="list-style-type: none"> • no report <p>f) Senator Reports</p> <ul style="list-style-type: none"> • no report <p>g) AFT Liaison Report</p> <ul style="list-style-type: none"> • Thirsty Thursday tonight • CFT conference is coming up March 23-25, 2018. Funding is available to attend. Contact Danielle Short (Des) with questions. • Day of Action was successful, during Democratic convention so unions from all over the country were present • Our local union is strong, less than 3% just dues-payers – likely not overly impacted even if Janus (sp?) does pass – some unions around the country in “right to work” states have lost up to 40% of dues and have disappeared • Would people be interested in a “Recommitment Ceremony”? Also can send stories about “Your Union and You” to Dez | Checking Account | \$1,557.87 | Primary Savings | \$415.92 | Savings | \$56.54 | Total | \$2,030.33 | Classified Senate School/Foundation | \$1,440 |
| Checking Account | \$1,557.87 | | | | | | | | | | |
| Primary Savings | \$415.92 | | | | | | | | | | |
| Savings | \$56.54 | | | | | | | | | | |
| Total | \$2,030.33 | | | | | | | | | | |
| Classified Senate School/Foundation | \$1,440 | | | | | | | | | | |

| ACTION ITEMS | PERSON RESPONSIBLE | DEADLINE |
|--------------|--------------------|----------|
| • | • | • |

Agenda Item 5: Committee & Department Reports

| | |
|-------------------|---|
| DISCUSSION | <p>a) Mesa Pathways (Larson/Catano/Picolla)</p> <ul style="list-style-type: none"> • 14 elements, we are looking at 6 of them • Mesa Pathways Draft Work Plan was presented (SEE ATTACHMENT #1) |
|-------------------|---|

| | |
|--|--|
| | <ul style="list-style-type: none"> • Olivia, Naayali, Karla, Yolanda, Johanna, Charlie, Jim, Mona, Trina on subcommittee • Guided Pathways money is temporary – we have to think about how these positions will be funded when temporary funds expire • Bringing all comments from this morning forward this afternoon at Pathways <p>b) Strong Workforce (King)</p> <ul style="list-style-type: none"> • tabled <p>c) Equity (Aleman)</p> <ul style="list-style-type: none"> • tabled <p>d) Immigrant Students (Catano)</p> <ul style="list-style-type: none"> • Waiting for updates on DACA • March 17 ACLU 9am-6pm – Yolanda to send email |
|--|--|

| ACTION ITEMS | PERSON RESPONSIBLE | DEADLINE |
|--------------|--------------------|----------|
| • | • | • |

Agenda Item 6: Activity Reports/Updates

| | |
|-------------------|---|
| DISCUSSION | <p>a) Dave & Buster’s Report (Lieu)</p> <ul style="list-style-type: none"> • tabled <p>b) Handbook Status (Catano)</p> <ul style="list-style-type: none"> • tabled <p>c) Webpage Development (Goodman/Larson)</p> <ul style="list-style-type: none"> • Sign-Up Sheet <p>d) Classified Ink Development (Larson)</p> <ul style="list-style-type: none"> • Production Schedule and Responsibility: <ul style="list-style-type: none"> ○ Cover story: Mesa Pathways ○ Page 2 – same ○ Classified News – funding formula, strong workforce update ○ Mesa World – Feeding San Diego, Scholarships, Commencement, ClassiCon, Spirit Night, list of conferences that Classified can attend (upcoming), Department Spotlight – Strong Workforce, AFT Corner, Immigration, Treasury ○ Opportunities |
|-------------------|---|

| | |
|--|--|
| | <ul style="list-style-type: none"> ○ Classifieds ○ Deadline next meeting March 15 <p>e) Strong Workforce Representation (Catano)</p> <ul style="list-style-type: none"> • tabled <p>f) Senate Video (Larson)</p> <ul style="list-style-type: none"> • tabled |
|--|--|

| ACTION ITEMS | PERSON RESPONSIBLE | DEADLINE |
|--------------|--------------------|----------|
| • | • | • |

Agenda Item 7: New Business

| | |
|-------------------|---|
| DISCUSSION | <p>a) ASG Funding Request</p> <ul style="list-style-type: none"> • Trina made request for \$500 for Classified Awards Banquet <p>b) College Mission Statement</p> <ul style="list-style-type: none"> • See packet for current, and two versions of revisions – bring feedback next week |
|-------------------|---|

| ACTION ITEMS | PERSON RESPONSIBLE | DEADLINE |
|--------------|--------------------|----------|
| • | • | • |

Agenda Item 8: Announcements/Events:

| | |
|-------------------|---|
| DISCUSSION | <p>a) AFT Thirsty Thursdays, March 8, 5-6:30, Burning Beard Brewing Co</p> <p>b) CFT conference is coming up March 23-25, 2018</p> <p>c) Scholarship Awards Ceremony, April 20, Doubletree, Hazard Center</p> <p>d) Classified Appreciation Week, May 7-11</p> <p>e) Classified Awards Luncheon, May 9, 2018, MC-211 A/B</p> <p>f) Commencement, May 19, USD</p> <p>g) Classi-Con, June 5-7</p> |
|-------------------|---|

Agenda Item 9: Roundtable:

| | |
|-------------------|---|
| DISCUSSION | • |
|-------------------|---|

| ACTION ITEMS | PERSON RESPONSIBLE | DEADLINE |
|--------------|--------------------|----------|
| • | • | • |

Agenda Item 10: Next Meeting:

| | |
|-------------------|---|
| DISCUSSION | <ul style="list-style-type: none"> • March 15, 2018 – 10-11:30am, I4-402 |
|-------------------|---|

Agenda Item 11: Adjournment:

| | |
|-------------------|--|
| DISCUSSION | <ul style="list-style-type: none"> • The meeting was adjourned by Larson at 11:26am |
|-------------------|--|

Taken by Alan Goodman, Administrator
 Submitted by Alan Goodman, Administrator
 Approved on: _____

ATTACHMENT #1 - MESA PATHWAYS WORK PLAN DRAFT

MESA PATHWAYS DRAFT WORK PLAN

| Element | Plan | Existing Efforts to Build Upon | Outcomes | Resources |
|--|--|--|--|---|
| <p>#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.</p> <p>Current Scale: Pre Adoption</p> | <p>1. Integration</p> <p>a. 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.</p> <p>b. Integrate framework into Collegewide strategic plan/Master plan and program review</p> <p>c. Develop collegewide goals for metrics.</p> <p>2. Communication</p> <p>a. Develop communication plan to enhance faculty, staff, administrator, and student awareness of metrics, goals, and progress</p> <p>3. Accessibility</p> <p>a. Develop and distribute crosswalk for metrics within 6 key plans that address equity (HSI Title III, HSI Title V, Equity, BSSOT/BSI, SSSP, SWP)</p> <p>b. Create Key Performance Indicators dashboard for campus use</p> | <p>Bullets apply to #1-3 of plan</p> <ul style="list-style-type: none"> • Integrated Student Success Plan KPI framework • Partnership with USC Center for Urban Education • Partnership between Career services and industry | <p>1. NA</p> <p>2. Faculty, staff and administrators will be aware of the metrics and goals established by the college to measure and monitor progress.</p> <p>3. Begin broadly training faculty staff and administrators to actively use KPI dashboard to monitor programs.</p> <p>Change to scale of adoption: Early Adoption</p> | <p>1. None</p> <p>2. None</p> <p>3. Resources can be paired with Element #9</p> |

MESA PATHWAYS DRAFT WORK PLAN

| | | | | |
|---|--|--|---|--|
| <p>#4. Inclusive Decision Making: 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.</p> <p>Current Scale: Pre Adoption</p> | <p>1. Steering Committee</p> <ul style="list-style-type: none"> Form an inclusive, cross-functional steering committee for Guided Pathways that is embedded sustainability within the college governance structure. Explore ways to incorporate student voices in a consistent and meaningful way, encouraging input, leadership, and ownership. <p>2. Assessment</p> <ul style="list-style-type: none"> Assess, in an ongoing manner, the inclusiveness of the committee, making recommendations for additional voices/departments/constituencies. <p>3. Feedback/Communications Plan</p> <ul style="list-style-type: none"> Develop an effective communications and feedback plan to <i>host broad, inclusive discussions and forums</i>. | <p>1. Steering Committee</p> <ul style="list-style-type: none"> 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. <p>2. Assessment</p> <ul style="list-style-type: none"> Mesa has begun a broad governance evaluation process upon which this can build. This is led by the Governance Evaluation Taskforce. <p>3. Feedback/Communication Plan</p> <ul style="list-style-type: none"> N/A | <p>1. Steering Committee</p> <ul style="list-style-type: none"> Mesa will form an inclusive, cross-functional Guided Pathways steering committee. <p>2. Assessment</p> <ul style="list-style-type: none"> Mesa will assess steering committee for inclusiveness, and will recommend innovative means to ensure active and engaged student participation. <p>3. Feedback/Communication Plan</p> <ul style="list-style-type: none"> Mesa will form a communication/feedback plan. <p>Change to scale of adoption: Early Adoption</p> | <p>1, 2, and 3</p> <ul style="list-style-type: none"> Student stipends to participate in ongoing discussions: \$10,000 Reassigned time /Stipend/NANCe backfill to have dedicated committee leaders from all constituency groups: \$25,000 |
|---|--|--|---|--|

MESA PATHWAYS DRAFT WORK PLAN

| | | | | |
|---|---|---|--|---|
| <p>#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.</p> <p>Current Scale: Pre Adoption</p> | <p><u>1 Guided major and career exploration incorporated as a performance indicator</u></p> <ul style="list-style-type: none"> Align organization structures and resources to support student career preparation and exploration as an integral aspect of learning. <p><u>2 Investigate technological access to career exploration software</u></p> <ul style="list-style-type: none"> Provide electronic resources, databases for career exploration that facilitates student career exploration <p><u>3 Establish a community of practice between student services and instruction focusing on career exploration</u></p> <ul style="list-style-type: none"> 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 | <p>1) College currently has career center and limited career exploration services</p> <p>2) Software identification has been ongoing; however student access has been limited</p> <p>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.</p> <p>Work-Based Learning Coordinator hired</p> | <p>1) Creation of a strategic implementation plan focused on majors and career exploration which includes both instruction and student services</p> <p>2) A concrete and accessible "interface" for students who can access information at their convenience;</p> <p>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</p> | <p><u>1, 2, and 3:</u></p> <ul style="list-style-type: none"> Reassign/Stipend to have three have two committee leaders: \$ 30,000 Reassign counseling faculty to strengthen liaison work: \$25,000 <p><u>2:</u></p> <ul style="list-style-type: none"> Career exploration and portfolio technology: \$20,000 <p><u>1 and 3:</u></p> <ul style="list-style-type: none"> Professional development: \$30,000 |
|---|---|---|--|---|

MESA PATHWAYS DRAFT WORK PLAN

| | | | | |
|--|--|---|--|---|
| | <p>high schools</p> <ul style="list-style-type: none"> Explore 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 | | <p>each of the college's programs.</p> <p>Change to scale of adoption: Early Adoption</p> | |
| <p>#7. Improved Basic Skills: College is implementing evidence-based practices to increase access and success in college and/or transfer-level math and English.</p> <p>Current Scale: Scale in progress</p> | <p>1. Integrated Support</p> <ul style="list-style-type: none"> Integrate 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?) <p>2. Professional Learning</p> <ul style="list-style-type: none"> Scale up Professional Learning in support of language acquisition, reading, writing, and math across the curriculum LRAS included in BSI curriculum redesign <p>3. Placement Changes</p> <ul style="list-style-type: none"> Replace Accuplacer for all students (including CE and ESOL), with new processes, including the Placement Assistant. | <p>1. Integrated Support</p> <ul style="list-style-type: none"> Tutoring: PL, coordination, tutors Embedded counseling CE Partnership Writing Workshops <p>3. Placement</p> <ul style="list-style-type: none"> Multiple Measures/Placement Assistant <p>4. Curricular Changes</p> <ul style="list-style-type: none"> Acceleration and PL for Acceleration Curriculum redesign in accelerated math and English courses | <p>1 to 4</p> <ul style="list-style-type: none"> Reduced equity gaps in transfer level placement in both math and English <p>3 and 4</p> <ul style="list-style-type: none"> 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 <p>Change to scale of adoption: Full Scale</p> | <p>1. More tutors, Tutor Coordination/clerical, Librarian compensation, and Counseling: \$101,405 <i>(Note: this amount is not rounded to help match our total allocation)</i></p> <p>2. Conferences, Hosting Experts, Reassign Time, Adjunct Compensation: \$25,000</p> <p>3. No Cost</p> <p>4. Reassign, Stipends: \$10,000</p> |

MESA PATHWAYS DRAFT WORK PLAN

| | | | | |
|---|--|--|---|--|
| | <ul style="list-style-type: none"> ○ Investigate multiple measures options for CE students, international students, and returning adults. ○ Explore options to use Directed Self Placement for English <p>4. Curricular Changes</p> <ul style="list-style-type: none"> ○ 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 | | | |
| <p>#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</p> | <ol style="list-style-type: none"> 1. <u>Curricular cleanup</u>- 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. <u>Increased melding of student services and instructional work</u>- 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 | <ol style="list-style-type: none"> 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. <u>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.</u> | <ol style="list-style-type: none"> 1. Clearer choices for students; no unoffered 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. <u>Students will have direct access to</u> | <ol style="list-style-type: none"> 1. \$35,000 faculty stipends/curriculum work and training of faculty to complete the work 2. \$25,000 faculty stipends/ reassign time for research and implement models 3. \$25,000 faculty stipends/discipline work |

MESA PATHWAYS DRAFT WORK PLAN

| | | | | |
|---|---|--|---|--|
| <p>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).</p> <p>Current Scale: Pre-Adoption</p> | <p>students; formalize structures for continuous dialogue and communication between counselors and instructors (refer to liason enhancement)</p> <p>3. <u>Discipline/degree</u> - 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.</p> | | <p>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.</p> <p>Change to scale of adoption: Pre-Adoption</p> | |
|---|---|--|---|--|

MESA PATHWAYS DRAFT WORK PLAN

| | | | | |
|---|--|--|--|---|
| <p>#9. Proactive & Integrated Academic/Student Support 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.</p> <p>Current Scale: Pre Adoption</p> | <p>1. Meet Students Where they Are</p> <ul style="list-style-type: none"> 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, and tutoring hot spots. Investigate early alert methods, instructional and student services involvement, and follow-up to monitor student performance and progress. <p>2. Assess Departmental Capacities & Needs</p> <ul style="list-style-type: none"> Assess the capacities of Tutoring, Library Services, Counseling, Current Grants, and Professional Learning to provide these expanded services. Assess resource needs (e.g., personnel, materials, space, professional learning) to accomplish them. <p>3. Broad Collaboration Among Support Areas (LRAS and Student Services)</p> <ul style="list-style-type: none"> Investigate opportunities for student- and academic-support services personnel (counselors, librarians, tutors, and classified) to meet in larger-scale and/or | <p>1. Meet Students Where they Are</p> <ul style="list-style-type: none"> 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. <p>2. Assess Departmental/Programmatic Capacities & Needs</p> <ul style="list-style-type: none"> Mesa has a strong culture of inquiry, program assessment, and improvement. <p>3. Broad Collaboration Among Support Areas</p> <ul style="list-style-type: none"> Mesa has instituted some broad means of communications, through the President's <i>First Mondays on the Mesa</i> and Student Services <i>Monthly Update</i>. | <p>1. Meet Students Where they Are</p> <ul style="list-style-type: none"> Student research related to service perceptions and gaps will be explored. Proposals for enhanced services will be developed. <p>2. Assess Departmental Capacities & Needs</p> <ul style="list-style-type: none"> Assessments will help determine needs. <p>3. Broad Collaboration Among Support Areas</p> <ul style="list-style-type: none"> Opportunities for large-scale/innovative means for collaboration will be recommended. <p>Change to scale of adoption: Pre Adoption</p> | <p>1, 2, and 3</p> <ul style="list-style-type: none"> Institutional Research Office Support: \$35,000 Student stipends: \$10,000 Marketing, promotional materials: \$15,000 |
|---|--|--|--|---|

MESA PATHWAYS DRAFT WORK PLAN

| | | | | |
|--|--|--|--|--|
| | innovative forums for collaborating and sharing information. | | | |
|--|--|--|--|--|