

Mesa Pathways Inquiry Team Meeting
Proactive and Integrative Student and Academic Support
Wednesday, September 11, 2:30 PM to 4:00 PM
LRC-432, LOFT

Agenda

Welcome! (15 Min)

1. Introductions

Review of Minutes

1. August 28, 2019

Review and Discuss: Where Are We?

1. Helpful Distinctions between Pathways Navigation and Proactive and Integrated Groups
2. Student Involvement

Next Meeting: Wednesday, September 25, 2:30-4:00, LRC-435

Meetings: 2nd/4th Wednesdays, 2:30-4:00, LRC-432 || Aug 28; Sept 11, 25; Oct 9, 23; Nov 13; Dec 11

[Google Folder](#)

*Mission: The mission of the Proactive and Integrated Student and Academic Support Pathways inquiry group (PIZZAS) is to be model communicators, intentionally bringing the campus community together to investigate **new** and **ongoing** innovative, promising, and equitable support practices for students. At the heart of our mission are open, shared, and continuous inquiry and learning. Our goal is to integrate support services into the fabric of students' learning experiences at Mesa, proactively meeting students where they are and supporting their educational achievement.*

Proactive and Integrated Agenda

Meeting Notes

September 11, 2019

2:30-4:00, LRC-432

Attendees: Kim Tran, Trina Larson, Katie Palacios, Brian Mackus

Next meeting: September 25, 2019, 2:30-4, LRC-435

1. **Review of Meeting Notes:** They seem on track; we will keep teasing ideas out.

2. **Review and Discuss: Where are we?**

Helpful Distinction between Pathways Navigation and Proactive and Integrated: We found the idea that Pathways Navigation and Mesa Journeys (which takes students to programs through introduction and orientations) ends where we begin (when students are already part of “cohorts” of programs and services) helpful. The work of Proactive and Integrated is to help ensure that students have as seamless, wrapped around experience as possible. **We Want to Check Back with Claudia:** Does this concept make sense to Claudia? Side note: Claudia and her team are planning a session in October (?) when departments/services will come together. Might this inform our retreat? Would it replicate what we hope to do with the retreat? Let’s ask questions so we can build on each other’s work and not duplicate.

3. **Student Involvement:** Isabel asked Trina to present on student involvement, but that item got tabled. Our group could have a dual focus on student involvement. If that’s of interest, it’d be great if we all had some input for the brief meeting presentation. Ideas we brainstormed –

i. **What do we need from students:**

1. **Fresh and ongoing responses to emerging questions**

a. **Accomplish through small surveys**

- As part of the curriculum of MathX courses (include MP and ask them to be our experts)
- Integrate into Canvas via the announcement tool and possibly a video introduction; request that they take brief, ongoing surveys to be eligible for a scholarship. Timing is important for this.
- Ask student leaders to reach out in their classes

2. Deep involvement in ongoing, global projects

- a. **Eg, The development of a team of students to help us think through Robyn Bolden's "Bridge" program**
 - This is ASVP Robyn's concept of students (like ambassadors) who have a broad overview of supports and services, who can connect with students and connect them to services. (Hmmm, now this is seeming like onboarding...).
- b. See attached, Santa Monica "**Student Advisory Squads.**" Something like this...
How are they getting paid?

ii. What do students need from us?:

1. Compensation for their time; recognition of their expertise

- a. Through class credit (create classes allowing students to earn units)?
- b. Through an internship?
- c. Through pay?
- d. Through honors contract?
- e. (In all, what kind of package of options could we/someone put together?)

iii. Which students?

1. For leadership roles

- a. Those in AS and Clubs

2. For representative data

- a. Those in MathX classes
- b. Those seeing counselors
- c. Those in cohort groups
- d. Most importantly: they must represent a cross-section

e. Our Programs/Services/Maybe Instruction Retreat +/-

- i. Should we hold a first retreat as a programs/services thing, learn from that, and then when instructional programs are mapped, engage instructional faculty?
 1. We could; but it might be better to do the SS and Instructional work in tandem.
- ii. How can we interest instruction?
 1. Attend department meetings with elevator speeches, as them to think about attending. Maybe don't invite comment because in many departments a few voices dominate and can discourage. Let folks think about participating without undue influence.
 2. We could send a survey with descriptions of programs and live links to their webpages.
- iii. Is one goal to map programs and services the way we map instructional programs
 1. Is this possible?
 2. Is there a place for backward design?
 3. How can we embrace chaos and unpredictability in a student's journey?

3. Template for Relevant and Action-Oriented Meetings (Hold)

- a. We started a little on this. We said that it seems our primary work now is to help create the conditions for programs, services, and instruction to do the integrative/interweaving work, moving the college to be proactive and integrated. That will require our time and effort in the near term. However, good practical recommendations for departments or practices emerge as we talk. How can we honor those ideas and remain focused on "building the highway," as Brian said. We agreed to use a parking lot, so good ideas or practical examples that we can't implement now aren't lost.

4. Next Steps

- Establish our leadership

- Think about who needs to be at the table
- Continue to understand and evolve our work

5. Parking Lot

- Faculty/Services should not wait until the semester is in full swing (after the two-week drop period) to engage with students.
 - Faculty could walk students to tutoring or to the SS Center or LRC.
 - Tutoring could reach out to students in classes.
 - All faculty, especially part-timers need to have the “Faculty 101” experience; they need to connect with people so they can refer students to real people.
- Part-time faculty could be given space for office hours that are welcoming and visible to students (eg. in the STEM Center).]
- Tutoring could video tutoring sessions for common issues and develop a bank of “FAQ” tutoring videos.